



Arolygiaeth Ei Mawrhydi dros Addysg a Hyfforddiant yng Nghymru
Her Majesty's Inspectorate for Education and Training in Wales

A report on

**Derwendeg Primary School
Hengoed Road
Cefn Hengoed
Hengoed
CF82 7HP**

Date of inspection: December 2015

by

**Estyn, Her Majesty's Inspectorate for Education
and Training in Wales**

During each inspection, inspectors aim to answer three key questions:

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

Inspectors also provide an overall judgement on the school's current performance and on its prospects for improvement.

In these evaluations, inspectors use a four-point scale:

Judgement	What the judgement means
Excellent	Many strengths, including significant examples of sector-leading practice
Good	Many strengths and no important areas requiring significant improvement
Adequate	Strengths outweigh areas for improvement
Unsatisfactory	Important areas for improvement outweigh strengths

The report was produced in accordance with Section 28 of the Education Act 2005.

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Context

Derwendeg Primary School is in the village of Cefn Hengoed in the Caerphilly local authority. The school currently has 195 pupils on roll from the ages of three to eleven. There are six single-age classes and one mixed-age class plus a part-time nursery.

Over the last three years, the average number of pupils eligible for free school meals is around 32%, which is above the national average of 20%. The school identifies about 24% as having additional learning needs, which is similar the national average of 25%. A very few pupils have a statement of special educational needs. No pupils speak Welsh as a first language or are in the care of the local authority. A very few pupils come from an ethnic minority background or receive support in English as an additional language.

The last inspection was in February 2009. The headteacher took up his post in January 2015.

The individual school budget per pupil for Derwendeg Primary School in 2015-2016 means that the budget is £3,191 per pupil. The maximum per pupil in the primary schools in Caerphilly is £5,191 and the minimum is £2,492. Derwendeg Primary School is 32nd out of the 75 primary schools in Caerphilly in terms of its school budget per pupil.

Summary

The school's current performance	Good
The school's prospects for improvement	Good

Current performance

The current performance of the school is good because:

- Nearly all pupils make good progress in developing their literacy and numeracy skills across the curriculum
- The performance of pupils at the end of the Foundation Phase and key stage 2 tends to place the school in the top 25% or higher 50% when compared with similar schools
- Nearly all pupils make good progress in developing their Welsh language skills
- Attendance rates are improving
- Nearly all pupils behave well
- The role of pupils in decision-making about the life and work of the school is a strength
- The school provides many worthwhile and interesting learning experiences that meet the needs of all pupils well
- Most teaching is good

Prospects for improvement

The school's prospects for improvement are good because:

- The headteacher manages the school well
- The deputy headteacher, along with the recently restructured senior leadership team, leads many new initiatives effectively
- All staff work together well and embrace new ideas willingly
- Governors are knowledgeable about the school's performance and participate actively in determining its strategic direction
- The school's self-evaluation process is comprehensive and robust
- Partnerships between the school and parents, the community and other organisations have a positive impact on pupils' achievements and wellbeing

Recommendations

- R1 Raise the attainment level of boys, particularly in English, and of pupils eligible for free school meals
- R2 Reduce the level of authorised absence and improve the attendance of pupils eligible for free school meals
- R3 Ensure the provision for information and communication technology (ICT) is a more integral part of pupils' learning
- R4 Develop more consistency in the use of assessment for learning procedures in lessons

What happens next?

The school will draw up an action plan that shows how it is going to address the recommendations.

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

Nearly all pupils make good progress in developing their literacy and numeracy skills across the curriculum as they move through the school.

In the Foundation Phase, most pupils listen well to adults and to each other and contribute consistently well to group and class discussions. They make observations and discuss these effectively, for example when watching other pupils perform in physical development lessons. Most pupils have a good awareness of their audience when speaking and use appropriate and increasingly complex vocabulary to good effect. In key stage 2, nearly all pupils listen well in lessons to develop their understanding. They explain their thoughts and ideas effectively using a good range of vocabulary, for example when they discuss how to write an opening paragraph to describe the Victorian era.

