



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

A report on

**Pantside Primary School
Old Pant Road
Pantside
Newbridge
Newport
NP11 5DE**

Date of inspection: February 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.

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Publication date: 28/04/2016

Context

Panside Primary School is on the east side of Newbridge in the Caerphilly local authority. The school has 196 pupils from 3 to 11 years of age, including 27 who attend the nursery on a part-time basis. There are five single-age classes and four mixed-age class.

About 40% of pupils are eligible for free school meals. This is well above the national average (20%). The school identifies 37% of its pupils as having additional learning needs. This is well above the national average (25%), but includes 17 pupils who attend one of two resource bases for pupils with social and communication difficulties, which are on the school site. Overall, 10% of 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.

In the 12 months prior to the inspection, there were 22 fixed-term exclusions of five days or less.

The headteacher has been in post since January 2015 following four terms as acting headteacher. The last inspection of the school was in June 2012.

The individual school budget per pupil for Panside Primary School in 2015-2016 means that the budget is £3,868 per pupil. The maximum per pupil in the primary schools in Caerphilly is £5,191 and the minimum is £2,492. Panside Primary School is third out of the 75 primary schools in Caerphilly in terms of its school budget per pupil.

Summary

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

Current performance

The current performance of the school is adequate because:

- Standards of pupils' wellbeing are high
- Most pupils' oracy skills develop well from low starting-points
- Overall attendances rates and consistently good and compare well with those in similar schools
- Most pupils behave very well in school
- Pupils in the two specialist resource bases make strong progress
- Standards of literacy and numeracy have started to improve, particularly in the Foundation Phase
- The school provides a wide range of extra-curricular activities that enhance the curriculum for pupils well
- Pupils take an active part in decisions that affect the life and work of the school

However:

- Standards in literacy and numeracy are too low
- Pupils do not use their literacy and numeracy skills well enough in other subjects
- Staff do not always have high enough expectations of what pupils can achieve
- Teachers' marking does not always help pupils improve their work enough
- Standards of Welsh are too low

Prospects for improvement

The school's prospects for improvement are adequate because:

- The headteacher provides appropriate strategic direction for the school
- Leaders are committed to school improvement
- The headteacher has recently started to develop the leadership capacity of senior staff well
- Self-evaluation activity takes appropriate account of the views of pupils and parents
- Whole-school training has improved provision for the teaching of literacy and numeracy
- The school has an extensive range of successful partnerships with parents and other schools that support pupils well

However:

- Leaders have not identified important aspects of schools provision that need improvement

- The school has made limited progress in implementing the literacy and numeracy framework
- Teachers' assessments of pupils' work are insecure and do not always reflect the quality of pupils' work accurately
- The school has not made sufficient progress in addressing all the recommendations from the last inspection report

Recommendations

R1 Improve pupils' numeracy and literacy skills

R2 Improve standards of Welsh

R3 Ensure that pupils have regular, worthwhile opportunities to apply their numeracy and literacy skills in other subjects

R4 Ensure that all members of staff have high expectations of pupils' achievements and for the presentation of their work

R5 Improve the quality of assessment procedures to ensure accurate teacher assessment judgements and to improve marking

R6 Ensure that monitoring activities focus more on improving pupils' outcomes and are more effective in identifying areas of school improvement

R7 Address the health and safety issue identified during the inspection

What happens next?

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

Main findings

Key Question 1: How good are outcomes?

Adequate

Standards: Adequate

Nearly all pupils enter the school with skills at a level below that expected for their age. As they move through the school, many pupils make appropriate progress by the end of key stage 2.

From a low starting-point in nursery, many pupils develop suitable oracy skills. By the end of the Foundation Phase, many pupils speak with growing confidence and express their views clearly. Most are able to answer simple questions using relevant vocabulary and listen effectively to other pupils and adults. In key stage 2, pupils' oracy skills continue to develop well in formal and informal situations. By the end of Year 6, many pupils speak confidently and can express opinions in a clear, structured way.

