



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

A report on

**Waunfawr Primary School
Waunfawr Road
Crosskeys
Caerphilly
NP11 7PG**

Date of inspection: March 2017

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

Waunfawr Primary School is in the village of Crosskeys in Caerphilly. There are 183 pupils aged three to eleven on roll, including 28 who attend the nursery class part-time. Pupils are taught in six mixed-age classes.

Around 13% of pupils are eligible for free school meals, which is below the national average (19%). Nearly all pupils speak English as their first language. No pupils speak Welsh at home, and only a very few pupils speak English as an additional language. The school identifies that around 14% of pupils have additional learning needs. This is well below the national average (25%)

Estyn last inspected the school in March 2012. The headteacher took up her post in January 2013 and has recently returned from maternity leave.

The individual school budget per pupil for Waunfawr Primary in 2016-2017 means that the budget is £3,020 per pupil. The maximum per pupil in the primary schools in Caerphilly is £4,854 and the minimum is £2,696. Waunfawr Primary is 52nd 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 school's current performance is good because:

- Most pupils make good progress in developing their literacy and numeracy skills
- Standards of reading are good
- Most pupils behave well
- Attendance compares well with that of similar schools
- The school provides pupils with valuable opportunities to use their literacy, numeracy and information and communication technology (ICT) skills in other subjects
- The school provides a very good range of learning experiences and extra-curricular clubs, which enhance pupils' learning well
- Most teaching is good
- Staff place a high priority on securing pupils' wellbeing
- Provision for pupils with additional learning needs is effective
- The school environment supports pupils' learning well

Prospects for improvement

The school's prospects for improvement are good because:

- The headteacher provides the school with strong strategic leadership
- The leadership team provide the headteacher with effective support
- Performance management for all staff clearly supports school improvement priorities
- The school has robust and meaningful self-evaluation procedures
- The school development plan is a well written, strategic document, linked clearly to areas for improvement
- The school has a good track record in making improvements
- Leaders manage the school budget well
- The school provides good value for money

Recommendations

R1. Improve spelling and punctuation in key stage 2

R2. Improve handwriting and presentation in key stage 2

R3. Provide pupils with more opportunities to learn outdoors in the Foundation Phase

What happens next?

The school will draw up an action plan that shows how it is going to address the recommendations.

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

Many pupils enter the school with skills at the level expected for their age. As they move through the school, most make good progress in improving their literacy, numeracy and ICT skills.

Most pupils develop strong oracy skills in the Foundation Phase. Many pupils in reception retell stories using appropriate language and listen well to others. By the end of Year 2, most pupils speak confidently using a range of sentences and vocabulary. They listen to adults and other pupils with increased concentration. In key stage 2, most pupils have well-developed oracy skills. They articulate their ideas and preferences using mature language, for example when discussing their role in the school with adults. In Year 6, many pupils make mature presentations to their peers.

Standards of reading across the school are good. Most pupils improve their reading skills well in the Foundation Phase. By Year 2, they read simple texts accurately and with some expression. Many pupils use a range of strategies, including their knowledge of phonics, when faced with unknown words. By the end of key stage 2, most pupils are confident, enthusiastic readers. They express a preference for different types of stories and favourite authors. They use higher order reading skills, such as skimming and scanning, to locate information quickly and accurately in books and when using the internet. Throughout the school, pupils use their reading skills in other subjects well.

Nearly all pupils develop their writing skills in the Foundation Phase well. Pupils in Year 1 write short biographies of story characters in accurate sentences. By the end of the Foundation Phase, most pupils begin to write for a wide range of purposes. Year 2 pupils write interesting adverts for a wizard's wand and imaginative recipes for a magic potion. Many pupils spell common words correctly and use their phonic knowledge appropriately for more complex spellings. They use capital letters and full stops with growing accuracy and begin to use more adventurous language to engage the reader. Most pupils have neat legible handwriting.

