A report on

**Rhws Primary School
Fontygary Road
Rhoose
Barry
Vale of Glamorgan
CF62 3DS**

Date of inspection: June 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: 23/08/2016

Context

Rhws Primary School is in Rhoose in the Vale of Glamorgan. The school has 453 pupils from the ages of three to eleven. This is an increase of around 24% since the time of the last inspection. There are 17 single-age classes.

Around 9% of pupils are eligible for free school meals, which is well below the national average (20%). The school has identified about 18% of pupils as having additional learning needs and a very few have statements of special educational needs. A very few pupils come from ethnic minority backgrounds. No pupils receive support in English as an additional language. A very few pupils speak Welsh as a first language and a very few are 'looked after' by the local authority.

The last inspection was in March 2010. The current headteacher was appointed in July 2004.

The school is currently a 'New Deal pioneer school'. This means that it is working with Welsh Government and other New Deal pioneer schools to develop a national model of professional learning.

The school has recently become a 'curriculum pioneer school'. This means that it is working with Welsh Government and other curriculum pioneer schools to develop and to pilot a new curriculum for Wales.

The individual school budget per pupil for Rhws Primary School in 2015-2016 means that the budget is £2,963 per pupil. The maximum per pupil in the primary schools in the Vale of Glamorgan is £5,170 and the minimum is £2,735. Rhws Primary School is 42nd out of the 46 primary schools in the Vale of Glamorgan in terms of its school budget per pupil.

Summary

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

Current performance

The current performance of the school is good because:

- Nearly all pupils make good progress in developing their literacy and numeracy skills in most respects
- Most pupils achieve high standards in speaking and listening and use an extensive range of vocabulary
- Pupils' performance in the core subjects at the higher-than-expected levels is strong compared with that in other similar schools
- Most teachers use an effective range of strategies to engage pupils in learning experiences of good quality
- The overall quality of teaching is good
- Nearly all pupils behave very well
- The school identifies vulnerable pupils and those with additional needs well and provides them with effective support
- The school is an inclusive community with a welcoming and caring ethos

Prospects for improvement

The school's prospects for improvement are good because:

- The headteacher is an experienced and conscientious leader who has a good knowledge of the pupils as individuals and of their families
- The senior leadership team have a good range of expertise and they use school performance data effectively to identify areas for development
- School improvement plans are detailed and link closely to the strengths and areas for improvement identified through self-evaluation
- The governing body is supportive of the school and governors have sufficient knowledge about the school's performance
- The school works well with a range of partners to improve pupils' outcomes and to support their wellbeing
- The school deploys its staff and manages its resources well

Recommendations

R1 Develop whole-school curriculum planning to ensure appropriate coverage of all subjects and skills

R2 Provide suitable opportunities for pupils to apply their numeracy skills across the curriculum

R3 Improve attendance

R4 Track decisions and action points derived from management meetings and self-evaluation processes more systematically and evaluate their impact on standards and the quality of provision more effectively

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

Most pupils enter the school with skills, knowledge and understanding that are at the expected level for their age. Nearly all pupils make good progress as they move through the school.

Most pupils have an extensive range of vocabulary and they are very articulate when expressing viewpoints. Nearly all pupils listen attentively and are able to build effectively upon the ideas of others. These high standards in speaking and listening are a notable feature of most lessons.

Most pupils' reading skills are good. Nearly all pupils demonstrate a high level of engagement in reading tasks and respond effectively to what they read. In the Foundation Phase, older pupils have effective strategies to decode unfamiliar words. They can explain what they like to read and give reasons for their choices. More able pupils in Year 6 read demanding texts fluently and are successful when understanding hidden meanings in their class novel. Many become interested readers who can discuss their favourite authors with enthusiasm.

Standards in writing are generally good. By the end of the Foundation Phase, many pupils are able to write successfully at length, for example when they write persuasively about a visit to Barry Island. Older pupils in key stage 2 show empathy in their letter writing as World War Two evacuees. Most pupils extend their ideas and use stylistic features and tone effectively to engage the reader. They write well for a range of audiences and purposes. However, a minority of pupils do not take enough care with their punctuation, spelling and presentation. Overall, boys do not make as much progress in their writing as girls at key stage 2.