In the Foundation Phase, most pupils make suitable progress in developing their reading skills. More able pupils read confidently from familiar texts and with appropriate fluency. They can explain the content of stories well and can recount events with accuracy. Less able pupils do not always have a secure understanding of how to use their knowledge of phonics to assist them when reading unfamiliar words. These pupils also have a limited range of strategies to help them read successfully.

By the end of key stage 2, most pupils read at an appropriate level. They read with suitable fluency and a sound understanding of a range of texts. However, many pupils do not always use a range of strategies to work out how to read unfamiliar words. Pupils' ability to use skills, such as skimming and scanning texts, is at an early stage of development. Many pupils enjoy reading and express suitable preferences for different types of stories.

The school's use of new approaches to the teaching of writing is having a positive effect on improving standards in reception and Year 1. For example, more able pupils in Year 1 write useful short instructions for making a broom and retell familiar stories using suitable vocabulary. By the end of the Foundation Phase, the majority of pupils are beginning to write appropriately for a range of purposes. For example, in Year 2, pupils write interesting information booklets on owls and accurate instructions on how to make a sandwich. A minority of more able pupils use a range of appropriate punctuation and spell common words with increasing accuracy. However, many other pupils have an insecure understanding of basic punctuation and do not use known letter sounds to help them spell well enough.

By the end of key stage 2, most pupils write using suitable layout and styles. For example, pupils in Year 6 write interesting diary entries as Ann Boleyn and short persuasive letters to the local council. However, many pupils do not use punctuation accurately and have poor spelling skills. These pupils use a limited range of vocabulary in their writing. Most pupils have underdeveloped handwriting skills and present their work poorly.

Across the school, pupils do not apply their literacy skills in other subjects well enough.

In the Foundation Phase, the majority of pupils are beginning to develop appropriate numeracy skills. For example, in Year 1 most pupils order numbers to 100 and double single-digit numbers correctly. In Year 2, more able pupils add and subtract numbers within 100 accurately and can use money appropriately to solve simple problems. However, many pupils do not make sufficient progress in developing their numeracy skills and overall standards of numeracy are too low.

In key stage 2, more able pupils order decimals accurately, calculate simple percentages well, and understand averages. Most pupils use their numeracy skills with some understanding to solve a suitable range of real-life problems, for example those involving money and fractions. Many pupils do not present their work with care and make basic errors in calculations. Most pupils have underdeveloped data handling and measuring skills.

Pupils across the school do not apply their numeracy skills in other subjects well enough.

By the end of the Foundation Phase, many pupils answer basic questions in Welsh about themselves and their hobbies with increasing confidence. They are beginning to write in simple sentences. However, by the end of key stage 2, most pupils do not build upon these skills and only use a restricted range of Welsh vocabulary and sentence patterns and are unable to extend their answers. Many older pupils do not read with accurate pronunciation and do not always understand what they have read. Pupils in Year 6 write for a variety of suitable purposes, including short conversations with a friend. Across the school, pupils do not regularly use Welsh outside of the classroom.

Pupils with additional learning needs generally make appropriate progress from their starting points with most pupils in the two specialist resource bases making strong progress.

The published teacher assessment data includes pupils with additional learning needs within the school's two specialist resource bases. This tends to have a negative effect on the overall performance of pupils when compared with figures in other schools with similar proportions of pupils eligible for free school meals.

Performance over the last three years in literacy and mathematical development at the end of the Foundation Phase at the expected and higher outcomes has generally placed the school the lower 50% when compared with similar schools. At the end of key stage 2, over the past four years, performance in English, mathematics and science at the expected level has placed the school in the lower 50% and bottom 25% when compared with similar schools. At the higher level, pupils' performance has tended to place the school in the bottom 25% of similar schools over the same period.

At the end of the Foundation Phase, pupils eligible for free school meals generally perform less well than other pupils in literacy at the expected outcome, but better at

the higher outcome. In mathematical development, they perform better than other pupils at the expected outcome, but generally less well at the higher outcome. At the end of key stage 2, pupils eligible for free school meals generally perform less well than other pupils.