Nearly all Foundation Phase pupils are enthusiastic about reading and they read successfully at an appropriate level. They build up their phonic skills thoroughly and blend a suitable range of sounds confidently to read unfamiliar words. More able pupils read challenging texts expressively and convey different characters perceptively when reading reported speech. In key stage 2, nearly all pupils respond effectively to what they read and they take note of punctuation marks and other textual cues well. Most read fluently and with appropriate expression. By Year 6, many pupils begin to recognise hidden meanings and they skim and scan texts purposefully.

Most pupils in the Foundation Phase develop their writing skills well and by Year 2 many, especially the more able, write a variety of extended pieces independently. They make good progress with spelling, punctuation and handwriting. They present their work well. In key stage 2, most pupils write skilfully across a range of genres for different purposes and audiences. They write interesting and well-informed newspaper articles, for example on the current Syrian crisis. Nearly all pupils plan their writing well and draft and edit their work thoroughly to improve its quality. Most apply a good range of vocabulary successfully and present their work neatly.

In the Foundation Phase, nearly all pupils develop relevant numeracy skills and they learn to measure carefully using standard units. By Year 2, most pupils double and halve numbers accurately and add, subtract and order numbers up to 100 correctly. They count in twos, fives and tens and use place value successfully. They are familiar with symmetry and the properties of basic shapes. They solve simple word problems confidently and apply their learning to real life situations, such as a supermarket bill. They gather, record and interpret data in lists, tables and graphs effectively.

In key stage 2, nearly all pupils build successfully on their existing mathematical knowledge and understanding. By Year 6, most recognise patterns and relationships

between numbers up to one million. They understand fractions, decimals and percentage equivalents and are familiar with negative and squared numbers. They calculate four-digit numbers accurately. They know how to extract and use information from data sources, such as timetables. Most pupils develop appropriate problem-solving and mental mathematics skills and they use alternative strategies well to reach correct answers. However, their knowledge of multiplication tables and more complex two and three-dimensional shapes is less secure.

Nearly all pupils make good progress in developing their Welsh language skills. They speak clearly when asking and answering questions and when presenting information. Many older pupils speak enthusiastically about the weather, themselves and their hobbies and holidays. They write consistently well using a suitable range of vocabulary. Most older pupils use an appropriate range of tenses effectively and many can read familiar texts with good pronunciation and understanding.

Over the last three years, at the end of both the Foundation Phase and key stage 2, the performance of pupils in literacy and mathematics at both the expected and higher levels tends to place the school in the top 25% or higher 50% when compared with similar schools. Across the school, girls as a group tend to perform better than boys, especially in English, and pupils eligible for free school meals tend not to attain as well other pupils.

Wellbeing: Good

Nearly all pupils behave well and feel safe in school. They know when to ask for advice and support. They have a good understanding of how to eat and drink healthily and they know the importance of taking regular exercise.

There is an improving trend in overall attendance rates. Over the last two years, the figures have placed the school in the higher 50% when compared with similar schools. However, the percentage of authorised absences remains relatively high and pupils eligible for free school meals tend not to attend as well as other pupils. Nearly all pupils are punctual at the start of the school day.

The role of pupils in decision-making about the life and work of the school is a strength. Pupils take on a wide range of roles, such as behaviour monitors and play leaders, and older pupils regularly help and support younger pupils. The school council makes a valuable contribution to school life and liaises suitably with the governing body. Its committee system works extremely well and members undertake their roles and duties enthusiastically and effectively.

Nearly all pupils develop effective social and life skills. They show respect, care and concern for others and take responsibility for their own actions. They develop the skills needed to improve their own learning. They show interest and motivation in their activities and work well together. Most pupils develop a strong feeling of belonging to their local community. For example, in key stage 2, they participate in the Caerphilly County Council Pride in your Place scheme.

Key Question 2: How good is provision?

Good

Learning experiences: Good

The school provides many worthwhile and interesting learning experiences that meet the needs of most pupils well. Teachers plan purposefully and consistently, in order to ensure that pupils build on their knowledge and skills systematically across the curriculum as they move through the school. Extra-curricular activities, such as lacrosse and basketball, as well as visits and visitors to the school, enrich pupils' learning experiences successfully.

The school addresses the requirements of the literacy and numeracy framework well. Teachers have adapted their short-term planning to ensure suitable coverage of these skills. However, they do not plan and develop pupils' ICT skills well enough. The school provides an effective range of interventions to support pupils who need additional help with their learning.

