



Rhagoriaeth i bawb – Excellence for all

Arolygiaeth Ei Mawrhydi dros Addysg
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate
for Education and Training in Wales

A report on

**Ringland Primary
Dunstable Road
Newport
NP9 9LU**

Date of inspection: June 2015

by

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

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

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

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

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

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

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

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Context

Ringland Primary School is east of Newport city centre in the Newport local authority. The school caters for pupils between the ages of three and eleven. Currently, there are 241 pupils on roll, including 16 who attend the nursery part-time. There are seven mainstream classes. The school has three specialist resource bases. Currently, there are 22 pupils on the register from across Newport. There is a class for Foundation Phase pupils and a further two classes for key stage 2 pupils. These pupils have a range of needs, including moderate or severe learning difficulties, emotional and behavioural problems and autistic spectrum disorder. All have statements of special educational needs.

Approximately 43% of pupils are eligible for free school meals. This is notably higher than the national average. The school has identified that 36% of pupils have additional learning needs, which is higher than the national average. A minority of mainstream pupils have a statement of special educational needs.

Nearly all pupils come from homes where English is the main language. No pupils speak Welsh at home. A very few pupils speak English as an additional language.

The school was last inspected in 2010. The current headteacher has been in post since 2008.

The individual school budget per pupil for Ringland Primary School in 2014-2015 means that the budget is £4,831 per pupil. The maximum per pupil in the primary schools in Newport is £5,443 and the minimum is £2,459. Ringland Primary School is 3rd out of the 50 primary schools in Newport in terms of its school budget per pupils.

Summary

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

Current performance

The school's current performance is good because:

- Most pupils' oracy and reading skills are good
- Most pupils make good progress in mathematics
- Most pupils demonstrate good behaviour and attitudes to learning
- All staff have positive working relationships with pupils
- The provision for Welsh second language development is good
- Pupils in all three learning resource bases make good progress relative to their individual needs
- Teachers use questioning effectively in lessons

However:

- Pupils' ability to develop and apply their skills in numeracy and information and communication technology (ICT) across the curriculum is limited

Prospects for improvement

The school's prospects for improvement are good because:

- The headteacher provides strong leadership and has a clear vision for the school that focuses well on improving outcomes for pupils
- The arrangements for evaluating its life and work are comprehensive
- Very good use of its links with a wide range of partners benefit pupils' wellbeing and attainment
- Leaders make effective use of the pupil deprivation grant to improve provision, wellbeing and outcomes for targeted pupils
- Self-evaluation within the school benefits from rigorous monitoring of teaching and learning
- Leaders use the information from self-evaluation to set clear, manageable targets for improvement

Recommendations

- R1 Improve the standards achieved by more able pupils at the end of the Foundation Phase and key stage 2
- R2 Improve pupils' spelling, punctuation and presentation of their work
- R3 Improve the provision for the development of pupils' numeracy and ICT skills across the curriculum
- R4 Strengthen the role of governors in challenging the school

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

A majority of pupils enter school with skills in literacy and mathematical development that are below average for their age. During their time in school, they make good progress.

Many pupils in all three learning resource bases make good progress relative to their individual needs from a very low starting point. Many become more confident when speaking to adults, and develop early reading, writing and numeracy skills, which they use daily during activities.

Other pupils with additional needs achieve well against the targets in their individual education plans. A few pupils that are more able do not always achieve as well as they could.

Pupils' communication skills develop well across the school. In the Foundation Phase, most pupils talk to adults and other pupils confidently. By the end of key stage 2, many pupils contribute to discussions and express their ideas well. As they move through the Foundation Phase, pupils' listening skills develop well. Most pupils in key stage 2 listen attentively in lessons and respond appropriately to questions and instructions.

In the Foundation Phase, pupils make good progress in developing their reading skills and most pupils read well in line with their age and ability. Many read with fluency and use a suitable range of strategies to help them to read unknown words. In key stage 2, most pupils show good understanding of the books they read. Many pupils in key stage 2 are confident readers who have a very positive attitude to reading.