Wellbeing: Good

Most pupils have a positive attitude towards school and a good understanding of how to keep healthy and safe. They understand the importance of eating healthily and enjoy taking part in a wide range of opportunities to exercise in school. These include dance classes, football club and outdoor adventure activities. Most pupils have a sound awareness of how to stay safe when using the internet.

Most pupils show care and respect for others. Many pupils' behaviour in lessons and around the school is good. They co-operate well and play happily at break and lunchtimes. Most pupils work well in pairs and collaborate effectively in groups.

There are high levels of pupils' participation in decision-making at the school. Members of the school council, and other pupil groups, represent other pupils well. They make positive contributions to school life, for example in establishing school rules, re-launching the school library and contributing to the design of the new curriculum.

Many pupils play an important part in community life and support others less fortunate than themselves. For example, pupils regularly raise money for local charities and sing in the choir at local events and for the residents' association

Most pupils are at an early stage of developing the skills they need to improve their own learning.

Overall attendance rates are high and have placed the school consistently in the top 25% over recent years when compared with similar schools. Most pupils are punctual for school every day.

Key Question 2: How good is provision?	Adequate
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Learning experiences: Adequate

The learning experiences for pupils provide appropriate coverage of the requirements of the Foundation Phase and the National Curriculum. Teachers have recently re-organised topics and learning experiences and this has led to improved engagement by pupils in their learning. Staff provide a wide range of worthwhile extra-curricular activities, which enrich pupils' learning experiences.

The school has started to implement new strategies to improve provision for the teaching of literacy and numeracy. These include a new whole-school approach to the teaching of mathematics and a more structured way to teach writing skills. These are having a positive impact on pupils' skills. However, pupils have limited opportunities to apply their skills across the curriculum, especially in numeracy.

There is satisfactory provision for the development of pupils' Welsh language skills in the Foundation Phase. However, it is far more limited in key stage 2. The school provides a suitable range of experiences for pupils to learn about the culture and heritage of Wales, for example through a residential visit to Llangrannog and studies of local rivers and castles. However, pupils in key stage 2 do not develop a broad enough understanding and appreciation of the culture and history of Wales.

The school promotes pupils' understanding of sustainable development successfully. For example, extra-curricular activities, including a gardening club, enable pupils to develop suitable knowledge and understanding about how to act sustainably and to develop self-sufficiency. The school's provision to promote pupils' awareness of global citizenship is strong, for example through weekly assemblies where pupils learn about global issues.

Teaching: Adequate

Nearly all members of staff manage pupils' behaviour effectively, particularly in the school's two learning resource bases. Many teachers plan a range of stimulating activities and use resources well to support pupils' learning. In the majority of lessons, teachers use an effective range of questioning skills and ensure that lessons move at a suitable pace. The school deploys teaching assistants skilfully to support individuals and groups of pupils. Most teachers share learning objectives and success criteria appropriately with pupils. However, too many teachers do not have high enough expectations of what pupils can achieve and do not always plan activities well enough to challenge them appropriately. Teachers' overuse of worksheets hampers pupils' ability to develop their presentational and independent learning skills.

The school has made improvements to the quality and consistency of teachers' marking recently. Peer and self-assessment takes place and is beginning to have a positive impact on improving pupils' work. However, the marking of written work does not always challenge pupils to improve or help them to understand what they need to do better.

Teachers track pupils' progress rigorously using a wide range of performance data. They use this information effectively, for example to identify pupils in need of additional support and those not making expected progress. However, teachers' assessment of pupils' achievements is not always accurate or reliable.

End-of-year reports to parents are detailed and informative.

Care, support and guidance: Good

The school has effective arrangements to support pupils' wellbeing, including good provision for managing pupils' behaviour well and promoting their moral, social, spiritual and cultural development. The school has strong procedures in place to maintain high levels of attendance. The promotion of pupils' personal and social skills is integral to the school's provision in mainstream and specialist classes. The school has appropriate arrangements to promote healthy eating and drinking.