Provision and planning for the Welsh language and the Welsh dimension are strong features. The school makes effective use of an appropriate framework for teaching Welsh vocabulary and language patterns. In addition, the Criw Cymraeg promotes the Welsh language actively and successfully and the school has demonstrated this good practice to other local schools. All pupils gain a broad understanding of life in Wales and Welsh culture through a suitable range of relevant activities and visits.

The eco committee is proactive in raising pupils' awareness of sustainability issues, such as recycling, saving energy and looking after the environment, culminating in the weekly 'eco caterpillar' class award. The school actively supports fair trade projects and charities and it has collected gifts for a school in Uganda. These activities help to promote pupils' understanding of other cultures and those less fortunate than themselves.

Teaching: Good

All teachers establish good relationships with pupils and know their individual needs and abilities well. They praise and encourage pupils to succeed. Most have good subject knowledge and high expectations of pupils' achievement.

Most teachers prepare lessons and class work thoroughly and provide a wide range of collaborative and independent tasks that engage pupils in learning of good quality. They conduct lessons at a brisk pace and use open-ended questioning well to enable pupils to extend their thinking. They encourage pupils to make their own choices and decisions and match activities to ability levels closely. However, in a few classes teachers do not always manage pupils effectively or monitor their progress sufficiently well. In these cases, the tasks set do not interest pupils enough and lessons progress too slowly. Support staff have very clear roles and make a valuable contribution to pupils' learning.

The school sets appropriate long-term targets for pupils. Teachers track their learning regularly and thoroughly to ensure they make at least the expected progress and achieve their full potential. However, short-term target-setting to indicate the next steps in learning is less well developed.

Assessment for learning strategies, including self and peer assessment, are becoming established features within the school's assessment procedures, but they are less evident in lessons. All teachers mark pupils' work conscientiously and provide positive and supportive comments. Most set questions and encourage pupils to respond, in order to move their learning forward. Annual reports to parents and consultation evenings each term provide parents with valuable information about their children's progress and achievements.

Care, support and guidance: Good

The school provides a supportive and caring environment for all pupils. As a result, pupils feel safe and secure. There are appropriate arrangements for promoting healthy eating and drinking. Staff and visitors foster the benefits of healthy living effectively through the curriculum and in extra-curricular activities. Assemblies and learning experiences promote pupils' spiritual, moral, social and cultural development successfully.

Attendance rates have improved in recent years as a result of a range of appropriate strategies and initiatives, including half-termly attendance meetings with parents and various reward systems. The school also works closely with the education welfare officer to improve the attendance of targeted pupils. The management of pupils' behaviour, especially for those with social and emotional difficulties, is a strength in nearly all classes. The school's arrangements for safeguarding meet requirements and give no cause for concern.

The school, with the help and advice of a wide range of specialist agencies, identifies pupils with additional learning needs at an early stage and provides effective, targeted support, which has a positive impact on their progress. Pupils have child-friendly individual education plans. They know what their targets are and they review these on a termly basis alongside their parents and teachers. Skilled teaching assistants deliver specific programmes that help pupils develop their literacy and numeracy skills, so they can achieve their full potential. Many pupils make good progress through these support programmes.

Learning environment: Good

The school is a caring, supportive and inclusive community, where pupils and staff treat each other with respect and courtesy. Pupils have equal access to the curriculum and every aspect of school life. The school celebrates cultural differences and diversity successfully.

The school's accommodation meets the needs of pupils well. The buildings, although showing signs of age, are well maintained and secure. Most classrooms are spacious and provide a suitable learning environment for the number of pupils on roll. Attractive displays give pupils a sense of pride and achievement in their work.

The site includes three relatively small playgrounds and an extensive playing field with designated outside learning areas for the nursery and Foundation Phase classes. With reasonable adjustments, all areas and buildings are accessible for those with a disability.

Pupils have access to an appropriate range of resources to support their learning. For example, there is sufficient up-to-date ICT equipment and the library has a good stock of fiction and non-fiction books.

