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

A report on

The Twyn School
East View
Caerphilly
CF83 1UT

Date of inspection: July 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: 07/09/2016

Context

The Twyn School is in Caerphilly. There are 494 pupils on roll aged 3 to 11. The school has 15 single-age classes.

About 14% of pupils are eligible for free school meals, which is below the national average. The school identifies 17% of pupils as having additional learning needs. This is below the national average. There are very few pupils with a statement of special educational needs. Very few pupils come from an ethnic minority background or speak English as an additional language. Very few pupils speak Welsh at home.

The school's previous inspection was in 2010. The headteacher took up his post in April 2014.

The individual school budget per pupil for The Twyn School in 2015-2016 means that the budget is £2,851 per pupil. The maximum per pupil in the primary schools in Caerphilly is £5,191 and the minimum is £2,492. The Twyn School is 61st out of the 75 primary schools in Caerphilly 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 relative to their starting points
- Many pupils with additional learning needs make strong progress in relation to their personal targets
- The school provides an effective range of engaging learning experiences that meet the needs of nearly all pupils successfully
- Teaching is good or better in all classes
- The behaviour of nearly all pupils is excellent
- The school's extensive provision for vulnerable pupils is highly effective
- There is a strong ethos of care, respect and trust throughout the school

Prospects for improvement

The school's prospects for improvement are good because:

- The headteacher and deputy headteacher provide clear, effective leadership to a united and dedicated team
- Senior leaders have brought about improvements that have had a positive impact on pupils' standards and wellbeing, for example in the development of boys' literacy skills
- Staff at all levels understand and develop their roles and responsibilities successfully
- Leaders use a wide range of first-hand evidence to evaluate the performance of the school accurately
- Targets in the school development plan link closely to the outcomes of self-evaluation
- The school has made excellent progress in response to the recommendations from the last inspection
- There is a very effective partnership between the school and parents
- Creative and innovative partnerships have a positive impact on pupils' progress, particularly for the most vulnerable pupils
- Leaders make effective use of available funding

Recommendations

R1 Improve attendance

R2 Provide pupils in key stage 2 with more opportunities to choose what and how they learn

R3 Extend the role of the governors to enable them to challenge the school more effectively

What happens next?

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

Main findings

Key Question 1: How good are outcomes?	Good

Standards: Good

The majority of pupils enter school in the nursery with literacy and numeracy skills that are in line with those expected for their age. During their time in school, nearly all pupils make at least good progress with a minority making above expected progress relative to their starting points. Nearly all pupils recall previous learning well and apply their knowledge competently to a range of tasks. As a result, they make rapid progress across many areas of the curriculum.

Nearly all pupils listen very attentively and respectfully to the opinions of others. Many younger pupils speak clearly and confidently to adults, visitors and each other. Older pupils converse articulately and offer considered opinions on a wide range of subjects, for example when discussing the long-term health implications of a poor diet.

Standards of reading are very good throughout the school. Most younger pupils read well for their age and ability using their knowledge of phonics to tackle unfamiliar words. They take good note of punctuation, which helps them to read with understanding. Many older pupils read maturely and expressively. They look beyond the text and use their inferential skills successfully to express their views on what they have read. They talk confidently about books or authors they enjoy and give extended reasons for their answer.

Standards of writing are developing well across the school. By the end of the Foundation Phase, many pupils write in full sentences and present their work neatly using correct spelling and punctuation. They write successfully for different audiences and many use an interesting range of vocabulary, for example when describing the floats at a carnival.

In key stage 2, many pupils write extensively for a range of purposes using different genres. Nearly all pupils present their work neatly. Most pupils write in paragraphs when appropriate, using mature, imaginative vocabulary that adds interest to their work and engages the reader well. Older and more able pupils use personification, similes and metaphors very effectively in their writing. Nearly all pupils transfer their skills successfully across other areas of the curriculum and vary the content of their writing to respond to the requirements of the task. More able pupils use persuasive language successfully, for example when giving advice to a child on keeping safe online.