As they move through the Foundation Phase, pupils develop their writing well and use their skills to support their work in many areas of learning. Pupils in Year 2 write independently and use a good range of interesting vocabulary, for instance when writing about the seaside. In key stage 2, many pupils make appropriate progress with their writing. Older pupils make good progress in developing the content of their writing. They can organise and present imaginative and factual writing well. Many pupils use their literacy skills well to support their work across a range of curriculum areas, for example in history when they write about the Victorians and in geography when they present a balanced argument about a new relief road across Magor Marsh. However, throughout the school, the quality of pupils' spelling, punctuation and presentation varies too much.

Pupils in the Foundation Phase make good progress in the development of their numeracy skills. By the end of the Foundation Phase, many pupils have good mental recall of number facts, correctly identify and add two-digit numbers, and count accurately in twos, fives and tens. Most pupils use non-standard units appropriately

to measure length and they are beginning to develop their use of standard units well. They represent data to create simple bar graphs.

In key stage 2, most pupils have a comprehensive understanding of a range of mathematical concepts. Most make good progress in developing their skills in mathematics lessons. By the end of key stage 2, most pupils multiply and divide whole numbers by 10, 100 and 1,000. Most pupils use a range of metric measures and identify properties of two and three-dimensional shapes accurately. Many have a good understanding of the different types of graphs and charts used to present different data. However, a few pupils who are more able do not achieve as well in mathematics as they could by the end of the Foundation Phase and key stage 2. Pupils are beginning to use their numeracy skills in other subjects, such as in science, history and geography.

Most pupils have a positive attitude towards learning Welsh and enjoy speaking the language. By the end of the Foundation Phase, many respond well to a range of simple instructions, greetings and questions in Welsh. Many are beginning to write simple sentences accurately following a basic pattern. In key stage 2, many pupils read simple Welsh texts well, write basic sentences correctly and spell common words accurately across a suitable range of genres. A majority of older pupils are beginning to use their knowledge of sentence structure to write a variety of genres, for example, a personal portrayal, a postcard and a book review, using specific vocabulary accurately. Their ability to converse in Welsh using familiar language patterns is good.

Most pupils' skills in ICT are under developed and they do not use them well across the curriculum. Many pupils are able to word process texts, but too few develop appropriate skills in using spreadsheets or in control and modelling.

At the end of the Foundation Phase, standards in literacy at the expected outcome 5 place the school in the bottom 25% when compared to similar schools. In mathematical development, standards in 2014 place the school in the lower 50% compared to similar schools, although in the previous year standards in literacy placed the school in the higher 50%.

At the end of key stage 2, pupils' standards have fluctuated over recent years. In 2014, pupils' standards at the expected level 4 place the school in the bottom 25% for English and mathematics when compared to similar schools. However in 2013, pupils' standards placed the school in the higher 50%.

At the higher than expected outcomes at the end of the Foundation Phase and key stage 2, pupils' standards have fluctuated and there is no overall pattern.

In both the Foundation Phase and key stage 2, boys tend to perform better than girls do. Overall, at the end of the Foundation Phase, pupils eligible for free school meals do not achieve as well as other pupils. At the end of key stage 2, in 2013 pupils eligible for free school meals generally achieved well compared with other pupils. However, by 2014, pupils eligible for free school meals do not achieve as well as other pupils at level 4 or level 5.

Wellbeing: Adequate

Most pupils understand the importance of regular exercise and a healthy diet. They feel safe in school and know where to turn if they are worried or upset. Many pupils participate in a good range of after-school activity clubs, which includes rugby, dance, Dig it, Cook it and keep fit.

Most pupils demonstrate good behaviour and attitudes to learning. They relate well to each other and to adults. Most pupils demonstrate a positive approach to their lessons, and talk confidently about their work. Nearly all pupils know what their personal targets are and what they need to do to improve.

The school has put robust procedures in place to improve attendance and punctuality. This has resulted in the overall attendance rate increasing. However, over the last five years, pupils' attendance rates have placed the school in the lower 50% or bottom 25% when compared with similar schools. All but a very few pupils arrive punctually at the beginning of the day.

The school council, eco committee and other groups, such as 'Team Friend', make valued contributions to school life. Members take an active part in identifying areas for improvement in the day-to-day life of the school, such as developing the role of playground 'buddies'. They feel that staff value their opinions and listen to them.