Key Question 3: How good are leadership and management?	Good
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Leadership: Good

The headteacher manages the school well. He has high expectations and a clear vision for the school's future with a focus on raising standards of achievement. The deputy headteacher, along with the recently restructured senior leadership team, leads many new initiatives effectively. She makes a notable contribution to school improvement, for example in curriculum planning, reading and assessment. Both the headteacher and deputy headteacher have achieved much in the short time since their appointments.

All staff work together well and embrace new ideas willingly. A positive team spirit permeates the school. All permanent teachers have curriculum and administrative responsibilities, which they undertake effectively. They monitor their areas robustly and provide purposeful guidance and training for colleagues, where appropriate.

Appropriate performance management procedures are in place for all staff. The senior leadership team manages the process effectively and ensures that appraisal targets link closely to the school development plan and the professional needs of individual staff.

Governors are knowledgeable about the school's performance and participate actively in determining its strategic direction, for example by attending staff meetings to discuss the school development plan. They question and challenge school leaders appropriately. All governors have specific roles and responsibilities and most attend training events and undertake learning walks with teachers and pupils to see the school in action. The governing body fulfils its statutory obligations well, although it has not reviewed a few key policies, such as the strategic equalities plan, to keep them relevant and up-to-date.

Improving quality: Good

The self-evaluation process is comprehensive and robust. It involves all staff and draws on a wide range of data gathered from pupils' performance outcomes, scrutiny of books, lesson observations and the views of pupils and parents. There is a purposeful and well-focused timetable of self-evaluation and monitoring activities. Most staff evaluate their own performance well and subject leaders contribute effectively to the school's self-evaluation process through their annual action plans.

The school identifies its strengths and areas for improvement well. The self-evaluation report provides an honest and accurate picture of the school. Its analysis links directly to the priorities within the school development plan. The plan contains relevant details of actions, timescales, key personnel, monitoring arrangements and costs, associated with its delivery. The school council, in conjunction with the senior leadership team, produces its own pupil-friendly school development plan. This is on

prominent display in each classroom. It ensures that pupils, as well as staff and other stakeholders, are aware of how the school intends to improve.

The school is moving forward purposefully and is addressing local and national priorities well.

Partnership working: Good

Partnerships between the school and parents, the community and other organisations enrich the provision within the school and have a positive impact on pupils' achievements and wellbeing. Nearly all parents are supportive of the school and appreciate the regular information they receive about their children's progress and achievements. The school organises useful workshops for parents, for example on how to support their children's learning and how to ensure their safety on the internet. There is an active parent-teacher association, which raises additional funds for the benefit of pupils.

The school has effective arrangements for the transfer of pupils' from the private playgroup on site, which has Flying Start status, into the nursery. This provides staff with a good understanding of the needs and interests of pupils, who subsequently settle quickly when starting school. There are also effective transition arrangements for pupils moving from Year 6 to their chosen secondary school.

The school has successful partnerships with the local receiving secondary schools and its cluster primary schools. Regular meetings occur, for example on the standardisation and moderation of pupils' work in the core subjects and Welsh. This ensures the accuracy of teachers' own assessments, which they discuss regularly between themselves in school.

There is a wide range of beneficial partnerships between the school and other agencies, such as the local authority, churches, businesses and the police. For example, the school library service visits the school to promote pupils' enjoyment of reading and to train them in the Dewey system.

Resource management: Good

The school has an appropriate number of suitably qualified teachers and support staff, who make a valuable contribution to pupils' all-round development. All staff have clearly defined roles and attend regular training events to ensure that they remain up-to-date. Recently, for example, all have attended in-service sessions on behaviour management and assessment procedures, which have had a beneficial impact on pupils' learning. However, staff have not undertaken any recent training on equality and diversity. Teachers also learn from each other by sharing good practice regularly and by visiting other schools.

The school manages its accommodation and resources well. Day-to-day administrative routines operate efficiently and the arrangements for teachers' planning, preparation and assessment time are appropriate.

Financial management and administrative controls are effective. The budget is balanced and the finance committee monitors spending decisions carefully to reflect school priorities. The school allocates the pupil deprivation grant almost exclusively to support pupils eligible for free school meals. For example, it provides targeted intervention programmes and a specific ICT group in each class. Outcomes from these various initiatives indicate that the grant is having an impact on improving the performance of pupils eligible for free school meals. For example, the gap between their attainment and that of other pupils in teachers' assessments at the end of each key stage is narrowing overall.