In the Foundation Phase, standards in mathematics are good. Many Foundation Phase pupils use their number and data handling skills well both in mathematics lessons and across other areas of the curriculum. They measure a range of objects accurately and can estimate and verify weights using standard measures. By the end of the Foundation Phase, most pupils use a wide variety of strategies very successfully to solve problems, for example when costing items from the fair trade shop.

At key stage 2, pupils' mathematical skills develop very successfully. Many younger pupils have impressive computational skills. They have a sound knowledge of place value and can multiply numbers by 100 and 1,000 to two decimal places. Many understand inverse operations between multiplication and division and have a secure understanding of shape and space. Many older pupils have excellent mathematical skills. They use a range of complex methods very successfully to multiply two and three-digit numbers, interpret data and calculate ratio accurately. Throughout the school, nearly all pupils apply the skills learned in mathematics lessons very competently across other areas of the curriculum to solve a range of real-life problems. They record their findings logically and systematically and justify their reasoning articulately, for example when predicting the height of a burning candle from plots on a line graph.

Nearly all pupils have a positive attitude towards learning Welsh and many use basic language patterns well during informal activities. In the Foundation Phase, most pupils respond well to basic questions and instructions and conduct a simple conversation about themselves and the weather. They write briefly about familiar subjects, such as describing themselves.

By the end of key stage 2, most pupils engage in sustained conversations with other pupils and adults, giving extended reasons for their likes and dislikes. Most use their knowledge of sentence structures and Welsh vocabulary to write at length on a range of subjects. Many older pupils use the past tense correctly. More able pupils write excellent and detailed descriptions when using a story map to describe their trip to Liverpool. Many pupils read successfully from a variety of suitable texts, showing an understanding of the main ideas, events and characters.

Many pupils with additional learning needs make good progress. They make worthwhile gains in relation to their personal targets.

At the end of the Foundation Phase, pupil performance in literacy over the last four years has placed the school between the top 25% and lower 50% when compared with similar schools. In mathematical development, performance has placed the school in the top 25% or upper 50% of similar schools. At the higher outcome, pupils' performance is more varied and there is no overall trend.

At the end of key stage 2, pupil performance at the expected and higher levels in English, mathematics and science over the last four years has varied, moving the school between the top 25% and lower 50% when compared with similar schools.

Many pupils eligible for free school meals make good progress. By the end of key stage 2, they tend to achieve as well as other pupils relative to their starting points.

Wellbeing: Adequate

The behaviour of nearly all pupils is excellent. They are very enthusiastic in lessons and are highly motivated to succeed. Nearly all pupils demonstrate sustained levels of concentration and perseverance in completing challenging tasks.

Nearly all pupils have an excellent understanding of the importance of healthy eating and exercise and can explain in detail the benefits of a healthy lifestyle on their long-term health. Many pupils participate enthusiastically in a wide range of extra-curricular activities, such as netball and cycling, that extend their understanding of health-related issues very successfully. Nearly all pupils understand how to keep themselves safe online and behave responsibly when using the internet.

The school council and other pupil voice groups have an extensive input into decision-making that has a positive impact on the life and work of the school. For example, they work with staff to improve facilities on the yard.

Nearly all pupils, particularly the most vulnerable, make excellent progress in developing their social and life skills. For example, pupils in the nurture group host lunches for senior members of the community and they track and improve their own attendance well.

Over the last four years, pupils' attendance has placed the school below the median in three of the last four years when compared with similar schools. Following a three-year trend of improvement, the school's overall attendance rate fell back last year, partly affected by two notable outbreaks of illness across the school. Pupils understand the importance of attendance and take part in valuable child-led initiatives to promote attendance, such as a football league attendance chart. Nearly all pupils arrive at school punctually.

