A report on

**Kymin View Primary
Wyesham Road
Monmouth
Monmouthshire
NP25 3JR**

Date of inspection: May 2016

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.

Publication date: 13/07/2016

Context

Kymin View Primary school is in Wyesham on the outskirts of Monmouth. The school has 191 pupils from 3 to 11 years of age, including 36 pupils who attend the nursery on a part-time basis. There are eight single-age classes.

About 16% of pupils are eligible for free school meals, which is slightly below the national average of 20%. The school identifies 41% of its pupils as having additional learning needs. This is well above the national average of 25%. A very few pupils have a statement of special educational needs. Nearly all pupils are of white British ethnicity and come from homes where English is the main language.

The headteacher took up her post in September 2014. The last inspection of the school was in March 2009.

The individual school budget per pupil for Kymin View Primary in 2015-2016 means that the budget is £3,807 per pupil. The maximum per pupil in the primary schools in Monmouthshire is £5,918 and the minimum is £2,834. Kymin View Primary is seventh out of the 31 primary schools in Monmouthshire 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:

- Many pupils make good progress at they move through the school
- Standards of numeracy and problem solving are good
- Many pupils apply their literacy and numeracy skills well in other areas of the curriculum
- Most pupils behave well
- The school provides a stimulating curriculum
- Provision for pupils with additional learning needs is good
- The school has an inclusive and caring ethos where all pupils are valued
- The vibrant, modern environment, both indoors and outdoors, supports pupils' learning well

Prospects for improvement

The school's prospects for improvement are good because:

- The headteacher has a strategic vision for the school that focuses well on improving pupils' outcomes and wellbeing
- All members of staff are involved in effective performance management linked to school priorities
- Governors know the school well and provide an appropriate level of challenge to leaders
- The school has strong partnerships, especially with parents
- Leaders deploy grants well to improve outcomes for vulnerable learners
- The headteacher and governors manage the school finances well to meet school priorities effectively

Recommendations

R1 Raise the standards of extended writing, handwriting and presentation in key stage 2

R2 Improve outcomes for more able pupils in all year groups

R3 Improve the quality of marking and feedback to pupils

R4 Ensure that all teachers' assessments are accurate

R5 Refine self-evaluation processes to identify accurately the most significant areas for improvement

R6 Ensure that improvement plans have specific and measurable targets

What happens next?

The school will draw up an action plan, which shows how it is going to address the recommendations. The local authority will monitor the school's progress.

Main findings

Key Question 1: How good are outcomes?	Good

Standards: Good

The majority of pupils enter the school with skills at or above the level expected for their age. As they move through the school, many make good progress in their learning.

Many pupils in nursery develop their oracy skills successfully and are confident to retell known stories. As they move though the Foundation Phase, they develop these skills effectively. In Year 2, many pupils listen well and talk assuredly, for example to describe the characteristics of their superheroes. By the end of key stage 2, many pupils articulate their ideas confidently. They listen well to each other and speak clearly on a range of subjects. They express their ideas maturely and give sensible opinions supported by strong arguments.

Many pupils have positive attitudes towards reading. In the Foundation Phase, many develop their reading skills well. Pupils in Year 2 use their phonic knowledge and other strategies to read a wide range of texts with growing accuracy. Many use non-fiction texts confidently for research. For example, they find words in a dictionary competently using alphabetical order. In Year 4, many pupils discuss their books with enthusiasm and continue to develop effective reading skills. By the end of key stage 2, many pupils read with fluency, expression and understanding. They articulate preferences for different books and authors maturely and discuss characters and plots using imaginative vocabulary. Pupils who are more able use skills such as skimming and scanning to locate information in a range of texts quickly and accurately.

In the Foundation Phase, many pupils write well for a variety of purposes. For example, Year 2 pupils write interesting reports on big cats and well-ordered instructions for making reindeer food. In key stage 2, most pupils develop their ability to write for a range of audiences appropriately. Pupils in Year 5 write thought-provoking poems on peace and exciting stories using dilemmas. By the end of Year 6, pupils who are more able write confidently for a range of purposes. For example, they write detailed biographies of famous people and add flashbacks to creative writing. They use a wide range of punctuation and spell words accurately. However, a minority of pupils have weak spelling skills and do not always use punctuation consistently well. Older pupils do not produce enough examples of extended narrative or creative writing. A majority of pupils in key stage 2 do not have neat and legible handwriting or good presentation skills.

