



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

A report on

**Raglan CIW VC Primary School
Station Road
Raglan
Monmouthshire
NP15 2EP**

Date of inspection: November 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.

Every possible care has been taken to ensure that the information in this document is accurate at the time of going to press. Any enquiries or comments regarding this document/publication should be addressed to:

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Context

Raglan Church in Wales Voluntary Controlled School is in the village of Raglan in Monmouthshire. The school caters for pupils aged between 4 and 11 years. There are currently 210 pupils on roll.

Most pupils live in the village. All are of white British ethnicity and English is their home language. No pupils speak Welsh at home. Approximately 3% of pupils are eligible for free school meals, which is well below the national average of 19%. The school identifies 14% of pupils as having additional learning needs, which is lower than the Welsh average of 25%. In 2015, the school relocated to a modern building with three 'plaza style' learning spaces. Eight classes, one of which contains pupils from more than one year group, share these areas.

The school's last inspection was in June 2010. The headteacher took up his post in April 2008.

The individual school budget per pupil for Raglan Primary School in 2016-2017 means that the budget is £3,506 per pupil. The maximum per pupil in the primary schools in Monmouthshire is £5,011 and the minimum is £2,837. Raglan Primary School is 14th out of the 30 primary schools in Monmouthshire 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:

- Nearly all pupils make suitable progress from their starting points and many achieve high standards in reading and writing by the end of key stage 2
- Most pupils with additional learning needs make good progress towards their individual targets
- Nearly all pupils behave well and have positive attitudes to learning
- The curriculum provides a wide range of learning experiences that engage pupils well, including educational visits and extra-curricular activities
- The school provides high levels of care, support and guidance that support pupils' learning and wellbeing well

However:

- Rates of attendance place the school consistently in the lower 50% compared with similar schools
- Too few lessons provide pupils with purposeful opportunities to develop their skills in numeracy
- Learning tasks in mathematics and science do not challenge more able pupils sufficiently
- Teachers' written comments in books are not always effective in helping pupils to improve their work

Prospects for improvement

The school's prospects for improvement are adequate because:

- The headteacher, staff and governing body share a clear vision that values all members of the school community
- The school is adapting well to the characteristics of its plaza-style learning environment
- Staff meetings generally focus well on school priorities and have influenced positively the success of initiatives, such as a group reading programme
- School improvement priorities link well to outcomes of self-evaluation and are proving effective in improving outcomes for pupils
- Pupils benefit from the school's involvement with a broad range of partners

However:

- The governing body does not always challenge the school effectively enough
- The self-evaluation process does not engage with a broad enough range of stakeholders, particularly parents and governors

Recommendations

- R1 Improve outcomes in mathematics and science for more able pupils in key stage 2
- R2 Improve attendance rates
- R3 Provide further opportunities for pupils in key stage 2 to apply their numeracy skills across the curriculum
- R4 Ensure that teachers' written feedback to pupils is effective in bringing about improvements
- R5 Develop the role of the governing body more fully in holding the school to account
- R6 Ensure that the school's self-evaluation procedures involve staff, governors and parents more fully

What happens next?

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

Main findings

Key Question 1: How good are outcomes?

Adequate

Standards: Adequate

Most pupils enter the school with levels of skills, knowledge and understanding that are broadly in line with those expected of pupils of a similar age. During their time at the school, nearly all make suitable progress, although a minority of more able pupils do not achieve as well as they could.

Many pupils in the Foundation Phase are attentive listeners. They speak clearly to adults and to one another. In key stage 2, most pupils listen carefully to their teachers and, in discussion, to other pupils' contributions without interrupting. They speak confidently. The more able pupils are highly articulate and use mature vocabulary to express themselves.

Most pupils in the Foundation Phase have a secure understanding of the relationship between letters and sounds and use their knowledge of phonics to read straightforward words. They remember many irregular words, so that by the end of the phase, many read fluently and with good understanding. More able pupils use the terms fiction and non-fiction appropriately and describe the features of a non-fiction book, such as contents, glossary and index.