Across the school, nearly all pupils make strong progress in developing their mathematical knowledge and understanding. Year 6 pupils apply their reasoning skills well to a challenging lesson relating to football scores. Year 4 pupils demonstrate speed and accuracy in their mental calculations and have a secure understanding of multiplication tables. Data handling, however, is much less developed and pupils do not practise numeracy skills enough across the curriculum.

Pupils with additional learning needs make suitable progress in line with their abilities.

Most learners display positive attitudes and enthusiasm for speaking the Welsh language. In the Foundation Phase, most pupils ask and respond appropriately to simple questions. For example, Year 1 pupils discuss their likes and dislikes in relation to minibeasts in the school garden. At the end of key stage 2, many pupils are able to extend and explain their ideas in a simple conversation. They read at a good level for their age and ability and show an appropriate understanding of the text.

At the end of the Foundation Phase, pupils' performance in literacy over the last couple of years at the expected outcome has placed the school in the lower 50% when compared with similar schools, but in the higher 50% in mathematical development. At the higher outcome, performance has tended to place the school in the higher 50% or top 25% when compared with similar schools in both areas of learning.

In key stage 2, performance in English has varied at the expected level and it has generally placed the school in the higher 50% in mathematics and science. The percentage of pupils achieving better than expected levels in English, mathematics and science places the school in the higher 50% or top 25% when compared with similar schools.

Wellbeing: Adequate

Nearly all pupils have a positive attitude towards school and feel happy and safe. They know which staff to approach if they have any worries or concerns. Nearly all pupils have a good understanding of the need to eat and drink healthily and to take regular exercise. Pupils' behaviour is very good in and out of the classroom. Pupils respect and adhere to the school's 'Golden Rules' and values well. They show care and concern for one another and have a good sense of right and wrong. Most older pupils show an awareness of internet safety and the risks involved in social networking.

Many older pupils take an active part in beneficial community activities, for example by visiting a care home on a regular basis to engage with profoundly disabled adults. The school council is enthusiastic and plays an active role in the life of the school. For example, members take part in fund-raising activities and they have introduced a play leader's scheme to improve the quality of playtimes.

Nearly all pupils develop good personal, social and moral skills as they progress through the school. They develop effective learning skills and work studiously. Nearly all pupils are well motivated and sustain concentration exceptionally well. They co-operate with each other enthusiastically and show persistence when solving problems.

Attendance rates have improved steadily over recent years and last year they were very close to the average when compared with those of similar schools. However, over the last four years, the school has remained in the lower 50% when compared with similar schools. Nearly all pupils arrive punctually.

Key Question 2: How good is provision?	Good

Learning experiences: Adequate

The school provides a suitable range of engaging and interesting learning experiences, based on a thematic approach. For example, as a Lead Creative School, with funding from the Welsh Arts Council, teachers have trialled new methods in Year 4 to develop pupils' numeracy skills through jewellery making. This

work is at an early stage of development. The school has very recently become a 'curriculum pioneer school' and plans to take this development further in the next academic year.

Many teachers' short-term plans are comprehensive and they provide pupils with beneficial opportunities to develop their literacy and information and communication technology (ICT) skills in a range of contexts. For example, teachers plan effectively for older pupils to use an ICT adventure programme to develop their descriptive vocabulary in a literacy lesson. Teachers use electronic methods effectively to plan and to keep records of their lessons. However, at key stage 2, the school does not always provide enough opportunities for pupils to experience suitably challenging work in science. At both key stages, teachers do not provide sufficient opportunities to develop numeracy skills across the curriculum.

The school has given appropriate attention to developing the Literacy and Numeracy Framework in short-term plans. However, long and medium-term planning is weaker and does not ensure continuity and progression in pupils' learning as they move through the school.