In key stage 2, many pupils write for a wide range of audiences using the correct layout and effective language. For example, Year 3 pupils write accurate instructions about making artificial flowers and pupils in Year 5 write interesting newspaper reports. By the end of key stage 2, most pupils write confidently and at length. More able pupils in particular use effective, powerful and imaginative language to make their work more exciting. However, a minority of pupils in key stage 2 do not use correct punctuation or accurate spelling well enough. In addition, a minority of pupils, particularly in upper key stage 2, do not have neat handwriting or present their work with care. Across the school, pupils use their literacy skills well in other subjects. For example, Year 1 pupils write short accounts of the Chinese New Year and pupils in Year 4 present information about Australian animals in well-designed booklets.

Many pupils in the Foundation Phase have a secure understanding of basic numeracy skills. In reception, they add numbers to 10 accurately. Pupils in Year 1 are confident when working with small amounts of money. By Year 2, many pupils use their numeracy skills well to help them solve simple problems.

In key stage 2, most pupils build on these skills well. Many pupils in Year 3 multiply and divide numbers by 10 accurately and in Year 4 have a sound understanding of how to calculate the perimeter of shapes. By the end of Year 6, many pupils have a very good understanding of the rules of number and apply their skills well when solving complex problems. They understand the relationship between decimals, fractions and percentages and are able to convert from one to another quickly.

Across the school, pupils use their numeracy skills with confidence in other subjects. For example, older pupils in the Foundation Phase use their measuring skills correctly to create an outdoor den. In Year 6, pupils use their knowledge of volume and area to calculate the size of Welsh coal mines accurately.

Many pupils in the Foundation Phase develop a range of appropriate ICT skills and apply them well in other subjects. For example, in Year 2, pupils use ICT to create nets of shapes to construct accurate models of monsters and make simple presentations in Welsh to show their favourite hobbies. In key stage 2, most pupils continue to improve their skills. In Year 3, they create eye-catching posters on anti-bullying and present data on mining disasters correctly. By the end of Year 6, many pupils use a range of ICT skills across the curriculum with confidence. For example, they use word processing competently to organise and present facts about Patagonia and interrogate databases correctly to investigate facts on crime rates.

Standards of Welsh in the Foundation Phase are good. Pupils develop positive attitudes towards Welsh from an early age. Many pupils in Year 2 express themselves simply using known vocabulary well. They write short sentences, for example to complete surveys on their favourite book characters. They read known texts with appropriate pronunciation. In key stage 2, pupils develop their Welsh oracy skills suitably. By Year 6, most pupils have improved oracy skills and answer questions about themselves, their families and their hobbies correctly. However, they do not always extend their sentences confidently or use a wide enough range of vocabulary to express themselves. They write for a variety of purposes in the past and present tense. For example, they compose informal emails to a friend and write short book reviews. Many pupils read Welsh texts accurately and with correct pronunciation, for example when reading a class poem about the park. Pupils are beginning to use their Welsh skills outside of lessons more regularly.

In the Foundation Phase, performance over the last four years in literacy and numeracy at the expected outcome has placed the school in either the top 25% or higher 50% when compared with similar schools. At the higher-than-expected outcome, the pattern is more variable, with results generally improving.

At the end of key stage 2 over the past four years, performance in English, mathematics and science at the expected level has varied, moving the school between the bottom 25% and top 25% when compared with similar schools.

Performance over time is improving. At the higher-than-expected level, performance is variable but generally improving.

In the Foundation Phase, pupils eligible for free school meals generally perform at least as well as other pupils at the expected outcome in literacy and numeracy. However, at the higher-than-expected outcome the difference in performance is more variable.

In key stage 2, there is no pattern of difference in performance for pupils eligible for free school meals and other pupils in English, science or mathematics at the expected level, with results varying by cohort. At the higher-than-expected level, although the performance of pupils eligible for free school meals is improving, they do not generally perform as well as other pupils.

In the Foundation Phase, girls generally perform better than boys in literacy, particularly at the higher-than-expected outcome. In numeracy, the pattern is more varied.