Across the school, many pupils develop their writing skills effectively in other areas of the curriculum. In Year 1, for example, pupils write well-organised rules on how to behave in a bird hide and explain their findings from a science experiment clearly. In Year 6, pupils write balanced arguments for and against charging for plastic bags.

In the Foundation Phase, many pupils develop strong numeracy skills. In the nursery for instance, pupils begin to use appropriate language to compare the height of different towers. By the end of Year 2, many pupils work confidently with numbers to 100 and use their numeracy skills well to solve problems. For example, they choose different coins correctly to pay for items costing a pound and draw well-labelled simple bar charts.

In key stage 2, many pupils continue to make good progress in improving their numeracy skills. In Year 3, they recognise simple fractions and calculate the perimeter of shapes correctly by adding sides. In Year 6, many pupils correctly convert fractions to decimals and pupils who are more able use a formula to calculate the area of triangles accurately. In all classes, many pupils use their numeracy skills well to solve a range of real life problems. This is a strength of the school. Most pupils apply their numeracy skills well across the curriculum. For example, in Year 6, pupils draw line graphs to record lengths of shadows correctly and measure friction using newtons accurately.

In the Foundation Phase, most pupils develop appropriate skills in reading, writing and speaking Welsh. In Year 2, pupils enjoy singing a range of Welsh songs and write simple sentences about what they like doing. In key stage 2, most pupils respond suitably to instructions in Welsh, but do not use their oracy skills outside of Welsh lessons regularly enough. In Year 6, many pupils write confidently for different purposes using an increasing range of familiar sentence patterns and vocabulary. For example, they write interesting profiles on famous Welsh people and short recounts of their holidays, using the past tense correctly. Pupils who are more able read texts in Welsh with accurate pronunciation and good understanding.

In the Foundation Phase, over the last four years, the school's performance generally places it in the higher 50% of similar schools in literacy and numeracy at the expected outcome. At the higher-than- expected outcome, performance is more variable, with outcomes placing the school in both the bottom 25% and top 25% of similar schools over the same period.

In key stage 2 at the expected level, performance in English, mathematics and science over the past four years has been variable and has generally placed the school in the bottom 25% or higher 50% of similar schools. At the higher-than-expected level, the school has generally been in the lower 50% or bottom 25% of similar schools in all three subjects.

Pupils eligible for free school meals generally perform at least as well as other pupils at the expected outcome and level in the Foundation Phase and key stage 2 but significantly below other pupils at the higher-than-expected outcome and level.

Wellbeing: Good

Nearly all pupils feel safe and happy in school. They know whom to talk to if they are upset or worried. Most pupils have a sound understanding of how to keep healthy. They know how to achieve this through eating appropriately and taking regular exercise. Most pupils have a strong awareness of how to stay safe when using the internet.

Most pupils behave well in lessons and around the school. They are polite and respectful towards each other, staff and visitors. Many pupils are enthusiastic about their learning. They work well together and sustain appropriate levels of concentration. Many pupils develop appropriate skills to help them improve their own learning.

Members of the school council represent the views of other pupils well. They have appropriate roles and responsibilities and are involved actively in decision-making. For example, they chose a range of new playground equipment in response to suggestions from other pupils. They played in leading role in establishing an additional group of pupils who organise activities at playtimes.

Pupils play an important part in the local community. For example, they improve the local environment through litter picking activities outside neighbouring shops. Pupils raise money for community and national charities regularly, for example to support a local charity for children with autism. As a result, they develop a worthwhile awareness of people less fortunate than themselves.

Pupils' attendance rates generally place the school above the average when compared to similar schools. Nearly all pupils are punctual at the start of the school day.

Key Question 2: How good is provision?	Good

Learning experiences: Good

The school provides a broad and balanced curriculum that meets statutory requirements. Curriculum plans have a clear focus on developing pupils' skills and knowledge progressively. Teachers provide a good range of interesting and stimulating activities that engage all learners. The school enriches pupils' experiences through a range of exciting visits to local places of interest. For example, pupils in Year 6 visit Cardiff as part of their topic on Wales and Year 2 pupils visit a local fire station. Staff organise a worthwhile number of extra-curricular activities, for example in a range of sports. Many pupils in key stage 2 further their enjoyment of learning by attending these activities.