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

The school provides a broad and balanced range of learning experiences to meet the needs of most learners and the requirements of the National Curriculum. Teachers plan activities that meet the needs of most pupils appropriately. Teachers plan and organise the youngest pupils' learning in accordance with Foundation Phase practice, and make good use of the outdoor learning area. The school provides a wide range of after-school clubs, trips and visits. Many pupils enjoy attending these and they enrich pupils' learning experiences successfully.

Arrangements for ensuring that pupils develop the key skills of literacy, numeracy and information and communication technology in all areas of the curriculum are in place. There are well-established opportunities in lessons for pupils to develop their literacy skills, which enables them to write for a suitable range of purposes. However, opportunities for pupils to develop their numeracy and ICT skills across the curriculum are less well developed.

The school meets the needs of those pupils who attend intervention programmes and withdrawal groups well. Provision of high quality in the learning resource bases enables pupils with emotional and behavioural needs to make good progress.

Provision for the development of pupils' skills in Welsh as a second language is good. All staff promote and use Welsh regularly, developing positive attitudes towards the language among the pupils. Many teachers provide stimulating educational visits for pupils to learn about the history and culture of Wales, for example through visits to a Celtic village, St. Fagan's and Big Pit.

Education for sustainable development and global citizenship is well established. Pupils speak confidently about environmental issues and sustainability and they understand the positive impact of reducing waste. Teachers use the outdoor area effectively, including the garden and Forest School, to promote pupils' understanding and appreciation of the natural world. Through topic work and religious education, pupils are developing a good understanding of different cultures and their role as global citizens.

Teaching: Good

In most lessons, teachers plan activities that gain the interest of pupils successfully. In these sessions, teachers use questioning effectively to encourage extended responses from pupils. Nearly all teachers have good up-to-date subject knowledge. All staff has positive working relationships with pupils and most have effective strategies to promote positive behaviour in class. They make good use of resources to support and enrich pupils' learning well. However, in a few lessons, tasks do not always challenge pupils sufficiently, particularly those who are more able. In these, teachers do develop pupils' independent learning skills enough. All teachers work successfully with the learning assistants to support individuals and groups of pupils.

The teaching of intervention programmes for many pupils, including those in the learning resource bases, is effective. There are positive and constructive working relationships between staff and pupils. Teachers have established clear routines for pupils within the learning resource bases that pupils follow well. Learning takes place within a calm and purposeful atmosphere.

Teachers use comprehensive assessment systems to monitor pupils' progress effectively in key areas of learning and to provide them with clear evidence of the standards that pupils achieve. They use this detailed information along with reviews of individual pupils to target additional support effectively.

Teachers give pupils positive oral feedback during lessons. They mark pupils' work regularly. In most cases, teachers' comments help pupils to understand what they need to do to improve their work with 'next step' marking. Pupils' involvement in assessing their own work and that of other pupils is progressing well. Many older pupils use self and peer marking confidently to improve their work.

The annual reports to parents on the progress of their children are informative and meet statutory requirements.

Care, support and guidance: Good

The school is a caring and supportive community where all staff demonstrate a strong commitment to enhancing the health and wellbeing of pupils. The school makes appropriate arrangements for promoting healthy eating and drinking. There are good opportunities for pupils' cultural, spiritual, moral and social development through a wide range of activities, which support the social and emotional aspects of learning well, and through reflective acts of daily collective worship.

The school has highly effective relationships with specialist services and outside agencies. Pupils with additional learning needs and their families benefit from a high level of guidance and support.

The school has an effective system for analysing attendance and it has implemented a range of carefully planned initiatives to help to reduce the number of absences. These are beginning to have an impact on improving overall attendance rates, but the rates remain too low overall.

The provision for pupils with additional needs is a strong feature of the school. Staff support children with additional needs well. There is a well-organised programme of targeted support and guidance for these pupils, which ensures that they make good progress in line with their individual learning plans. Pupils and their parents have an active role in reviewing progress regularly. The school manages three high quality learning resource bases, nurturing and supporting a range of vulnerable pupils very well. The wide range of intervention and support programmes across the school ensures that pupils make good progress and there is thorough analysis and tracking of data on pupils' progress to check that the provision is effective. The school works in close partnership with external agencies, specialist services and social and welfare services to ensure that the provision meets pupils' needs well.