In key stage 2, at the expected level, there is no pattern of difference of achievement between boys and girls in English, mathematics or science. At the higher-than-expected level, girls generally outperform boys in English and science.

Wellbeing: Good

Nearly all pupils feel safe in school and have a good understanding of how to stay safe online. They recognise the importance of healthy eating and staying fit and healthy. Many pupils take part in the wide range of sporting activities provided by the school, for example football, tag rugby, multi sports and netball.

Most pupils have positive attitudes to learning and behave well in class and around the school. They are courteous and polite, and they show care and concern for other pupils and adults. For example, older pupils work well with younger children to support their learning in ICT. Most pupils work well in pairs and groups and sustain concentration for appropriate periods. They have a secure understanding of what they need to do to improve their work.

Pupils have a strong voice and make many valuable contributions to school life. For example, the school council planned a whole school competition to design a twenty-first century classroom. This led to the creation of useful technology zones in each class. Members of the school council evaluate the effect of their actions on improving the school by completing useful assessments.

Pupils raise money for local and national charities regularly. For example, they recently held a fund raising event for a local children's charity. As a result, pupils have a good understanding of how to support people less fortunate than themselves. Older pupils take part in a range of community activities including singing at a local care home and improving the local environment by litter picking.

Over the past four years, attendance has placed the school in the higher 50% and top 25% when compared with similar schools. Nearly all pupils are punctual at the start of the school day.

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

The school provides a well-planned thematic curriculum that builds successfully on pupils' previous knowledge and meets national requirements. Staff ensure that pupils have access to a wide range of stimulating experiences that engage them well in their learning. In the Foundation Phase, teachers plan an appropriate mix of adult and child initiated activities. However, they do not always plan outdoor learning experiences often and well enough.

Teachers provide pupils with valuable opportunities to use their literacy, numeracy and ICT skills in other subjects. As a result, most pupils develop these skills well and use them with confidence.

A wide range of educational trips and visits enrich pupils' learning experiences successfully. For example, pupils in key stage 2 visit local areas such as the Rhondda Heritage Park as part of their topic on coal mining. Staff organise an extensive variety of extra-curricular sporting and cultural activities. These well-attended clubs support the curriculum well and provide pupils with additional opportunities to learn.

The school promotes the Welsh language and culture successfully. Most staff use Welsh regularly in classes and are beginning to encourage pupils to speak Welsh around the school more often. Teachers plan for pupils to learn about local history and Welsh culture well. For example, Foundation Phase pupils learn about the history of canals in Wales while in key stage 2, they study Welsh artists.

Staff promote education for sustainable development and global citizenship appropriately. The eco committee plays an active role in organising school activities. For example, it leads recycling activities and regularly monitors energy use. The school raises pupils' awareness of global citizenship through its fundraising links and by promoting the principles of fair trade.

Teaching: Good

Teachers have positive working relationships with pupils and manage their behaviour well. In most classes, teachers plan interesting lessons that engage pupils effectively. They make pupils aware of what they are learning about and what they need to do to succeed. They use high quality questioning to challenge pupils' thinking. In a few classes where teaching is less effective, tasks do not always meet the needs of all learners. As a result, a few pupils do not always make the progress of which they are capable. Nearly all teachers use resources well to support learning. Most teaching assistants provide pupils with beneficial support, particularly when leading intervention groups.

Most teachers provide pupils with an effective range of oral and written feedback to help them to improve their work. As a result, most pupils have a clear understanding of what they need to do to make progress. However, in a few classes, teachers do not always have high enough expectations of what pupils should achieve, and do not address basic errors in their work well enough. By the end of key stage 2, many pupils assess their own work and that of their peers giving useful points for improvement.

Staff track pupil progress thoroughly and use the information well to inform their planning and to target pupils for additional support. Many teachers assess pupils' achievement accurately. However, a few teacher assessments are too generous, especially in writing.