Teachers plan effectively to enable pupils to acquire and build upon their literacy, numeracy and information communication and technology (ICT) skills as they move through the school. In addition, teachers provide pupils with beneficial opportunities to use these skills in all areas of the curriculum. For example, the newly introduced science curriculum in key stage 2 gives pupils very good opportunities to apply their literacy and numeracy skills in meaningful contexts. However, teachers do not provide older pupils with enough opportunities to write at length.

The school's provision for the promotion of the Welsh language and culture is appropriate. Teachers provide pupils with suitable activities to develop their understanding of the history and culture of Wales. For example, pupils in Year 6 learn about famous Welsh people and pupils across the school have opportunities to take part in a range of Welsh themed competitions to celebrate St David's Day.

Provision for developing pupils' awareness of how to act in a sustainable manner is good. For example, pupils have valuable opportunities to measure energy usage regularly and to record the number of paper towels that they use in toilets to help reduce wastage. Staff have established a useful link with schools in The Gambia through a fair trade scheme, but overall provision to extend pupils' understanding of global citizenship is underdeveloped.

Teaching: Adequate

Most teachers have positive working relationships with pupils and display good up-to-date subject knowledge. They plan a range of stimulating activities that engage most pupils well. Many teachers establish clear learning objectives for lessons and share these with pupils effectively. In many classes, teachers ensure that lessons have appropriate pace. However, in a few classes, the pace of learning is too slow and, as a result, pupils do not always make enough progress. Many teachers use a range of effective questions to extend pupils' learning. A few teachers do not challenge pupils who are more able successfully, especially in literacy activities. Most teachers deploy teaching assistants very productively to support individuals and groups of pupils.

Marking across the school is inconsistent. The majority of teachers do not provide pupils with effective written feedback on their work and, as a result, marking does not always help pupils progress. For example, a few teachers do not mark work regularly or accurately identify pupils' mistakes. In the minority of classes where marking is most effective, pupils respond well to clear comments on how to improve their work. Older pupils have appropriate opportunities to self-assess their own work and that of their peers. Many pupils in Year 6 use these opportunities effectively to make improvements to their work. In the majority of classes, teachers use a range of assessment for learning strategies but this is not consistent throughout the school.

Leaders track pupil progress thoroughly to identify those at risk of underachieving. They use data to plan interventions for literacy and numeracy effectively. All teachers assess pupils' work regularly. However, not all judgements are accurate, with a minority being too generous. Similarly, end of phase assessments do not always accurately reflect pupils' ability.

Reports to parents are informative. However, they do not always meet statutory requirements, as they do not contain comments on how well pupils use their literacy and numeracy skills in other subjects.

Care, support and guidance: Good

The school is a warm, friendly and caring community that places a strong emphasis on pupils' wellbeing. Staff promote pupils' spiritual, moral, social and cultural development effectively. For example, they use daily acts of worship well to engage pupils and to help to develop their understanding of important values. Nearly all staff have high expectations of pupils' behaviour and most pupils respond well to this. As a result, the school is a calm and orderly environment. Staff make appropriate arrangements for promoting healthy eating and drinking.

Useful links with a range of outside agencies provide valuable support for pupils. For example, local police officers work with pupils across the school to increase their awareness of keeping safe, including when using the internet.

The school's arrangements for safeguarding meet requirements and give no cause for concern.

Provision for pupils with additional learning needs is good. Staff identify pupils with additional needs at an early stage. They implement effective intervention strategies that have a positive impact on improving pupil outcomes and wellbeing. Individual development plans include clear, measurable targets. Staff involve pupils and parents appropriately in reviewing pupils' progress towards meeting these targets. A specialist learning team from the local authority works in school regularly to provide effective support for specific pupils and training for staff. As a result, these pupils have full access to the curriculum.

Learning environment: Good

The school has an inclusive and caring ethos where all pupils are valued. All pupils receive equal access to the school's provision, including extra-curricular activities. Staff promote equality and diversity successfully through a wide range of appropriate activities. For example, pupils learn about festivals such as Diwali and Eid.

The modern, welcoming learning environment is well organised for teaching and learning. Attractive displays throughout the school celebrate pupils' work and achievements well. The well designed library space supports pupils' reading development successfully. The school has large and attractive outdoor spaces with extensive fields and an allotment area. Teachers use these areas well to support pupils' learning, for example by arranging regular gardening activities. The buildings are in a very good state of repair and the site is safe and secure.