Key Question 2: How good is provision?	Good

Learning experiences: Good

The school provides a rich, broad and balanced curriculum that meets pupils' learning needs very successfully. Planning for the development of pupils' skills across the curriculum is thorough. There are imaginative opportunities for pupils to apply their literacy, numeracy and information and communication technology (ICT) skills and to build upon their previous learning. Foundation Phase planning ensures a good balance of structured and free-choice activities indoors and outside. However, the curriculum for key stage 2 is highly structured and it provides relatively few opportunities for pupils to develop their higher-level skills independently. Planning for vulnerable pupils and for those with additional learning needs is very effective and meets their needs well.

The school provides a wide range of extra-curricular clubs, for example a well-attended choir, digital wizards and sports clubs. Visits and visitors further enrich pupils' learning regularly. For example, pupils sang at the Cavern Club in Liverpool as part of their Mods and Rockers theme.

The provision for the development of pupils' Welsh language skills is good. The school works successfully to promote Welsh traditions and culture and to establish a Welsh identity among the pupils, for example through participation in the Urdd Eisteddfod. Key stage 2 pupils study and emulate the style of Welsh artists, such as Martyn Evans and Helen Elliot.

The school provides a wide range of valuable opportunities for pupils to develop their understanding of global citizenship through learning about other countries and religions. Many pupils create imaginative artifacts with recycled materials. The eco-committee is enthusiastic in promoting and practicing energy conservation and recycling of paper.

Teaching: Good

Teaching is good or better in all classes. All teachers plan conscientiously and in detail to provide stimulating lessons that motivate and engage their pupils. The pace of most lessons is brisk, with a wide range of focused and well-structured activities. Nearly all teachers use imaginative resources to provide learning experiences that challenge pupils to work to a high standard. Teachers use ICT effectively to engage and excite pupils. Most teachers use questioning techniques well. This encourages pupils to apply their previous knowledge to new situations successfully. Teachers and support staff know the strengths and weaknesses of their pupils well and have high expectations for all learners. As a result, nearly all pupils work enthusiastically and make strong progress in lessons.

Nearly all teachers give pupils specific feedback that relates well to the learning intention. As a result, pupils have many valuable opportunities to reflect upon their own learning and respond to the comments from teachers. All teachers mark pupils' work well, using agreed marking strategies. Most pupils know their personal targets well and what they need to do to achieve them. All teachers monitor pupils' progress effectively using an online tracking system. They use this information successfully to plan learning experiences that lead to improvements in pupils' work.

Annual reports and termly consultations with teachers give parents valuable information about their child's attendance, progress and what they can to do improve.

Care, support and guidance: Good

The school is a caring and supportive community. As a result, nearly all pupils feel safe in school and ready to learn.

The school supports pupils' spiritual, moral, social and cultural development effectively. Well-planned assemblies reinforce the school's values successfully and visitors to the school, such as the local vicar, provide a valuable range of experiences that enrich the lives of pupils.

The school has appropriate arrangements to promote healthy eating and drinking. There are worthwhile opportunities that support pupils' health and wellbeing during and after the school day, for example camping trips and biking clubs.

The school makes clear, comprehensive arrangements for monitoring pupils with additional learning needs. Staff identify these pupils at an early stage and provide effective, targeted support through a wide range of intervention programmes and activities.

The school provides excellent support to many vulnerable pupils through the imaginative use of a nurture facility where pupils undertake a highly creative range of personal and social activities, such as Lego therapy and working alongside older members of the community though an intergenerational project. As a result, these pupils make good progress in their learning and skill development. The school liaises effectively with an extensive range of outside agencies, such as the behaviour support service, to support pupils' wellbeing and learning.

The school promotes regular attendance rigorously. It ensures that parents and pupils are very aware of the educational and social implications of absence through individual attendance profiles, regular newsletters, parents' meetings and class league tables. As a result, the number of pupils who are persistently absent has reduced notably over recent years. The links between the educational welfare officer and the staff in the nurture group are very effective in raising attendance levels. The school's arrangements for safeguarding meet requirements and give no cause for concern.