Pupils in Year 4 read clearly with good expression. Most use their knowledge of phonics to decode unfamiliar words, but they do not use the context of a story well to help them understand challenging text. All understand how a book's blurb may help them to choose a suitable reading book. By the end of key stage 2, all pupils read competently and many are accomplished readers. They read regularly and widely. When reading aloud, they are fluent and expressive. They have a clear understanding of what they are reading and are beginning to use higher-order skills, such as inference, to enable them to predict how stories might develop. Most use information retrieval skills proficiently when seeking specific information from non-fiction books and the internet.

Nearly all pupils in the Foundation Phase write neatly, forming letters correctly. Most use appropriate punctuation and spell accurately. Where spelling is inaccurate, it is a close approximation. Many pupils regularly write independently and edit their own work to improve it.

In key stage 2, most pupils' spelling and punctuation is generally accurate. The more able pupils have a wide vocabulary and they use colourful and evocative adjectives, similes and metaphors effectively. Most pupils plan their writing methodically and occasionally redraft to improve their work. However, few pupils have neat handwriting and many do not present their work carefully enough.

Through the school, most pupils use literacy skills well in many areas of the curriculum. In the Foundation Phase, they write for a broad range of purposes and regularly produce examples of writing at length. They write colourful descriptions using interesting adjectives and similes in many learning and subject areas.

Most pupils in key stage 2 show appropriate awareness of their intended audience. When writing about deforestation in the Amazon, they use complex sentences to express sophisticated ideas from different points of view. The more able write vivid descriptions of the Chartist riots in Newport.

In the Foundation Phase, most pupils develop a confident grasp of basic mathematical ideas that enable them to perform calculations at an appropriate level. They round numbers to the next ten, and they double and halve two-digit numbers. They name two and three-dimensional shapes and draw accurate bar charts.

In the Foundation Phase, most pupils use their numeracy skills appropriately when presenting information. For example, they show pupils' food preferences in a pictogram.

Many pupils in key stage 2 make suitable progress in mathematics. They calculate using three-digit numbers, checking their answers by using inverse operations. Many convert fractions to decimals, and develop their ability to construct different types of graph accurately. Most calculate the areas and perimeters of triangles correctly. However, the most able pupils do not always perform as well as they could.

Pupils in key stage 2 use only a narrow range of numeracy skills in their topic and science books. They measure carefully when investigating the height of a growing plant and draw accurate line graphs to present their findings. However, they rarely use other numeracy skills, such as calculation.

Overall, most pupils use information and communication technology (ICT) appropriately to support their learning across the curriculum. Pupils throughout the school use a variety of ICT packages to present their work. They include images, sound and animations. Pupils in Year 3 produce a slide show describing many features in Wales. However, few pupils in key stage 2 produce or use spreadsheets to analyse information.

Most pupils in the Foundation Phase learn the Welsh names for numbers, colours and the weather. They use their vocabulary well when practising sentence patterns in their daily activities. Many pupils in key stage 2 continue to build their Welsh vocabulary well. They write paragraphs in Welsh for an interesting range of purposes. For example, they invent dialogues, write detailed biographies of famous Welsh rugby players and interesting recounts of a visit to Barry Island.

Most pupils with additional learning needs respond well to the additional support they receive and make good progress towards their individual learning targets.

In recent years, pupils' attainment in the Foundation Phase in literacy at the expected outcome places the school in the lower 50% compared with similar schools. In mathematical development, attainment has varied, but with an improving trend. In 2016, attainment places the school in the higher 50%. At the higher-than-expected outcome, pupils' attainment in literacy and mathematical development places the school in the higher 50% or top 25%.

Since 2014, key stage 2 pupils' attainment at the expected level in English, mathematics and science has placed the school consistently in the higher 50% compared with similar schools. There is an improving trend, placing the school in the top 25% in 2016. At the higher-than-expected level, pupils' attainment generally places the school in the lower 50%.