The school has a good range of resources for both the Foundation Phase and key stage 2 that support the curriculum effectively. However, provision for ICT is less well developed.

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

Leadership: Good

The headteacher has a strategic vision for the school that focuses well on improving pupils' outcomes and wellbeing. She has recently introduced an initiative to develop pupils' social skills and attitudes to learning, in order to help them to become successful lifelong learners. All stakeholders have been involved in the shaping of this initiative, including pupils, parents, teachers and governors.

The recent appointment of an additional senior member of staff has strengthened the leadership team. Leaders have clear roles and responsibilities that enable them to work effectively as a team to meet the needs of the school. However, as the team is relatively new, it is too early to evaluate its impact on improving outcomes and provision for pupils.

The headteacher has established an effective performance management process for both teachers and learning support assistants. Performance management objectives link well to school improvement priorities and individuals' development needs. As a result, all staff understand their role in improving outcomes for pupils.

The school implements national priorities effectively. For example, the implementation of the literacy and numeracy framework has improved opportunities for pupils to apply numeracy skills in other subject areas. As a result, standards in numeracy are good overall.

Governors know the school well. They visit the school regularly and have a sound understanding of its strengths and areas for development, which enables them to provide appropriate levels of challenge. For example, governors identified a need for improved communication with parents. As a result, leaders have designed a new and informative school website.

Improving quality: Adequate

The school has suitable procedures in place for evaluating its own work. Leaders collect a wide range of first-hand evidence regularly. Activities include the scrutiny of pupils' books, observations in classrooms and detailed analyses of performance outcomes. The headteacher generally uses the findings from these activities appropriately to identify what the school is doing well and what needs to improve. For example, the need to improve provision and standards in science has led to the implementation of a new scheme of work. As a result, the level of challenge for pupils in Year 6 has increased and they are producing better quality science work. However, in a few instances, leaders' evaluations of the school's work are too positive, for example when making judgements about the quality and consistency of teachers' marking and feedback to pupils. As a result, some aspects of the school's work that require improvement do not feature in their development plan.

The headteacher has introduced worthwhile opportunities for parents and pupils to provide their views on the school. Leaders act upon findings effectively. For example, in response to comments from pupils, they arranged training for peer mediators in order for them to support other pupils in the playground. As a result, behaviour in the playground has improved.

The school's development plan focuses on a worthwhile range of priorities identified from self-evaluation processes, for example the need to improve outcomes for vulnerable learners. However, the plan does not always include targets that are measurable and that allow leaders and governors to evaluate progress effectively. For example, the priority that includes improving outcomes for more able pupils only refers to end of phase targets for the expected levels and outcomes, not the higher-than expected outcomes and levels. In addition, the plan does not contain targets for pupils in classes other than Year 2 and Year 6.

A few of the recommendations from the school's last inspection remain priorities for improvement, such as ensuring better assessment systems.

Partnership working: Good

The school has a range of effective partnerships that have a positive effect on improving pupils' outcomes and wellbeing.

The partnership with parents has improved in recent years and is now good. Leaders and teachers provide valuable information to parents through a variety of helpful newsletters and through the improved school website. As a result, parents have a better understanding of the school curriculum and this enables them to support their children's learning at home more effectively. A parents' group is successful in organising events to enhance pupils' experiences, for example arranging film nights at the school. This group also raise funds to purchase equipment for pupils, for example resources for use at playtimes.

There are close links with a local church. The vicars visit school regularly to lead assemblies and pupils visit the church to learn about customs such as baptism. These activities help pupils to have a better understanding of religious beliefs.

The school works effectively with the local pre-school playgroup based at the school. Group leaders and community volunteers have helped to establish an outdoor area as a safe garden for young children to play and learn. The school's nursery staff link well with the playgroup. As a result, children transferring from the group settle well into the school's nursery.

There are beneficial links for pupils moving to secondary school. Teachers from the secondary school meet with parents and pupils and pupils have a range of valuable opportunities visit their new school. This helps them to become familiar with the environment and their new teachers and to be more confident as they move to Year 7. Teachers in key stage 2 work with other local schools to produce learner profiles that provide examples of pupil attainment at the expected and high-than-expected outcomes and levels. However, assessments of pupils' work at the school do not always reflect accurately the standards that pupils achieve.