Learning environment: Good

The school is a vibrant community, which provides a safe and supportive learning environment for all pupils. This encourages pupils to develop tolerance, care and understanding of each other. The school provides a range of interesting visits and activities that promote pupils' understanding of other cultures, such as a study and celebration of the festivals of Islam. The school is particularly effective in ensuring that pupils have opportunities to learn about and mix with people different to themselves. For example, pupils regularly welcome a wide range of visitors into the school and host these visits very successfully.

The classrooms and learning areas of the school are attractive and well resourced. The school site is well maintained and secure. Colourful displays promote children's learning effectively. Staff make particularly good use of quick response (QR) codes to link noticeboard displays to video materials. Pupils have access to a broad range of learning resources of high quality across subject areas. The school has a good range of ICT equipment, which staff and pupils use well. The school makes good use of outdoor areas and resources, such as the mud kitchen and the Forest School. This means pupils have imaginative outdoor opportunities for learning, exercise and play.

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

Leadership: Good

The headteacher and deputy headteacher have a clear vision for the development of the school. They have a rigorous approach to school development and support a strong culture of school improvement. They distribute leadership roles effectively across the senior leadership team. The team drives forward improvements in the life and work of the school well, for example in relation to standards in literacy. Staff at all levels understand and develop their roles and responsibilities successfully. They take part purposefully in the process of school improvement and lines of accountability are strong.

Performance management processes link well with the school development plan and have a strong impact on the quality of teaching, for example in literacy. Consequently, pupils' writing is vibrant and highly engaging. Senior leadership and staff meetings focus on important issues of performance and result in clear action points that improve provision, for example in the development of the provision for Welsh.

The governing body fulfils its statutory duties and provides strong support to the school. It is well informed about the school's priorities for improvement and the performance of the school relative to other similar schools. The links between governors and classes are developing well, but the degree of robust challenge provided by governors to the leadership of the school is underdeveloped. The committees of the governing body work effectively and provide suitable oversight of the school, particularly in relation to finance and health and safety.

The school meets local and national priorities well. For example, well-organised policies and plans meet the requirements of the Literacy and Numeracy Framework well.

Improving quality: Good

The school has an accurate view of its strengths and weaknesses, based on first-hand evidence and an insightful analysis of information on pupils' performance. Staff, pupils and parents have a worthwhile role in evaluating how well the school is performing. For example, the pupils provide perceptive comments when asked about literacy lessons in a 'listening to learners' session. The results of evaluation feed directly into subsequent development plans. Longer-term plans also identify important ways forward, such as the need to align provision in key stage 2 to meet future changes in the curriculum.

The school improvement plan builds systematically on evidence from self-evaluation and sets clear measurable priorities for improvement. It is an effective tool in driving important school improvement, for example in raising the standards in English for boys in key stage 2, improving writing in the Foundation Phase, improving the wellbeing of pupils and improving the teaching and learning of Welsh. Actions are pertinent and manageable and clearly identify staff responsible and the resources required. Action plans take good account of pupils from disadvantaged backgrounds, who make strong progress as a result. Staff undertake and track agreed actions systematically. The school has made excellent progress in response to the recommendations in the previous inspection report.

Partnership working: Excellent

The school has very strong working relationships with parents. These support pupils' progress and wellbeing very effectively. They are welcomed into the work of the school, for example as 'Helping Hands' volunteers or as members of the Parent Council. In the past year, leaders have strengthened partnerships with parents further through changes to the homework policies and practices. This has successfully encouraged more parents to help their child at home. As a result, nearly all parents consider that the school well run and display great confidence and satisfaction with its work.

The school has forged innovative links with the local community. For example, a partnership with a national arts council has led to groups of pupils becoming experienced beatboxers, rappers and animators. As a result, standards in boys' literacy, social and life skills have improved and it has developed their skills in music and media well.

Partnership working to promote the learning and wellbeing of pupils included in the school's nurture group is outstanding. For example, pupils from the nurture group help to prepare meals in a local care home. As a result, these pupils are more confident and their communication skills have improved. The school shares its highly effective practice with other schools.