Teachers write informative reports to parents. These provide pupils with useful targets for improvement.

Care, support and guidance: Good

Staff develop pupils' spiritual, moral, social and cultural awareness well in collective worship and in lessons. The school has effective and consistent procedures for managing pupils' behaviour.

Leaders promote and monitor pupils' attendance very well. They use a wide range of incentives and rewards to encourage regular attendance. As a result, attendance is good.

The school makes good use of specialist agencies and organisations to provide advice and support on a range of issues. For example, the school nurse and local police officers provide valuable lessons to help teach pupils how to stay safe and healthy. The schools makes appropriate arrangements for promoting healthy eating and drinking.

The school recognises pupils with additional learning needs at an early stage of their education. Well-trained teaching assistants work effectively in teams to support identified pupils, both within the classroom and through intervention programmes. As a result, most of these pupils make at least good progress. Staff monitor pupils' progress systematically through regular review meetings and reorganise support according to each pupil's needs.

The school communicates well with parents of pupils with additional needs. Parents participate fully in the setting of targets and in reviewing their child's progress. Teachers link pupils' classroom tasks well to the targets in their individual education plans.

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

Learning environment: Good

The school is a welcoming, inclusive community with an exceptionally positive and caring ethos. This makes a strong contribution to supporting pupils' wellbeing. There is a clear emphasis on respecting and celebrating diversity and promoting tolerant attitudes towards others. The school treats all pupils with respect and ensures that they have equal access to all opportunities provided.

The school uses its indoor space effectively. Leaders' recent investment in upgrading and remodelling areas of the school has had a positive impact on improving pupils' learning and wellbeing. Classrooms are spacious and well organised. Attractive wall displays celebrate pupils' work and achievements well.

Staff have improved the outdoor environment to provide pupils with an attractive space and a range of valuable learning resources. However, access to the outdoors in the Foundation Phase is limited and teachers do not utilise the resources well enough.

There are a good range of suitable resources, including up-to-date ICT equipment and attractive reading books. These support teaching and learning well. The school site is safe, secure and well maintained.

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

The headteacher and senior leadership team provide the school with strong and dynamic leadership. They ensure that improving pupils' standards and wellbeing is at the heart of all school activities and have high expectations for staff and pupils. The school's mission statement and vision strongly support this aim. The headteacher has established clear and effective management systems that involve all staff. Senior leaders place a clear priority on staff wellbeing. As a result, staff feel valued and their morale is high.

The school's senior leadership team meet frequently to review progress towards school priorities. These meetings, together with regular staff meetings, ensure that communication within the school is effective and purposeful. Senior leaders use data well to monitor pupils' progress and to plan actions to improve standards. Staff have clear and well-understood roles and responsibilities. Leaders ensure that all staff have relevant and challenging responsibilities for many important aspects of school improvement. For example, teaching assistants lead staff training on improving spelling and support for pupils with more complex needs.

The headteacher has established effective arrangements for managing the performance of all staff. All staff have appropriate common objectives closely linked to the school's priorities for improvement as well as their individual responsibilities. These arrangements meet the needs of the school very well.

Leaders take a strong account of national priorities, including improving pupils' literacy and numeracy skills, wellbeing and digital competence. These closely match the four key priorities in the school development plan.

The governing body is supportive of the school. Governors recognise and value the positive changes that have taken place since the headteacher took up her post. Their recent analysis of the strengths and challenges facing the school has given most governors a sound understanding of the strategic issues facing the school. Governors are beginning to challenge the school to improve, but this work is at an early stage of development.

Improving quality: Good

Over the last four years, leaders have embedded the processes of self-evaluation and planning for improvement effectively into all school activities.

School leaders use a wealth of carefully collected evidence to evaluate how well the school is performing and what they need to do to improve further. They gain this understanding through a comprehensive and detailed process of monitoring, evaluating and reviewing all aspects of the school's work. Their activities include regular book scrutiny, lesson observations, scrutiny of teachers' planning and data analysis. Leaders also take careful account of the views of pupils, parents and other stakeholders to make carefully considered judgements on the standards achieved and the quality of provision.