Teachers provide an effective range of intervention strategies to support groups of pupils who need additional help with their learning and wellbeing.

The school makes good use of the local community and educational visits to improve pupils' learning experiences further. There are strong links with the local church and this is having a positive impact on pupils' spiritual and moral development. A wide range of extra-curricular activities, such as art, media, French and athletic clubs, enhance the curriculum successfully.

Provision for Welsh as a second language is good and pupils develop a strong understanding of the heritage and culture of Wales, for example through visiting St Fagan's and the National Assembly for Wales, and participating in the school eisteddfod.

The school promotes pupils' knowledge of sustainable development and global citizenship well. The eco committees take part in litter picking and in recycling a range of materials. Members understand the need to save water and support the school by turning off taps and reusing water from the water butts in the school garden.

Teaching: Good

Most teachers use a range of teaching strategies that actively engage pupils in learning activities of good quality. In particular, they encourage children to develop thinking and decision-making skills through co-operative group work. This is a notable strength in nearly all lessons. Most teachers use open-ended questions skilfully and this results in pupils deepening their learning experiences. All teachers develop good, professional working relationships with pupils and have high expectations of pupils' behaviour. Learning support assistants are deployed effectively and make a valuable contribution to pupils' learning.

Most lessons have clear learning objectives that teachers share successfully with pupils. A strong feature of many lessons is the brisk pace set by the teacher and the high level of engagement from pupils who are enjoying their learning. For example, pupils in Year 2 engage actively in range of measuring activities in the school garden. Most teachers match tasks well to pupils' ages and levels of ability. They have high expectations of pupils' achievement.

In most classes, teachers use regular plenaries throughout the lesson to revisit aims, and to allow pupils to assess each other's work and reflect upon their own learning. The teachers mostly provide a suitable range of assessment opportunities, such as 'talking partners'. Nearly all teachers provide purposeful feedback to pupils and most give pupils specific advice on how to improve their work. However, the feedback provided by a few is too general and does not help pupils to improve enough. Most, but not all, teachers model good handwriting in keeping with the school policy.

Parents receive comprehensive annual reports, which provide good information about their child's progress and suggest ways for them to improve.

Care, support and guidance: Good

Care, support and guidance are strong features of the school's provision. Personal and social education is integrated well into the curriculum. For example, the annual 'Wise up Week' encourages pupils to take care of themselves through e-safety and regular exercise.

The school has appropriate arrangements for healthy eating and drinking. There are ample opportunities to promote pupils' fitness in the school's extensive grounds and many pupils attend extra-curricular sporting clubs such as football, netball and rugby. Collective worship contributes suitably to pupils' spiritual, moral, social and cultural development. The school provides worthwhile opportunities for pupils to develop their spirituality further by visiting a Hindu temple and the local church.

The school promotes good behaviour effectively through positive reward systems. It actively addresses any non-attendance issues through termly awards and incentives. This has had a positive impact on reducing absences and ensuring that pupils are punctual.

The school works successfully with a range of external agencies to ensure that pupils receive the relevant help, support and guidance they need. For example, there are good links with educational psychologists, Child and Adolescent Mental Health Services and outreach support from a local special school to support pupils with Asperger's syndrome. These services contribute effectively to pupils' development.

The school provides strong support for vulnerable pupils through emotional literacy programmes. There are thorough systems for meeting pupils' additional learning needs. Staff develop and review pupils' individual education plans with pupils and parents on a regular basis, ensuring that most pupils make good progress towards meeting their targets.

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

Learning environment: Good

The school is an inclusive community, with a welcoming and caring ethos that celebrates diversity well. All pupils have equal access to the full range of the school's activities. Appropriate arrangements are in place to support pupils' wellbeing and safety and to prevent bullying, discrimination or anti-social behaviour. As a result, pupils feel valued and respected and are confident to ask for help when necessary.

The school is a safe and secure environment. The newer buildings provide an attractive learning environment. The school uses the space in the older, main building well to support teaching and learning, but it has deteriorated over time and appears tired in places. The school benefits from spacious grounds that include a wild garden, pond and an adventure area. All pupils have good opportunities for outdoor learning. The school makes good use of the public library situated next door and a local swimming pool. There are enough books and resources, which support pupils' learning effectively.