Resource management: Good

Leaders deploy teachers and support staff effectively. The school makes worthwhile use of professional development opportunities to extend the skills of teachers and learning support assistants. For example, newly qualified teachers have regular opportunities to visit other schools to view good practice. Since starting at the school, the headteacher has focused successfully on developing the role of learning support assistants. She has provided appropriate training opportunities for them, linked to school priorities and their individual needs. As a result, support assistants are better equipped to meet pupils' needs, both when working in classrooms and when supporting small groups and individual pupils on intervention programmes.

The school manages its budget efficiently to support the priorities outlined in the school development plan. Leaders make good use of the pupil deprivation grant. For example, learning support assistants deliver intervention programmes that improve targeted pupils' literacy and numeracy skills effectively. As a result, nearly all pupils eligible for free school meals attain the expected outcomes for their age.

However, this work has not led to improved attainment for these pupils at the higher-than-expected outcomes and levels.

In light of the good standards that most pupils achieve and the stimulating school curriculum, the school provides good value for money.

Appendix 1: Commentary on performance data

6792321 - KYMIN VIEW PRIMARY SCHOOL

Number of pupils on roll	190
Pupils eligible for free school meals (FSM) - 3 year average	12.9
FSM band	2 (8%<FSM<=16%)

Foundation Phase

	2012	2013	2014	2015
Number of pupils in Year 2 cohort	15	14	22	30
Achieving the Foundation Phase indicator (FPI) (%)	93.3	78.6	95.5	93.3
Benchmark quartile	1	4	1	2
Language, literacy and communication skills - English (LCE)				
Number of pupils in cohort	15	14	22	30
Achieving outcome 5+ (%)	93.3	92.9	100.0	96.7
Benchmark quartile	2	2	1	2
Achieving outcome 6+ (%)	20.0	21.4	68.2	40.0
Benchmark quartile	3	4	1	2
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	15	14	22	30
Achieving outcome 5+ (%)	93.3	78.6	95.5	96.7
Benchmark quartile	2	4	2	2
Achieving outcome 6+ (%)	0.0	21.4	68.2	46.7
Benchmark quartile	4	3	1	2
Personal and social development, wellbeing and cultural diversity (PSD)				
Number of pupils in cohort	15	14	22	30
Achieving outcome 5+ (%)	100.0	100.0	100.0	100.0
Benchmark quartile	1	1	1	1
Achieving outcome 6+ (%)	20.0	14.3	90.9	43.3
Benchmark quartile	4	4	1	4

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.

6792321 - KYMIN VIEW PRIMARY SCHOOL

Number of pupils on roll   190
Pupils eligible for free school meals (FSM) - 3 year average   12.9
FSM band   2 (8%<FSM<=16%)

Key stage 2

	2012	2013	2014	2015
Number of pupils in Year 6 cohort	17	30	24	27
Achieving the core subject indicator (CSI) (%)	82.4	93.3	83.3	96.3
Benchmark quartile	3	2	4	2
English				
Number of pupils in cohort	17	30	24	27
Achieving level 4+ (%)	88.2	93.3	83.3	100.0
Benchmark quartile	3	2	4	1
Achieving level 5+ (%)	35.3	26.7	37.5	37.0
Benchmark quartile	3	4	3	3
Welsh first language				
Number of pupils in cohort	*	*	*	*
Achieving level 4+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematics				
Number of pupils in cohort	17	30	24	27
Achieving level 4+ (%)	82.4	93.3	83.3	96.3
Benchmark quartile	4	2	4	2
Achieving level 5+ (%)	29.4	26.7	25.0	44.4
Benchmark quartile	3	4	4	3
Science				
Number of pupils in cohort	17	30	24	27
Achieving level 4+ (%)	82.4	93.3	83.3	96.3
Benchmark quartile	4	3	4	3
Achieving level 5+ (%)	29.4	43.3	33.3	40.7
Benchmark quartile	3	2	3	3

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.