Across the school, girls as a group generally perform better than boys in terms of teacher assessment at the end of the Foundation Phase and key stage 2, although boys tend to do better in mathematics at the end of key stage 2.

As the number of pupils at the end of the Foundation Phase and key stage 2 who are eligible for free school meals is very small, any comparison of their performance with that of other pupils in similar schools is unreliable.

Wellbeing: Adequate

Nearly all pupils understand the importance of a healthy lifestyle. They know how to eat and drink healthily and recognise the value of regular exercise. Pupils enjoy fruit at break time, drink water regularly and participate enthusiastically in physical activities.

Nearly all pupils behave well and show strong levels of respect and care for others. They feel safe in school and the 'Wellbeing Bunch' is a good example of how pupils take responsibility for each other. This group promotes positive interactions, particularly at playtimes.

Nearly all pupils show a positive attitude to learning and participate enthusiastically in activities. They are articulate and show good levels of concentration. Most pupils are confident in expressing their views and contribute well to discussions about what and how they would like to learn.

Overall attendance rates during the previous year placed the school in the bottom 25% when compared with similar schools, and have placed the school in the lower 50% for attendance for three of the last four years. The proportion of pupils who are persistent absentees is higher than that in similar schools.

An enthusiastic school council represents other pupils appropriately. Previous council members made constructive suggestions that influenced the design of the new school building. The 'Eco World' team arranges litter picks and fundraising activities to support conservation projects.

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

The curriculum provides a good range of interesting learning experiences that engage nearly all pupils effectively. Teachers' planning ensures that the school meets the requirements of the National Curriculum and the national Literacy and Numeracy Framework. However, there are too few opportunities for pupils to develop numeracy skills across the curriculum. The school is beginning to develop pupils' ICT skills appropriately.

A valuable programme of educational visits enriches pupils' experiences in literacy, history and science. Examples include theatre visits for Foundation Phase pupils and a visit for key stage 2 pupils to a science museum to explore forces.

Staff provide purposeful support for pupils requiring additional help so that they can engage in the learning experiences on offer. Consequently, most make good progress.

The school develops Welsh language appropriately. Pupils across the school have valuable opportunities to learn about Welsh culture, particularly through music, literature and history, and the school arranges worthwhile visits to locations around Wales. As a result, pupils have a good appreciation of their Welsh heritage.

The school promotes sustainability well. For example, teachers make pupils aware of the building's sustainable features, such as its biomass boiler and solar panels. The school promotes global citizenship well through special events, such as fair trade fortnight. The curriculum provides pupils with regular opportunities to consider the world around them. For example, pupils in Year 4 research the population, food and wildlife of Asian countries. The school has good links that enable pupils to appreciate other cultures. For example, their link with children from Chernobyl is valuable in promoting their understanding of how other people's lives differ from their own.

Teaching: Good

All teachers establish positive working relationships with their pupils. They adapt their teaching styles skilfully to make best use of the plaza environment's flexibility. For example, they vary the ways they organise pupils into single-age classes and mixed-age groups and plan interesting activities that engage pupils in classes, groups or pairs.

All staff have high expectations of pupils' behaviour and manage their classes well. They ensure that they make learning intentions clear to pupils at the beginning of a lesson and set success criteria that help pupils to judge their own progress. Their lessons have a brisk pace and offer appropriate challenge for all but the more able pupils. Many teachers use open questioning skilfully to develop pupils' thinking skills further, but teachers in key stage 2 do not always give pupils enough opportunities to develop their independent learning skills.

Teachers know their pupils well. They monitor pupils carefully during lessons and intervene sensitively to praise good work and to suggest ways to improve. Teachers write comments that suggest how pupils could improve their work and what their next steps should be. However, teachers do not ensure that pupils respond appropriately to their comments and this limits the progress pupils make, especially more able pupils. The school uses a variety of standardised tests to support teachers' assessments well. Staff enter the information into a computer-based tracking system that enables most staff to identify those who are not progressing appropriately so that they can modify their teaching to meet their needs.

Reports to parents are generally accurate and informative.