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

Leadership: Good

The headteacher has established a clear vision and set of values for the school that that promote good standards and high levels of wellbeing effectively. The headteacher is an experienced and conscientious leader who has a good knowledge of the pupils and their families. She is visible around the school and is knowledgeable regarding teacher performance and pupils' standards through classroom observations. She promotes management behaviours and values that contribute positively to creating a school ethos where pupils and staff feel valued. The day-to-day management of the school is effective and efficient.

The senior leadership team have a wide range of expertise. They use school performance data well to identify strengths and areas for development. There are comprehensive plans to address national priorities. For example, as a New Deal Pioneer School, teachers share their effective teaching methods with staff from other schools. Staff understand their roles and responsibilities and receive appropriate support to assess their own performance and to work as a team. However, senior leadership and staff meetings do not always focus enough on taking forward strategic priorities and improvement plans.

The governing body is supportive of the school and governors are knowledgeable about the school's performance. Many have undergone appropriate training. Governors monitor any health and safety and safeguarding issues rigorously. Most governors take part actively in the life of the school and visit regularly. However, governors do not always challenge the school improvement process enough. The governing body meets all of its statutory duties and addresses local and national priorities well.

Improving quality: Adequate

The headteacher has established appropriate processes for self-evaluation that include lesson observations, scrutiny of pupils' work and analysis of performance data. However, monitoring reports are not always evaluative enough and do not focus sufficiently on the key priorities for improvement. The school improvement plan is detailed and it identifies a manageable number of priorities with suitable actions and timescales. It allocates funding appropriately to meet identified objectives. However, management and staff meetings do not track action points and decisions systematically enough. This limits their effectiveness as vehicles for strategic development and improvement planning.

The school takes account of the views of governors, parents and pupils during the annual school improvement day, where a range of stakeholders contribute their views on aspects of the life and work of the school. During the year, there is a strong focus on listening to learners and responding to their ideas. For example, staff have created more opportunities for pupils to assesses their own work and that of other pupils as a result of their contribution to the school's self-evaluation process.

Subject leaders have carried out suitable reviews of their areas of learning. These include detailed plans of areas in need of development. However, the systematic monitoring of the delivery of improvement plans and their impact on standards and the quality of provision is more limited.

Partnership working: Good

The school works well with a range of partners to improve pupils' outcomes and to support their wellbeing. Effective systems are in place to develop links with parents, for example through the website, social media and weekly newsletters from each year group. Parents of Year 2 pupils volunteer support in developing awareness of road safety through the 'Kerb Craft' project. Many parents attend 'Family Fun' afternoons and these help to promote pupils' health and wellbeing effectively.

As a New Deal Pioneer School, staff engage successfully with other schools to improve standards of teaching and learning, through initiatives such as 'The Outstanding Teachers' Programme'.

The school has appropriate transition arrangements with local secondary schools. Well-established links with other schools in the family of schools impact positively on improving pupils' mathematical development, through initiatives such as the 'Badger Maths' project.

Links with the local community are well established and beneficial. For example, pupils visit the local library weekly to support their reading and the Women's Institute run knitting clubs for pupils in school. Strong links exist between the school and a local nursing home, where pupils regularly visit residents and have designed a new garden in the grounds.

The school works closely with other local schools to standardise and to moderate pupils' work. As a result, teachers' assessments of pupils are accurate and reliable.

Resource management: Good

There are sufficient staff to meet the school's requirements. The headteacher deploys teachers and support staff effectively and they have the skills necessary to meet the needs of all pupils successfully. There is a good range of relevant opportunities for teaching staff to participate in training linked closely to their role and responsibilities.

Teachers receive a suitable amount of time to plan, prepare and assess. The arrangements for performance management meet statutory requirements.