Due to the positive outcomes in pupils' standards of achievement and the overall quality of the provision and leadership, the school provides good value for money.

Appendix 1: Commentary on performance data

6762097 - DERWENDEG PRIMARY SCHOOL

Number of pupils on roll	206
Pupils eligible for free school meals (FSM) - 3 year average	32.2
FSM band	5 (32%<FSM)

Foundation Phase

	2012	2013	2014	2015
Number of pupils in Year 2 cohort	21	25	24	25
Achieving the Foundation Phase indicator (FPI) (%)	95.2	88.0	87.5	88.0
Benchmark quartile	1	1	1	1
Language, literacy and communication skills - English (LCE)				
Number of pupils in cohort	21	25	24	25
Achieving outcome 5+ (%)	95.2	88.0	87.5	88.0
Benchmark quartile	1	1	2	2
Achieving outcome 6+ (%)	33.3	28.0	20.8	32.0
Benchmark quartile	1	2	3	1
Language, literacy and communication skills - Welsh (LCW)				
Number of pupils in cohort	*	*	*	*
Achieving outcome 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving outcome 6+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematical development (MDT)				
Number of pupils in cohort	21	25	24	25
Achieving outcome 5+ (%)	95.2	88.0	87.5	92.0
Benchmark quartile	1	2	2	1
Achieving outcome 6+ (%)	42.9	28.0	25.0	24.0
Benchmark quartile	1	1	2	3
Personal and social development, wellbeing and cultural diversity (PSD)				
Number of pupils in cohort	21	25	24	25
Achieving outcome 5+ (%)	95.2	100.0	87.5	100.0
Benchmark quartile	1	1	3	1
Achieving outcome 6+ (%)	52.4	64.0	54.2	56.0
Benchmark quartile	1	1	1	1

The Foundation Phase indicator (FPI) represents the percentage of pupils achieving outcome 5 or above in PSD, LCE/LCW, and MDT in combination.

* This item may disclose information on individuals, or it is not sufficiently robust for publication, not applicable or is otherwise unavailable.

The benchmark quartile compares the performance of one school against others who have similar levels of pupils with free school meals (FSM). FSM is used as a proxy of social deprivation in schools. This allows a comparison of the performance of a school against others who are in the same FSM category, and who might therefore have a similar intake of pupils from deprived backgrounds.

A school in benchmark quartile 1 is in the highest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are higher than many other schools with similar levels of pupils from deprived backgrounds. A school in benchmark quartile 4 is in the lowest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are lower than many other schools with similar levels of pupils from deprived backgrounds.

6762097 - DERWENDEG PRIMARY SCHOOL

Number of pupils on roll	206
Pupils eligible for free school meals (FSM) - 3 year average	32.2
FSM band	5 (32%<FSM)

Key stage 2

	2012	2013	2014	2015
Number of pupils in Year 6 cohort	29	32	29	23
Achieving the core subject indicator (CSI) (%)	79.3	90.6	86.2	87.0
Benchmark quartile	2	1	1	2
English				
Number of pupils in cohort	29	32	29	23
Achieving level 4+ (%)	82.8	93.8	89.7	87.0
Benchmark quartile	2	1	1	2
Achieving level 5+ (%)	*	25.0	44.8	34.8
Benchmark quartile	*	2	1	2
Welsh first language				
Number of pupils in cohort	*	*	*	*
Achieving level 4+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematics				
Number of pupils in cohort	29	32	29	23
Achieving level 4+ (%)	79.3	90.6	86.2	87.0
Benchmark quartile	3	1	2	2
Achieving level 5+ (%)	*	25.0	27.6	34.8
Benchmark quartile	*	2	3	2
Science				
Number of pupils in cohort	29	32	29	23
Achieving level 4+ (%)	82.8	93.8	86.2	87.0
Benchmark quartile	2	1	2	2
Achieving level 5+ (%)	*	25.0	31.0	47.8
Benchmark quartile	*	2	2	1

The core subject indicator (CSI) represents the percentage of pupils achieving level 4 or above in English or Welsh (first language), mathematics and science in combination.