Teachers collaborate well with key external agencies such as health workers, the police and social services. These partnerships support pupils' wellbeing and learning successfully. The school engages well with a local special school to improve its provision for pupils in the school's two resource bases. The partnership has enabled the school to access and to purchase specialist resources. This improved provision is having a beneficial impact on the support provided for all pupils.

The school identifies pupils in need of support early through analysis of a range of information, positive links with pre-school groups and discussions between staff and the additional needs co-ordinator. The school has a valuable and useful range of resources to support pupils with a range of additional needs. Well-trained teaching assistants deliver well-targeted and effective intervention programmes. The school ensures that pupils in the specialist resource bases integrate well into the life of the school. This supports their individual development needs effectively. All teachers write appropriate individual development plans for pupils with additional needs. These take good account of the views of pupils and parents and contain suitable targets.

The school's arrangements for safeguarding pupils meet requirements and give no cause for concern. The inspection team identified a health and safety issue and brought it to the attention of the school.

Learning environment: Good

The school provides a caring environment and has an inclusive ethos where pupils develop positive attitudes to each other regardless of background or ability. There is good provision to enable pupils to understand and appreciate diversity in society.

Classrooms are spacious and provide a suitable environment for learners. The school building is well organised and staff make good use of all available spaces to support pupils' learning. For example, staff use areas successfully to promote digital technology and to enhance nurture provision. An ample supply of resources of good quality supports the curriculum appropriately. Classroom displays provide suitable support for pupils in their learning, but there is less emphasis on celebrating pupils' academic achievements. The extensive school grounds provide a wide range of stimulating and inviting learning environments. This provides good opportunities to enhance pupils' learning, including very well resourced outdoor classrooms, nature and forest areas.

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

The headteacher has established the school as an inclusive, caring and well-ordered learning community. She has put in place many useful routines and systems that provide appropriate strategic direction to the school's work. However, these are still at a relatively early stage of development and do not yet support good standards of teaching and learning in all classes.

The school has a suitable leadership structure. All senior leaders are beginning to work effectively as a team and to fulfil their roles successfully. For example, they have introduced whole-school approaches to improve behaviour management and the range of writing experiences offered to pupils. However, leaders do not always have high enough expectations of what pupils are capable of achieving.

There are appropriate systems for the performance management of all staff. Performance targets match the school's improvement priorities well and help to address important national priorities, for example in improving outcomes for vulnerable pupils and implementing the Foundation Phase successfully. However, the implementation of the Literacy and Numeracy Framework is more limited.

Governors have a suitable understanding of the school's current performance and priorities for improvement. They have recently undertaken a variety of valuable training courses to improve their skills, for example in understanding data. They gain valuable insight into the school's work through regular visits to the school for specific purposes. All governors have recently adopted appropriate roles and responsibilities linked to improving standards at the school, for example for monitoring the performance of pupils eligible for free school meals. These roles match priorities in the school improvement plan well. Overall, the governing body is beginning to provide appropriate levels of support and challenge to the school.

Improving quality: Adequate

The school has recently established appropriate self-evaluation processes. These involve all staff and cover most aspects of the school's work. Leaders use a suitable range of appropriate first-hand evidence to evaluate the school's work. These include thorough evaluation of performance data and evidence from lesson observations and scrutiny of pupils' work. However, self-evaluation activities do not focus enough on the impact of provision on pupil outcomes and do not always identify important priorities for improvement, for example in relation to pupils' weak presentation skills.

Self-evaluation activity takes appropriate account of the views of pupils and parents. For example, comments from pupils and parents have led to leaders improving site security and enabling pupils to have a greater say in choosing what and how they learn through planning topics.

The school uses self-evaluation findings appropriately to identify many relevant priorities for the school improvement plan. All staff are developing a clear understanding of their role in achieving targets. There are suitable arrangements to allocate funding to support improvements although timescales for the completion of tasks are not always clear. Recent actions are beginning to have a positive impact on improving the school's work, for example in increasing the school's leadership capacity and improving provision for mathematics and literacy.