Care, support and guidance: Good

The school promotes pupils' social, moral and spiritual development well. It develops pupils' cultural understanding well through providing a wide range of opportunities to learn and perform music. Staff have high expectations of how pupils should interact with one another and establish respectful classroom routines. They provide valuable levels of care, support and guidance, creating a safe environment that gives pupils the confidence to contribute well to school life.

There are purposeful arrangements for promoting healthy living. For example, the school encourages parents and pupils to bring in healthy lunchboxes. The school makes appropriate arrangements for promoting healthy eating and drinking. Pupils have many opportunities to take part in a variety of sports and extra-curricular activities.

Pupils benefit from a number of specialist services that support their education, such as the police and fire service. The school also engages other specialist services to support individuals with additional needs well. For example, the speech and language service, educational psychologist and the school nurse visit regularly.

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

Provision for pupils with additional learning needs is effective. Teachers identify pupils' needs well and set appropriate targets. They track their progress through the school carefully. Staff share individual development plans of good quality with parents, staff and, where appropriate, pupils. Staff have benefited from training in specialist areas, such as autism and person-centred planning. Support staff make a valuable contribution to supporting pupils with additional needs, enabling them to engage in worthwhile learning experiences alongside other pupils.

Learning environment: Good

The school is a positive caring community with an inclusive environment where staff value and care for all pupils well. There is an effective emphasis on promoting positive shared values, such as friendship. The school's ethos encourages pupils to have respect for others and to develop their own skills and abilities. All pupils have equal access to the curriculum and to a broad range of extra-curricular clubs.

The new school building has many environment-friendly features, such as rainwater capture for flushing toilets, and solar panels, which add to pupils' awareness of sustainable issues. Classrooms have suitable resources to support pupils in developing their independent ICT skills. The school has extensive grounds that successfully enhance pupils' learning and physical development. Pupils have access to a range of outside areas, which make a useful contribution to their appreciation of the environment and to their general wellbeing. The school provides an environment where pupils feel safe and secure.

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

Leadership: Adequate

The headteacher, staff and governors share a clear vision that values and respects all who take part in the life of the school. Senior leaders have clear roles and responsibilities, but recent long-term absences have restricted their effectiveness. Subject leaders are beginning to improve aspects of standards and provision. For example, they introduced a more focussed approach to the teaching of reading that has improved the systematic development of pupils' reading skills.

Staff meetings prioritise important areas for school improvement well and support staff in improving their teaching effectively. For example, they have provided staff with ideas and resources to make mathematics lessons more exciting and effective.

Senior leaders set challenging targets that they base on a detailed analysis of information on pupils' performance. However, the target-setting process does not always take sufficient account of the needs of individual pupils. As a result, many more able pupils do not achieve as well as they could. The school meets both local and national priorities appropriately. Performance management of teachers incorporates these priorities well.

Governors show appropriate enthusiasm and commitment in undertaking their roles and they support the school well. They promote the wellbeing of staff effectively. For example, they led a training day focussing on team building. Governors are well informed about performance data, but they do not always challenge the school leadership effectively enough. The governing body fulfils its statutory responsibilities appropriately.

Improving quality: Adequate

There are well-established processes within the school to help to identify areas for improvement. The headteacher monitors the life and work of the school purposefully to check how well the school is performing. For example, he identified groups of pupils who were underachieving in mathematics and introduced a series of measures that are raising standards successfully.

The self-evaluation process incorporates the views of pupils well, but it does not engage parents, staff and governors sufficiently so their views do not influence school development priorities as much as they could. Recent evaluations of literacy and numeracy, led by subject co-ordinators, provide insightful understanding of the strengths and weaknesses of pupil performance in these areas. For example, they identify the need to improve pupils' mathematical vocabulary.

In English and mathematics, there is careful review of pupils' progress throughout the year. However, leaders in other subjects review the lesson plans and pupils' work from other classes infrequently. Consequently, these leaders have a limited view of the progress pupils are making and this limits planning for improvement in these areas.