* This item may disclose information on individuals, or it is not sufficiently robust for publication, not applicable or is otherwise unavailable.

The benchmark quartile compares the performance of one school against others who have similar levels of pupils with free school meals (FSM). FSM is used as a proxy of social deprivation in schools. This allows a comparison of the performance of a school against others who are in the same FSM category, and who might therefore have a similar intake of pupils from deprived backgrounds.

A school in benchmark quartile 1 is in the highest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are higher than many other schools with similar levels of pupils from deprived backgrounds. A school in benchmark quartile 4 is in the lowest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are lower than many other schools with similar levels of pupils from deprived backgrounds.

Further information is available from the Welsh Government My Local School website at the link below.
<http://mylocalschool.wales.gov.uk/index.html?lang=eng>

Appendix 2

Stakeholder satisfaction report

Responses to learner questionnaires

denotes the benchmark - this is a total of all responses since September 2010.

	Number of responses Nifer o ymatebion		Agree Cytuno	Disagree Anghytuno	
I feel safe in my school.	115		100 87%	15 13%	Rwy'n teimlo'n ddiogel yn fy ysgol.
			98%	2%	
The school deals well with any bullying.	117		94 80%	23 20%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			92%	8%	
I know who to talk to if I am worried or upset.	115		107 93%	8 7%	Rwy'n gwybod pwy i siarad ag ef/â hi os ydw I'n poeni neu'n gofidio.
			97%	3%	
The school teaches me how to keep healthy	116		114 98%	2 2%	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
			97%	3%	
There are lots of chances at school for me to get regular exercise.	117		113 97%	4 3%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			96%	4%	
I am doing well at school	116		98 84%	18 16%	Rwy'n gwneud yn dda yn yr ysgol.
			96%	4%	
The teachers and other adults in the school help me to learn and make progress.	117		112 96%	5 4%	Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddysgu a gwneud cynnydd.
			99%	1%	
I know what to do and who to ask if I find my work hard.	115		108 94%	7 6%	Rwy'n gwybod beth I'w wneud a gyda phwy i siarad os ydw I'n gweld fy ngwaith yn anodd.
			98%	2%	
My homework helps me to understand and improve my work in school.	116		90 78%	26 22%	Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol.
			91%	9%	
I have enough books, equipment, and computers to do my work.	116		111 96%	5 4%	Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
			95%	5%	
Other children behave well and I can get my work done.	115		63 55%	52 45%	Mae plant eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
			77%	23%	
Nearly all children behave well at playtime and lunch time	115		69 60%	46 40%	Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
			84%	16%	

Responses to parent questionnaires

denotes the benchmark - this is a total of all responses since September 2010.

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
Overall I am satisfied with the school.	74	24 32%	47 64%	3 4%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		64%	33%	3%	1%		
My child likes this school.	75	36 48%	36 48%	3 4%	0 0%	0	Mae fy mhentyn yn hoffi'r ysgol hon.
		73%	25%	1%	0%		
My child was helped to settle in well when he or she started at the school.	75	38 51%	36 48%	1 1%	0 0%	0	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		73%	26%	1%	0%		
My child is making good progress at school.	73	33 45%	34 47%	4 5%	2 3%	1	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		62%	34%	3%	1%		
Pupils behave well in school.	67	8 12%	56 84%	3 4%	0 0%	5	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		48%	47%	4%	1%		
Teaching is good.	75	31 41%	41 55%	3 4%	0 0%	0	Mae'r addysgu yn dda.
		62%	36%	2%	0%		
Staff expect my child to work hard and do his or her best.	75	29 39%	45 60%	1 1%	0 0%	0	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		65%	33%	1%	0%		
The homework that is given builds well on what my child learns in school.	74	18 24%	48 65%	8 11%	0 0%	1	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhentyn yn ei ddysgu yn yr ysgol.
		50%	42%	6%	2%		
Staff treat all children fairly and with respect.	75	21 28%	52 69%	2 3%	0 0%	0	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		61%	34%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	72	20 28%	48 67%	4 6%	0 0%	2	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		61%	37%	2%	0%		
My child is safe at school.	73	28 38%	43 59%	2 3%	0 0%	0	Mae fy mhentyn yn ddiogel yn yr ysgol.
		67%	31%	1%	0%		
My child receives appropriate additional support in relation to any particular individual needs'.	59	15 25%	39 66%	5 8%	0 0%	10	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		56%	38%	4%	1%		
I am kept well informed about my child's progress.	75	19 25%	55 73%	1 1%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		50%	40%	8%	2%		