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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.	89		89	0		Rwy'n teimlo'n ddiogel yn fy ysgol.
			100%	0%		
			98%	2%		
The school deals well with any bullying.	87		70	17		Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			80%	20%		
			92%	8%		
I know who to talk to if I am worried or upset.	89		88	1		Rwy'n gwybod pwy i siarad ag ef/â hi os ydw I'n poeni neu'n gofidio.
			99%	1%		
			97%	3%		
The school teaches me how to keep healthy	88		88	0		Mae'r ysgol yn fy nysgu i sut i aros yn iach.
			100%	0%		
			97%	3%		
There are lots of chances at school for me to get regular exercise.	89		84	5		Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			94%	6%		
			96%	4%		
I am doing well at school	89		86	3		Rwy'n gwneud yn dda yn yr ysgol.
			97%	3%		
			96%	4%		
The teachers and other adults in the school help me to learn and make progress.	89		89	0		Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddysgu a gwneud cynnydd.
			100%	0%		
			99%	1%		
I know what to do and who to ask if I find my work hard.	89		89	0		Rwy'n gwybod beth I'w wneud a gyda phwy i siarad os ydw I'n gweld fy ngwaith yn anodd.
			100%	0%		
			98%	2%		
My homework helps me to understand and improve my work in school.	89		71	18		Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol.
			80%	20%		
			91%	9%		
I have enough books, equipment, and computers to do my work.	89		81	8		Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
			91%	9%		
			95%	5%		
Other children behave well and I can get my work done.	88		48	40		Mae plant eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
			55%	45%		
			77%	23%		
Nearly all children behave well at playtime and lunch time	88		74	14		Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
			84%	16%		
			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.	36	17 47%	19 53%	0 0%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	36	24 67%	12 33%	0 0%	0 0%	0	Mae fy mhlentyn yn hoffi'r ysgol hon.
		73%	26%	1%	0%		
My child was helped to settle in well when he or she started at the school.	36	23 64%	13 36%	0 0%	0 0%	0	Cafodd fy mhlentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		72%	26%	1%	0%		
My child is making good progress at school.	36	17 47%	18 50%	1 3%	0 0%	0	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
		62%	34%	3%	1%		
Pupils behave well in school.	33	11 33%	20 61%	2 6%	0 0%	3	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		48%	47%	4%	1%		
Teaching is good.	35	16 46%	19 54%	0 0%	0 0%	1	Mae'r addysgu yn dda.
		62%	36%	2%	0%		
Staff expect my child to work hard and do his or her best.	35	18 51%	17 49%	0 0%	0 0%	0	Mae'r staff yn disgwyl i fy mhlentyn weithio'n galed ac i wneud ei orau.
		65%	34%	1%	0%		
The homework that is given builds well on what my child learns in school.	34	12 35%	21 62%	1 3%	0 0%	2	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhlentyn yn ei ddysgu yn yr ysgol.
		50%	42%	6%	2%		
Staff treat all children fairly and with respect.	32	20 62%	11 34%	1 3%	0 0%	4	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		60%	34%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	34	21 62%	12 35%	1 3%	0 0%	2	Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		60%	37%	2%	0%		
My child is safe at school.	36	24 67%	11 31%	1 3%	0 0%	0	Mae fy mhlentyn yn ddiogel yn yr ysgol.
		66%	31%	2%	1%		
My child receives appropriate additional support in relation to any particular individual needs'.	27	12 44%	15 56%	0 0%	0 0%	9	Mae fy mhlentyn 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.	35	16 46%	15 43%	4 11%	0 0%	1	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		49%	41%	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.	36	21	13	2	0	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		58%	36%	6%	0%		
		62%	31%	5%	2%		
I understand the school's procedure for dealing with complaints.	36	15	19	2	0	0	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		42%	53%	6%	0%		
		49%	42%	8%	2%		
The school helps my child to become more mature and take on responsibility.	32	15	17	0	0	3	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		47%	53%	0%	0%		
		58%	40%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	21	10	11	0	0	14	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		48%	52%	0%	0%		
		52%	41%	5%	1%		
There is a good range of activities including trips or visits.	35	14	20	1	0	1	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		40%	57%	3%	0%		
		55%	39%	6%	1%		
The school is well run.	33	18	15	0	0	1	Mae'r ysgol yn cael ei rhedeg yn dda.
		55%	45%	0%	0%		
		62%	33%	3%	2%		

Appendix 3

The inspection team

Elizabeth Jane Counsell	Reporting Inspector
Jane McCarthy	Team Inspector
Andrea Louise Davies	Lay Inspector
Joanne Cueto	Peer Inspector
Sally-Ann Wright	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.