The school collaborates exceptionally well with other local schools and with the local authority. Teachers work closely with the local secondary school to ensure that all pupils, particularly those who are most vulnerable, are confident about their transfer to the next stage of their education. More able pupils in Year 6 benefit from mathematics teaching by staff from the secondary school. This has supported improved levels of achievement at the end of key stage 2.

Resource management: Good

The school is a very well-organised learning community. Staff have a wide range of expertise, creative ideas and subject knowledge. Senior leaders make the most of these skills and give staff clear responsibilities. The school makes suitable arrangements for teachers' planning, preparation and assessment time. Teachers work closely together to share ideas and to support each other. All staff receive valuable training that helps them to develop professionally, and this links well to school priorities.

The school makes effective use of its resources. Governors and leaders plan carefully to ensure that they achieve good value from the funding available. They allocate funds appropriately to support the priorities set out in the improvement plan. Leaders ensure that they share spending decisions well across the school. For example, pupils contribute to spending decisions on school equipment.

The school uses its pupil deprivation grant very effectively to raise outcomes for vulnerable pupils, for example in supporting the nurture provision through additional resources and staffing.

In view of the strong progress made by pupils and the overall quality of the provision, the school provides good value for money.

Appendix 1: Commentary on performance data

6762386 - Twyn Primary

Number of pupils on roll	496
Pupils eligible for free school meals (FSM) - 3 year average	15.9
FSM band	2 (8%<FSM<=16%)

Foundation Phase

	2012	2013	2014	2015
Number of pupils in Year 2 cohort	59	61	62	62
Achieving the Foundation Phase indicator (FPI) (%)	91.5	93.4	90.3	95.2
Benchmark quartile	1	1	2	2
Language, literacy and communication skills - English (LCE)				
Number of pupils in cohort	59	61	62	62
Achieving outcome 5+ (%)	93.2	93.4	91.9	96.8
Benchmark quartile	1	1	3	2
Achieving outcome 6+ (%)	33.9	21.3	35.5	43.5
Benchmark quartile	1	3	2	2
Language, literacy and communication skills - Welsh (LCW)				
Number of pupils in cohort	*	*	*	*
Achieving outcome 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving outcome 6+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematical development (MDT)				
Number of pupils in cohort	59	61	62	62
Achieving outcome 5+ (%)	93.2	95.1	93.5	95.2
Benchmark quartile	2	1	2	2
Achieving outcome 6+ (%)	44.1	14.8	41.9	43.5
Benchmark quartile	1	4	1	2
Personal and social development, wellbeing and cultural diversity (PSD)				
Number of pupils in cohort	59	61	62	62
Achieving outcome 5+ (%)	98.3	96.7	98.4	98.4
Benchmark quartile	2	2	3	3
Achieving outcome 6+ (%)	49.2	18.0	58.1	66.1
Benchmark quartile	2	4	2	2

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.

6762386 - Twyn Primary

Number of pupils on roll		496
Pupils eligible for free school meals (FSM) - 3 year average		15.9
FSM band		2 (8%<FSM<=16%)

Key stage 2

	2012	2013	2014	2015
Number of pupils in Year 6 cohort	61	63	60	58
Achieving the core subject indicator (CSI) (%)	91.8	93.7	91.7	93.1
Benchmark quartile	1	1	2	2
English				
Number of pupils in cohort	61	63	60	58
Achieving level 4+ (%)	91.8	95.2	91.7	93.1
Benchmark quartile	2	1	3	3
Achieving level 5+ (%)	34.4	36.5	38.3	44.8
Benchmark quartile	2	2	3	2
Welsh first language				
Number of pupils in cohort	*	*	*	*
Achieving level 4+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematics				
Number of pupils in cohort	61	63	60	58
Achieving level 4+ (%)	93.4	93.7	91.7	94.8
Benchmark quartile	2	2	3	3
Achieving level 5+ (%)	37.7	36.5	50.0	46.6
Benchmark quartile	2	2	1	2
Science				
Number of pupils in cohort	61	63	60	58
Achieving level 4+ (%)	91.8	95.2	95.0	96.6
Benchmark quartile	2	2	3	3
Achieving level 5+ (%)	26.2	41.3	53.3	50.0
Benchmark quartile	3	1	1	2