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

Learning environment: Good

The school has an inclusive ethos and pupils have equal access to all aspects of the life and work of the school. It promotes tolerant attitudes well and provides worthwhile opportunities for pupils to show care and consideration for others in the school and the wider community. The school provides a high level of care for those pupils who are experiencing difficulties in their lives. Many of the pupils from the learning resource bases integrate well into the life and work of the school by visiting mainstream classes on a regular basis.

Classrooms and learning areas are attractive and well resourced. The school site is well maintained and secure. Around the school, colourful displays promote children's learning effectively. Pupils have access to a broad range of appropriate learning resources for all subject areas. The school has a good range of ICT equipment in the classrooms and a dedicated IT suite. The outdoor area is extensive and highly stimulating for pupils. The garden and Forest School offer valuable opportunities for effective learning. Teachers use these well to promote pupils' understanding and appreciation of the natural world, particularly in the Foundation Phase.

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

Leadership: Good

The headteacher provides strong leadership. She has a clear vision for the school, which focuses on improving outcomes for pupils. Following a period of instability in staffing, the school has assembled a strong team of senior staff who share the headteacher's commitment and provide valuable support. Senior leaders demonstrate high expectations of all staff, who work together effectively as a team. The senior leadership team has brought about significant change and improvement over the last year.

The senior leadership team share the careful analysis of data. Leaders and managers have a good understanding of the school's performance compared with that of similar schools, and how well groups of pupils within the school are doing compared to others. Leaders and managers have responded appropriately to local and national priorities. For example, the school has made good progress in incorporating the Literacy and Numeracy Framework into teachers' planning. In addition, the school has introduced effective measures to reduce the impact of social deprivation on pupils' progress.

Governors support the school well. In the past, the governing body has not challenged the school sufficiently. Recent changes in the membership of the governing body have added to its range of skills and experience and this is beginning to improve the level of challenge that the governing body provides to the senior leaders within the school. However, these are relatively recent changes and it is too early to judge their full impact.

Improving quality: Good

The school's arrangements for evaluating its life and work are comprehensive. Staff, governors and pupils contribute to a suitably wide range of first-hand evidence. Leaders and managers analyse performance data from assessments and national tests well in order to identify issues and to put in place relevant strategies for improvement.

Leaders undertake a systematic programme of monitoring that encompasses curriculum planning, the standards in pupils' books and the effectiveness of teaching and assessment. They also consider the views of pupils carefully. Questionnaires enable parents to express their views, although the number of responses was limited and content varied. The headteacher and senior leaders collate the outcomes of self-evaluation processes into a report, which provides an accurate summary of the school's strengths and areas for improvement.

The outcomes of self-evaluation directly inform the school development plan. This prioritises a manageable number of areas for improvement. Each priority has targets with suitable timescales and costs, with identified sources of funding. Leaders set appropriate success criteria, which they use to measure progress in implementing the plan regularly.

Partnership working: Good

The school makes very good use of its links with a wide range of partners and these benefit pupils' wellbeing and attainment successfully. A majority of parents support the school well. Many attend family learning sessions that encourage them to support their own children's learning, and many support the 'Friends of the School Association' that raises valuable extra resources for the school, for example to provide equipment for the outdoor learning areas. Strong links with the local community association have provided staging for the school hall and facilitated an extended residential visit to an outdoor education centre.

The school works closely with other schools in its cluster and across the local authority. Many staff meet frequently to share good practice and the schools benefit from sharing the costs of professional development courses. Joint standardisation and moderation procedures within the cluster are well established. This enables teachers to assess pupils' work accurately.

An effective partnership exists between the school and the Flying Start provision for pre-nursery children that uses the school building. Transition arrangements at the end of key stage 2 are effective and inclusive, enabling pupils to move to the next stage of their education as smoothly as possible. Many pupils benefit from the school's partnerships with a wide range of specialist agencies, such as the local authority's learning and behaviour support service and its ethnic minority support service.

Strong links with the local community association have provided staging for the school hall and facilitated an extended residential visit to an outdoor education centre.

Resource management: Good

The school manages its finances well. There are sufficient qualified teachers and learning support assistants to deliver the curriculum. The school deploys staff effectively and learning support assistants provide valuable support for pupils' learning. The school has an extensive range of resources for teaching and learning. Most staff uses these effectively. Recent expenditure on tablet computers is beginning to have a positive effect on the development of pupils' ICT skills. The governing body oversees spending diligently and maintains reserves within recommended limits.