The school development plan links well to the priorities identified through the self-evaluation process. Senior leaders develop aspects of the plan well, specifying appropriate actions, timescales, resources, funding, monitoring arrangements and staff responsible. Overall, there is a good track record of improvement in areas identified by the school. For example, over the last two years, action taken by the school has resulted in all pupils reaching the expected level in mathematics at the end of key stage 2.

Partnership working: Good

The school has effective links with a wide range of partners and this has a positive effect on pupils' achievement and wellbeing. Parents visit the school regularly to give valuable support, for example by listening to pupils read and by helping on school trips. Parents made an important contribution to improving the provision for reading by helping to categorise all the reading books in the school. The parent-teachers' association is active and supports the school well. For example, they run a coffee morning for parents of new pupils entering the reception class.

The strong partnership with the local secondary school enhances the curriculum for pupils. For example, secondary school staff have supported the school in improving its science teaching. Regular contact throughout the year ensures that transition at the end of Year 6 is smooth. The school also takes a leading role in pooling resources with neighbouring schools to improve provision for vulnerable pupils. As a result, an additional needs co-ordinator, funded by a joint agreement between the schools, manages special needs provision well and creates good links between Year 6 and Year 7.

A local consortium adviser works with the subject co-ordinator for mathematics to provide valuable training and resources. An innovative partnership with the Gwent music project also enables pupils to apply numeracy and literacy skills in the context of playing an instrument well.

Resource management: Adequate

The school has enough well-qualified and experienced staff to meet the needs of all pupils. Professional learning communities with local schools focus on important areas of the curriculum and facilitate improvement in teaching. As a result, for example, the introduction of guided reading throughout the school has improved standards in reading in key stage 2. Staff collaborate well within the school. Teachers and support staff share good practice regularly and work well as a team.

Staff training meets teachers' needs appropriately. All teachers take part in training that links appropriately to their performance management targets and school priorities. However, the school's appraisal system does not include support staff. Consequently, training for these staff does not include important skills, such as how to support pupils that are more able. Support staff receive effective training to manage pupils with specific needs. These pupils participate well in learning experiences and make good progress from their individual starting points.

The school manages its accommodation and resources well. The school makes appropriate use of grants to support disadvantaged pupils, for example by setting up purposeful family learning and parental engagement activities.

The school has systematic and accurate budgeting arrangements. Governors oversee the budget effectively. In view of the standards that many pupils achieve, the school provides adequate value for money.

Appendix 1: Commentary on performance data

6793031 - Raglan Primary

Number of pupils on roll	213
Pupils eligible for free school meals (FSM) - 3 year average	3.6
FSM band	1 (FSM<=8%)

Foundation Phase

	2013	2014	2015	2016
Number of pupils in Year 2 cohort	30	30	26	31
Achieving the Foundation Phase indicator (FPI) (%)	86.7	86.7	92.3	93.5
Benchmark quartile	3	3	3	2
Language, literacy and communication skills - English (LCE)				
Number of pupils in cohort	30	30	26	31
Achieving outcome 5+ (%)	90.0	93.3	92.3	93.5
Benchmark quartile	3	3	3	3
Achieving outcome 6+ (%)	63.3	50.0	46.2	61.3
Benchmark quartile	1	2	2	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	30	30	26	31
Achieving outcome 5+ (%)	86.7	93.3	96.2	96.8
Benchmark quartile	4	3	3	2
Achieving outcome 6+ (%)	43.3	43.3	50.0	58.1
Benchmark quartile	2	2	2	1
Personal and social development, wellbeing and cultural diversity (PSD)				
Number of pupils in cohort	30	30	26	31
Achieving outcome 5+ (%)	100.0	96.7	100.0	96.8
Benchmark quartile	1	3	1	4
Achieving outcome 6+ (%)	90.0	66.7	88.5	54.8
Benchmark quartile	1	2	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.