The school has not responded successfully to all recommendations from the previous inspection report.

Partnership working: Good

The school has an extensive range of successful partnerships that support pupils well. Parents and grandparents make regular and valuable contributions to the school's work, for example by raising funds to purchase resources and to support pupils through valuable learning experiences, such as the gardening club. Increasingly, parents engage well with the school, for example for a shared reading event and to gain a greater understanding of the school's approaches to teaching.

There are effective induction arrangements for nursery pupils that build on successful links with the 'Flying Start' provision attached to the school. The school undertakes regular transition activities with local secondary schools that support pupils well as they move to the next stage in their learning. Arrangements to ensure that vulnerable pupils receive the support that they need to move smoothly to their next school are successful. There are appropriate systems for joint standardisation and moderation of pupils' work with other local schools. However, in practice, teacher assessment at the school is not always accurate or reliable.

A valuable partnership with a local adventure group provides pupils with exciting outdoor learning experiences that boost self-esteem confidence and levels of enjoyment in learning well.

The school works well in partnership with the regional consortium, for example to develop whole-school approaches to teaching mathematics, literacy and developing greater leadership capacity at the school. This work is beginning to have a positive impact on the quality of the school's work.

Resource management: Adequate

There are sufficient qualified and experienced teachers to deliver the curriculum. Generally, the school uses teachers' expertise well to enhance provision, for example to improve support for pupils with additional learning needs. All teachers have suitable planning, preparation and assessment time.

The school is beginning to support the continuous professional development of teachers and other staff well. The headteacher has developed the leadership capacity of senior staff well recently and this has had a positive impact on improving aspects of provision.

Leaders manage the school's finances carefully. They ensure that expenditure supports the school in working towards achieving improvement priorities. Leaders use grant funding appropriately, for example to provide additional support for literacy and numeracy. This is beginning to improve outcomes for pupils eligible for free school meals. The school provides effective support, guidance and opportunities to improve levels of pupils' self-esteem and confidence, for example through counselling sessions and through developing pupils' entrepreneurial skills by working at the school's community café.

In view of the progress that pupils as they move through the school and the overall quality of provision and leadership, the school provides adequate value for money.

Appendix 1: Commentary on performance data

6762207 - Pantside Primary

Number of pupils on roll	207
Pupils eligible for free school meals (FSM) - 3 year average	43.3
FSM band	5 (32%<FSM)

Foundation Phase

	2012	2013	2014	2015
Number of pupils in Year 2 cohort	31	22	20	19
Achieving the Foundation Phase indicator (FPI) (%)	67.7	68.2	85.0	73.7
Benchmark quartile	3	3	2	4
Language, literacy and communication skills - English (LCE)				
Number of pupils in cohort	31	22	20	19
Achieving outcome 5+ (%)	67.7	68.2	85.0	73.7
Benchmark quartile	4	4	2	4
Achieving outcome 6+ (%)	6.5	9.1	25.0	10.5
Benchmark quartile	4	4	2	4
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	31	22	20	19
Achieving outcome 5+ (%)	90.3	77.3	90.0	78.9
Benchmark quartile	1	3	1	3
Achieving outcome 6+ (%)	12.9	13.6	15.0	10.5
Benchmark quartile	3	3	3	4
Personal and social development, wellbeing and cultural diversity (PSD)				
Number of pupils in cohort	31	22	20	19
Achieving outcome 5+ (%)	93.5	86.4	95.0	89.5
Benchmark quartile	1	3	2	3
Achieving outcome 6+ (%)	29.0	40.9	60.0	57.9
Benchmark quartile	2	2	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.