The school manages its finances well and monitors expenditure carefully. Leaders plan effectively for predictable changes to the number on roll. The school has a suitable range of resources that it uses appropriately to engage learners and enhance learning. Initiatives receive appropriate funding and the school uses specific grants, such as the pupil deprivation grant, in accordance with the set criteria to support pupils' learning. This includes, for example, the funding of additional staff to support pupils who are affected by the impact of deprivation. This is having a positive impact on their self-esteem and confidence.

Members of staff participate actively in extensive networks of professional practice both within and beyond the school. They are proactive in sharing good practice with other schools, particularly to raise standards of teaching. This is a strong feature of the school.

In view of the progress and standards achieved by most pupils, the school provides good value for money.

Appendix 1: Commentary on performance data

6732133 - RHWS COUNTY PRIMARY SCHOOL

Number of pupils on roll	419	
Pupils eligible for free school meals (FSM) - 3 year average	8.6	
FSM band	2	(8%<FSM<=16%)

Foundation Phase

	2012	2013	2014	2015
Number of pupils in Year 2 cohort	60	41	49	65
Achieving the Foundation Phase indicator (FPI) (%)	88.3	95.1	91.8	92.3
Benchmark quartile	2	1	2	2
Language, literacy and communication skills - English (LCE)				
Number of pupils in cohort	60	41	49	65
Achieving outcome 5+ (%)	91.7	97.6	91.8	93.8
Benchmark quartile	2	1	3	3
Achieving outcome 6+ (%)	35.0	43.9	38.8	47.7
Benchmark quartile	1	1	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	60	41	49	65
Achieving outcome 5+ (%)	95.0	95.1	93.9	93.8
Benchmark quartile	2	2	2	2
Achieving outcome 6+ (%)	28.3	39.0	38.8	47.7
Benchmark quartile	2	2	2	1
Personal and social development, wellbeing and cultural diversity (PSD)				
Number of pupils in cohort	60	41	49	65
Achieving outcome 5+ (%)	91.7	100.0	98.0	96.9
Benchmark quartile	3	1	3	3
Achieving outcome 6+ (%)	48.3	78.0	69.4	76.9
Benchmark quartile	2	1	2	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.

6732133 - RHWS COUNTY PRIMARY SCHOOL

Number of pupils on roll	419
Pupils eligible for free school meals (FSM) - 3 year average	8.6
FSM band	2 (8%<FSM<=16%)

Key stage 2

	2012	2013	2014	2015
Number of pupils in Year 6 cohort	52	35	43	38
Achieving the core subject indicator (CSI) (%)	86.5	94.3	97.7	94.7
Benchmark quartile	3	1	1	2
English				
Number of pupils in cohort	52	35	43	38
Achieving level 4+ (%)	90.4	94.3	97.7	94.7
Benchmark quartile	3	2	2	3
Achieving level 5+ (%)	40.4	42.9	44.2	55.3
Benchmark quartile	2	2	2	1
Welsh first language				
Number of pupils in cohort	*	*	*	*
Achieving level 4+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematics				
Number of pupils in cohort	52	35	43	38
Achieving level 4+ (%)	90.4	94.3	97.7	97.4
Benchmark quartile	3	2	2	2
Achieving level 5+ (%)	50.0	42.9	48.8	52.6
Benchmark quartile	1	2	2	2
Science				
Number of pupils in cohort	52	35	43	38
Achieving level 4+ (%)	96.2	97.1	97.7	100.0
Benchmark quartile	2	2	2	1
Achieving level 5+ (%)	48.1	45.7	55.8	60.5
Benchmark quartile	2	2	1	1

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

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

The benchmark quartile compares the performance of one school against others who have similar levels of pupils with free school meals (FSM). FSM is used as a proxy of social deprivation in schools. This allows a comparison of the performance of a school against others who are in the same FSM category, and who might therefore have a similar intake of pupils from deprived backgrounds.
A school in benchmark quartile 1 is in the highest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are higher than many other schools with similar levels of pupils from deprived backgrounds. A school in benchmark quartile 4 is in the lowest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are lower than many other schools with similar levels of pupils from deprived backgrounds.