6793031 - Raglan Primary

Number of pupils on roll	213
Pupils eligible for free school meals (FSM) - 3 year average	3.6
FSM band	1 (FSM<=8%)

Key stage 2

	2013	2014	2015	2016
Number of pupils in Year 6 cohort	29	30	29	31
Achieving the core subject indicator (CSI) (%)	89.7	96.7	96.6	100.0
Benchmark quartile	3	2	2	1
English				
Number of pupils in cohort	29	30	29	31
Achieving level 4+ (%)	89.7	96.7	96.6	100.0
Benchmark quartile	3	2	3	1
Achieving level 5+ (%)	41.4	53.3	51.7	51.6
Benchmark quartile	3	2	2	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	29	30	29	31
Achieving level 4+ (%)	93.1	96.7	100.0	100.0
Benchmark quartile	3	2	1	1
Achieving level 5+ (%)	44.8	30.0	44.8	51.6
Benchmark quartile	2	4	3	3
Science				
Number of pupils in cohort	29	30	29	31
Achieving level 4+ (%)	93.1	96.7	100.0	100.0
Benchmark quartile	3	3	1	1
Achieving level 5+ (%)	51.7	43.3	51.7	48.4
Benchmark quartile	2	3	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.

* 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.	104	104 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	102	88 86%	14 14%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	104	97 93%	7 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	103	87 84%	16 16%	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.	102	92 90%	10 10%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	102	89 87%	13 13%	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.	104	102 98%	2 2%	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.	104	98 94%	6 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.	101	77 76%	24 24%	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.	103	88 85%	15 15%	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.	101	64 63%	37 37%	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	99	77 78%	22 22%	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.	43	27 63%	9 21%	5 12%	2 5%	1	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	43	32 74%	9 21%	2 5%	0 0%	0	Mae fy mhentyn 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.	44	29 66%	14 32%	1 2%	0 0%	0	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		72%	26%	1%	0%		
My child is making good progress at school.	41	16 39%	17 41%	7 17%	1 2%	3	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		62%	34%	3%	1%		
Pupils behave well in school.	41	22 54%	17 41%	2 5%	0 0%	2	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		47%	48%	4%	1%		
Teaching is good.	42	15 36%	21 50%	5 12%	1 2%	2	Mae'r addysgu yn dda.
		61%	36%	2%	0%		
Staff expect my child to work hard and do his or her best.	42	18 43%	17 40%	6 14%	1 2%	2	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		64%	34%	1%	0%		
The homework that is given builds well on what my child learns in school.	33	11 33%	12 36%	7 21%	3 9%	11	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.
		49%	43%	6%	2%		
Staff treat all children fairly and with respect.	41	20 49%	19 46%	2 5%	0 0%	3	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		60%	35%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	41	22 54%	15 37%	4 10%	0 0%	3	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.	44	34 77%	9 20%	1 2%	0 0%	0	Mae fy mhentyn yn ddiogel yn yr ysgol.
		66%	32%	2%	1%		
My child receives appropriate additional support in relation to any particular individual needs'.	41	16 39%	17 41%	6 15%	2 5%	2	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		56%	39%	4%	1%		

	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 am kept well informed about my child's progress.	42	10 24%	17 40%	12 29%	3 7%	2	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		49%	41%	8%	2%		
I feel comfortable about approaching the school with questions, suggestions or a problem.	43	21 49%	16 37%	5 12%	1 2%	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.	30	12 40%	14 47%	3 10%	1 3%	14	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		48%	42%	8%	2%		
The school helps my child to become more mature and take on responsibility.	41	20 49%	17 41%	4 10%	0 0%	3	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		58%	40%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	27	11 41%	12 44%	4 15%	0 0%	17	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		52%	41%	5%	1%		
There is a good range of activities including trips or visits.	44	23 52%	20 45%	1 2%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		54%	39%	6%	1%		
The school is well run.	43	25 58%	11 26%	6 14%	1 2%	1	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	33%	3%	2%		

Appendix 3

The inspection team

Christopher Ian Dolby	Reporting Inspector
Geoff Cresswell	Team Inspector
David Owen Jenkins	Lay Inspector
Russell Dwyer	Peer Inspector
Jeremy Piper	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.