6762207 - Panside Primary

Number of pupils on roll	207
Pupils eligible for free school meals (FSM) - 3 year average	43.3
FSM band	5 (32%<FSM)

Key stage 2

	2012	2013	2014	2015
Number of pupils in Year 6 cohort	24	25	28	34
Achieving the core subject indicator (CSI) (%)	62.5	76.0	53.6	79.4
Benchmark quartile	4	3	4	3
English				
Number of pupils in cohort	24	25	28	34
Achieving level 4+ (%)	62.5	80.0	53.6	79.4
Benchmark quartile	4	3	4	3
Achieving level 5+ (%)	33.3	*	*	17.6
Benchmark quartile	1	*	*	4
Welsh first language				
Number of pupils in cohort	*	*	*	*
Achieving level 4+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematics				
Number of pupils in cohort	24	25	28	34
Achieving level 4+ (%)	70.8	80.0	75.0	82.4
Benchmark quartile	4	3	4	3
Achieving level 5+ (%)	25.0	20.0	*	14.7
Benchmark quartile	2	3	*	4
Science				
Number of pupils in cohort	24	25	28	34
Achieving level 4+ (%)	70.8	76.0	71.4	82.4
Benchmark quartile	4	4	4	3
Achieving level 5+ (%)	*	*	*	14.7
Benchmark quartile	*	*	*	4

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.	75		70 93%	5 7%	Rwy'n teimlo'n ddiogel yn fy ysgol.
			98%	2%	
The school deals well with any bullying.	76		69 91%	7 9%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			92%	8%	
I know who to talk to if I am worried or upset.	76		73 96%	3 4%	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	76		75 99%	1 1%	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.	76		73 96%	3 4%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			96%	4%	
I am doing well at school	76		73 96%	3 4%	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.	76		75 99%	1 1%	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.	76		72 95%	4 5%	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.	75		59 79%	16 21%	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.	76		69 91%	7 9%	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.	76		40 53%	36 47%	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	76		57 75%	19 25%	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.	36	15 42%	16 44%	4 11%	1 3%	1	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	37	17 46%	17 46%	3 8%	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.	36	21 58%	15 42%	0 0%	0 0%	1	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.	35	15 43%	16 46%	3 9%	1 3%	2	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		62%	34%	3%	1%		
Pupils behave well in school.	33	8 24%	18 55%	6 18%	1 3%	4	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		48%	47%	4%	1%		
Teaching is good.	34	14 41%	15 44%	5 15%	0 0%	3	Mae'r addysgu yn dda.
		62%	36%	2%	0%		
Staff expect my child to work hard and do his or her best.	34	17 50%	17 50%	0 0%	0 0%	3	Mae'r staff yn disgwyl i fy mhentyn 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.	29	11 38%	17 59%	1 3%	0 0%	8	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.	34	16 47%	10 29%	7 21%	1 3%	3	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.	36	15 42%	20 56%	1 3%	0 0%	1	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		60%	37%	2%	0%		
My child is safe at school.	36	16 44%	14 39%	6 17%	0 0%	1	Mae fy mhentyn yn ddiogel yn yr ysgol.
		67%	31%	1%	1%		
My child receives appropriate additional support in relation to any particular individual needs'.	32	11 34%	15 47%	4 12%	2 6%	5	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.	36	10 28%	18 50%	7 19%	1 3%	1	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		50%	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.	37	19 51%	10 27%	6 16%	2 5%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		62%	31%	5%	2%		
I understand the school's procedure for dealing with complaints.	32	13 41%	13 41%	6 19%	0 0%	5	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.	35	13 37%	19 54%	2 6%	1 3%	2	Mae'r ysgol yn helpu fy mhlentyn 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.	24	7 29%	11 46%	3 12%	3 12%	12	Mae fy mhlentyn 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.	36	12 33%	18 50%	6 17%	0 0%	1	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		55%	38%	5%	1%		
The school is well run.	36	18 50%	11 31%	6 17%	1 3%	1	Mae'r ysgol yn cael ei rhedeg yn dda.
		62%	33%	3%	2%		

Appendix 3

The inspection team

Elizabeth Jane Counsell	Reporting Inspector
Mr Richard Lloyd	Team Inspector
Mrs Catherine Mary Jenkins	Lay Inspector
Mr Jeremy Phillips	Peer Inspector
Mrs Kate Bennett (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.