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

Appendix 2

Stakeholder satisfaction report

Responses to learner questionnaires

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

	Number of responses Nifer o ymatebion		Agree Cytuno	Disagree Anghytuno		
I feel safe in my school.	101		101	0		Rwy'n teimlo'n ddiogel yn fy ysgol.
			100%	0%		
			98%	2%		
The school deals well with any bullying.	101		92	9		Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			91%	9%		
			92%	8%		
I know who to talk to if I am worried or upset.	101		94	7		Rwy'n gwybod pwy i siarad ag ef/â hi os ydw I'n poeni neu'n gofidio.
			93%	7%		
			97%	3%		
The school teaches me how to keep healthy	101		91	10		Mae'r ysgol yn fy nysgu i sut i aros yn iach.
			90%	10%		
			97%	3%		
There are lots of chances at school for me to get regular exercise.	101		89	12		Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			88%	12%		
			96%	4%		
I am doing well at school	99		91	8		Rwy'n gwneud yn dda yn yr ysgol.
			92%	8%		
			96%	4%		
The teachers and other adults in the school help me to learn and make progress.	101		100	1		Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddysgu a gwneud cynnydd.
			99%	1%		
			99%	1%		
I know what to do and who to ask if I find my work hard.	101		94	7		Rwy'n gwybod beth I'w wneud a gyda phwy i siarad os ydw I'n gweld fy ngwaith yn anodd.
			93%	7%		
			98%	2%		
My homework helps me to understand and improve my work in school.	101		88	13		Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol.
			87%	13%		
			91%	9%		
I have enough books, equipment, and computers to do my work.	101		89	12		Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
			88%	12%		
			95%	5%		
Other children behave well and I can get my work done.	101		68	33		Mae plant eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
			67%	33%		
			77%	23%		
Nearly all children behave well at playtime and lunch time	99		67	32		Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
			68%	32%		
			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.	91	62 68%	27 30%	1 1%	1 1%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	92	64 70%	26 28%	2 2%	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.	91	69 76%	22 24%	0 0%	0 0%	1	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.	90	54 60%	31 34%	5 6%	0 0%	0	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
		62%	34%	3%	1%		
Pupils behave well in school.	90	41 46%	46 51%	2 2%	1 1%	2	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		48%	47%	4%	1%		
Teaching is good.	91	53 58%	36 40%	2 2%	0 0%	1	Mae'r addysgu yn dda.
		61%	36%	2%	0%		
Staff expect my child to work hard and do his or her best.	88	49 56%	39 44%	0 0%	0 0%	3	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.	86	35 41%	38 44%	9 10%	4 5%	5	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.
		49%	43%	6%	2%		
Staff treat all children fairly and with respect.	92	51 55%	35 38%	5 5%	1 1%	0	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.	90	50 56%	39 43%	1 1%	0 0%	1	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.	90	53 59%	35 39%	2 2%	0 0%	1	Mae fy mhlentyn yn ddiogel yn yr ysgol.
		66%	32%	2%	1%		
My child receives appropriate additional support in relation to any particular individual needs'.	80	41 51%	30 38%	5 6%	4 5%	8	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.	90	38 42%	41 46%	9 10%	2 2%	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.	92	57 62%	33 36%	1 1%	1 1%	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.	84	39 46%	36 43%	9 11%	0 0%	8	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.	89	47 53%	39 44%	3 3%	0 0%	2	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.	68	36 53%	27 40%	4 6%	1 1%	19	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.	91	49 54%	37 41%	4 4%	1 1%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		55%	39%	6%	1%		
The school is well run.	90	62 69%	26 29%	1 1%	1 1%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		62%	33%	3%	2%		

Appendix 3

The inspection team

Rosemary Lait	Reporting Inspector
Paula Vaughan	Team Inspector
Clive Evans	Team Inspector
Emma Willmott	Team Inspector
Matthew Evans	Lay Inspector
Christian Coole	Peer Inspector
Louise Lynn (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.