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

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

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

Appendix 2

Stakeholder satisfaction report

Responses to learner questionnaires

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

	Number of responses Nifer o ymatebion		Agree Cytuno	Disagree Anghytuno		
I feel safe in my school.	101		98	3		Rwy'n teimlo'n ddiogel yn fy ysgol.
			97%	3%		
			98%	2%		
The school deals well with any bullying.	96		92	4		Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			96%	4%		
			92%	8%		
I know who to talk to if I am worried or upset.	101		98	3		Rwy'n gwybod pwy i siarad ag ef/â hi os ydw I'n poeni neu'n gofidio.
			97%	3%		
			97%	3%		
The school teaches me how to keep healthy	101		100	1		Mae'r ysgol yn fy nysgu i sut i aros yn iach.
			99%	1%		
			97%	3%		
There are lots of chances at school for me to get regular exercise.	99		97	2		Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			98%	2%		
			96%	4%		
I am doing well at school	97		91	6		Rwy'n gwneud yn dda yn yr ysgol.
			94%	6%		
			96%	4%		
The teachers and other adults in the school help me to learn and make progress.	101		99	2		Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddysgu a gwneud cynnydd.
			98%	2%		
			99%	1%		
I know what to do and who to ask if I find my work hard.	100		98	2		Rwy'n gwybod beth I'w wneud a gyda phwy i siarad os ydw I'n gweld fy ngwaith yn anodd.
			98%	2%		
			98%	2%		
My homework helps me to understand and improve my work in school.	97		85	12		Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol.
			88%	12%		
			91%	9%		
I have enough books, equipment, and computers to do my work.	101		99	2		Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
			98%	2%		
			95%	5%		
Other children behave well and I can get my work done.	97		84	13		Mae plant eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
			87%	13%		
			77%	23%		
Nearly all children behave well at playtime and lunch time	99		96	3		Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
			97%	3%		
			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.	160	83 52%	73 46%	3 2%	1 1%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	159	106 67%	51 32%	2 1%	0 0%	1	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.	158	105 66%	51 32%	2 1%	0 0%	2	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.	155	77 50%	72 46%	3 2%	3 2%	5	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
		62%	34%	3%	1%		
Pupils behave well in school.	150	56 37%	86 57%	7 5%	1 1%	10	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		48%	47%	4%	1%		
Teaching is good.	151	71 47%	74 49%	4 3%	2 1%	9	Mae'r addysgu yn dda.
		61%	36%	2%	0%		
Staff expect my child to work hard and do his or her best.	158	83 53%	71 45%	3 2%	1 1%	2	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.	141	44 31%	73 52%	21 15%	3 2%	19	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.	151	70 46%	67 44%	12 8%	2 1%	8	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.	151	64 42%	74 49%	11 7%	2 1%	6	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.	156	80 51%	73 47%	3 2%	0 0%	3	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'.	125	47 38%	67 54%	9 7%	2 2%	34	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.	157	50 32%	81 52%	21 13%	5 3%	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.	158	82 52%	63 40%	8 5%	5 3%	2	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.	151	48 32%	83 55%	16 11%	4 3%	9	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.	148	67 45%	75 51%	5 3%	1 1%	12	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.	124	53 43%	63 51%	5 4%	3 2%	33	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.	156	63 40%	77 49%	13 8%	3 2%	3	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		54%	39%	6%	1%		
The school is well run.	153	86 56%	63 41%	4 3%	0 0%	7	Mae'r ysgol yn cael ei rhedeg yn dda.
		62%	33%	3%	2%		

Appendix 3

The inspection team

Helen Kay Lester	Reporting Inspector
Nicola Davies	Team Inspector
Geoff Cresswell	Team Inspector
Sarah Botterill	Lay Inspector
Jane Elizabeth Borthwick	Peer Inspector
Buddug Mai Bates	Peer Inspector
Lee Thomas	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.