There is an efficient programme of performance management for teachers. It supports their professional development well. Arrangements for the professional development of support staff are thorough. Teachers share good practice within the school and learn well from each other. There are efficient procedures for allocating teachers' time for planning, preparation and assessment. The school takes a prominent role in several networks of professional practice that are improving teachers' skills in teaching literacy and numeracy.

The school uses its Pupil Deprivation Grant effectively to support a range of initiatives that improve pupils' wellbeing and enable them to make good progress.

For example, the appointment of a member of staff to engage with families has resulted in an improvement in attendance rates.

In view of the outcomes achieved by most pupils and the overall quality of provision, the school provides good value for money.

Appendix 1: Commentary on performance data

6802316 - RINGLAND PRIMARY

Number of pupils on roll	240
Pupils eligible for free school meals (FSM) - 3 year average	43.1
FSM band	5 (32%<FSM)

Foundation Phase

	2012	2013	2014
Number of pupils in Year 2 cohort	28	24	30
Achieving the Foundation Phase indicator (FPI) (%)	64.3	79.2	70.0
Benchmark quartile	4	2	4
Language, literacy and communication skills - English (LCE)			
Number of pupils in cohort	28	24	30
Achieving outcome 5+ (%)	75.0	83.3	70.0
Benchmark quartile	3	2	4
Achieving outcome 6+ (%)	17.9	37.5	20.0
Benchmark quartile	2	1	3
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	28	24	30
Achieving outcome 5+ (%)	71.4	79.2	76.7
Benchmark quartile	4	3	3
Achieving outcome 6+ (%)	14.3	41.7	13.3
Benchmark quartile	3	1	3
Personal and social development, wellbeing and cultural diversity (PSD)			
Number of pupils in cohort	28	24	30
Achieving outcome 5+ (%)	78.6	91.7	86.7
Benchmark quartile	4	2	3
Achieving outcome 6+ (%)	25.0	58.3	16.7
Benchmark quartile	3	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.

6802316 - RINGLAND PRIMARY

Number of pupils on roll 240
 Pupils eligible for free school meals (FSM) - 3 year average 43.1
 FSM band 5 (32%<FSM)

Key stage 2

	2011	2012	2013	2014
Number of pupils in Year 6 cohort	31	31	35	24
Achieving the core subject indicator (CSI) (%)	64.5	74.2	82.9	62.5
Benchmark quartile	3	3	2	4
English				
Number of pupils in cohort	31	31	35	24
Achieving level 4+ (%)	64.5	80.6	85.7	70.8
Benchmark quartile	4	2	2	4
Achieving level 5+ (%)	19.4	16.1	40.0	16.7
Benchmark quartile	3	3	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	31	31	35	24
Achieving level 4+ (%)	74.2	74.2	82.9	75.0
Benchmark quartile	3	3	2	4
Achieving level 5+ (%)	19.4	16.1	31.4	8.3
Benchmark quartile	3	3	2	4
Science				
Number of pupils in cohort	31	31	35	24
Achieving level 4+ (%)	90.3	80.6	88.6	75.0
Benchmark quartile	1	3	2	4
Achieving level 5+ (%)	22.6	19.4	34.3	12.5
Benchmark quartile	2	3	2	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.	99		85 86%	14 14%	Rwy'n teimlo'n ddiogel yn fy ysgol.
			98%	2%	
The school deals well with any bullying.	98		72 73%	26 27%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			92%	8%	
I know who to talk to if I am worried or upset.	101		92 91%	9 9%	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	99		85 86%	14 14%	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.	99		87 88%	12 12%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			96%	4%	
I am doing well at school	99		91 92%	8 8%	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.	100		97 97%	3 3%	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.	101		93 92%	8 8%	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.	99		85 86%	14 14%	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.	101		78 77%	23 23%	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.	96		40 42%	56 58%	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	96		56 58%	40 42%	Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
			84%	16%	

Responses to parent questionnaires

The number of responses received were fewer than 10. No data will be shown.

Appendix 3

The inspection team

Meinir Wynne Howells	Reporting Inspector
Christopher Ian Dolby	Team Inspector
Sarah Botterill	Lay Inspector
Kathryn Owen Thomas	Peer Inspector
Lisa Bowden (Headteacher)	Nominee

Copies of the report

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

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.