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
I feel comfortable about approaching the school with questions, suggestions or a problem.	75	28 37%	42 56%	5 7%	0 0%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		63%	31%	4%	2%		
I understand the school's procedure for dealing with complaints.	70	17 24%	46 66%	7 10%	0 0%	4	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		49%	42%	8%	2%		
The school helps my child to become more mature and take on responsibility.	73	18 25%	50 68%	5 7%	0 0%	2	Mae'r ysgol yn helpu fy mhentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		58%	39%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	53	10 19%	36 68%	5 9%	2 4%	15	Mae fy mhentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		53%	41%	5%	1%		
There is a good range of activities including trips or visits.	70	7 10%	42 60%	20 29%	1 1%	5	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		55%	38%	5%	1%		
The school is well run.	73	21 29%	51 70%	1 1%	0 0%	2	Mae'r ysgol yn cael ei rhedeg yn dda.
		62%	33%	3%	2%		

Appendix 3

The inspection team

Dr Peter David Ellis	Reporting Inspector
Mrs Buddug Mai Bates	Team Inspector
Mrs Gwen Lloyd Aubrey	Lay Inspector
Mr Neil Davies	Peer Inspector
Mr Davies (Headteacher)	Nominee

Copies of the report

Copies of this report are available from the school and from the Estyn website (www.estyn.gov.wales)

Year groups, the Foundation Phase and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years of age. This system emphasises the importance of continuity and eases communication among schools, governing bodies, parents and local authorities.

The following table sets out the age ranges relevant to each year group. For example, Year 1 refers to the group of pupils who reach the age of six and Year 13 is the year group who reach the age of 18 during the academic year.

Primary phase:

Year	N	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	3-4	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The Foundation Phase and key stages cover the following year groups:

Foundation Phase	Nursery, Reception, Year 1 and Year 2
Key stage 2	Year 3 to Year 6
Key stage 3	Year 7 to Year 9
Key stage 4	Year 10 and Year 11

Glossary of terms – Primary

Foundation Phase indicator (FPI)

Progress in learning through the Foundation Phase is indicated by outcomes (from outcome 1 to outcome 6).

The Foundation Phase indicator (FPI) relates to the expected performance in three areas of learning in the Foundation Phase:

- literacy, language and communication in English or Welsh first language
- mathematical development
- personal and social development, wellbeing and cultural diversity

By the end of the Foundation Phase, at the age of seven, pupils are expected to reach outcome 5 and the more able to reach outcome 6.

Pupils must achieve the expected outcome (outcome 5) in the three areas above to gain the Foundation Phase indicator.

The core subject indicator (CSI)

Progress in learning through key stage 2 is indicated by levels (level 1 to level 5).

The core subject indicator in key stage 2 relates to the expected performance in the core subjects of the National Curriculum:

- English or Welsh first language
- mathematics
- science

By the end of the key stage 2, at the age of 11, pupils are expected to reach level 4 and more able pupils to reach level 5.

Pupils must gain at least the expected level (level 4) in the three core subjects to gain the core subject indicator.

All-Wales Core Data sets

Inspection reports may refer to a school's performance relative to a family of schools or to schools with a broadly similar proportion of pupils eligible for free school meals.

In relation to free school meals, schools are placed into one of five bands according to the three-year trend in the proportion of pupils eligible for free school meals in the school. The school's performance is then placed into quartiles (from the top 25% to the bottom 25%) in relation to how well it is doing compared with other schools in the same free school meal band.

The Welsh Government created the families of schools (typically a group of 11 schools) to enable schools to compare their performance with that of similar schools across Wales. The composition of the families draws on a number of factors. These include the proportion of pupils eligible for free school meals and the proportion living in the 20% most deprived areas of Wales. They also draw on the proportion of pupils with special education needs at school action plus or with a statement of special educational needs, and pupils with English as an additional language.