The key priorities for improvement in the well-considered school development plan reflect the outcomes of the school's monitoring and evaluation activities. The plan has measurable targets and outlines key tasks that members of staff will undertake and resources needed to finance the plan. In addition, it clearly indicates how leaders will monitor and evaluate their progress towards meeting their targets. All staff are well aware of their responsibilities for ensuring that they meet these realistic targets.

The school has a good recent record of making improvements, for example raising standards of reading and numeracy.

Partnership working: Good

Leaders have introduced a useful range of partnership arrangements with parents and families to support pupils' learning. These include open day sessions when staff explain what pupils are doing in school and how families can support their children effectively. A good example of this is the school's use of specific grant funding to buy useful learning materials for the families of potentially vulnerable nursery pupils to use at home. This has a positive impact on improving parents' involvement in their children's learning.

Staff keep parents well informed about school events and activities. A group of parents volunteer regularly in school to raise funds to buy equipment for out-of-school clubs and other activities.

The school has a beneficial partnership with the local further education college and students have organised sessions for pupils on how to recognise and deal with bullying. This contributes effectively to pupils' wellbeing.

The school works well with the local cluster of schools. They have sound and effective arrangements to ensure that staff prepare pupils well for the transition to secondary school. These schools also work well collaboratively to moderate the standard of pupils' work at the end of the Foundation Phase as well as at the end of key stage 2. Teachers have used this information well to improve the rigour and accuracy of the school's assessment processes. However, a minority of these assessments are too generous.

Resource management: Good

The whole school staff is an inclusive and effective learning community with a strong ethos of co-operation and teamwork. All staff have appropriate skills, qualifications and experience to teach the curriculum effectively. They make effective use of the valuable opportunities offered by the school to learn from each other. Staff also participate fully in the regular cycle of monitoring, evaluation and review activities and use this information particularly well to improve their skills and practices.

The school uses grants effectively to support vulnerable pupils. For example, staff give targeted pupils specific responsibilities for leading whole school activities, such as leaders of digital learning and co-ordinating after school clubs. As a result, the wellbeing of these pupils has improved.

School leaders have worked particularly effectively to improve the physical environment of the school over the last four years. They have managed financial resources carefully to reduce the inherited budget deficit and, at the same time, invest in much improved resources across the school.

In view of the standards that pupils achieve, the school provides good value for money.

Appendix 1: Commentary on performance data

6762103 - Waunfawr Primary

Number of pupils on roll	187
Pupils eligible for free school meals (FSM) - 3 year average	19.4
FSM band	3 (16%<FSM<=24%)

Foundation Phase

	2013	2014	2015	2016
Number of pupils in Year 2 cohort	16	24	26	24
Achieving the Foundation Phase indicator (FPI) (%)	87.5	91.7	100.0	95.8
Benchmark quartile	2	2	1	1
Language, literacy and communication skills - English (LCE)				
Number of pupils in cohort	16	24	26	24
Achieving outcome 5+ (%)	87.5	91.7	100.0	95.8
Benchmark quartile	2	2	1	1
Achieving outcome 6+ (%)	18.8	25.0	30.8	37.5
Benchmark quartile	3	3	3	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	16	24	26	24
Achieving outcome 5+ (%)	100.0	91.7	100.0	100.0
Benchmark quartile	1	2	1	1
Achieving outcome 6+ (%)	31.3	20.8	42.3	45.8
Benchmark quartile	2	3	1	1
Personal and social development, wellbeing and cultural diversity (PSD)				
Number of pupils in cohort	16	24	26	24
Achieving outcome 5+ (%)	100.0	100.0	100.0	95.8
Benchmark quartile	1	1	1	3
Achieving outcome 6+ (%)	62.5	41.7	50.0	58.3
Benchmark quartile	1	3	3	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.

6762103 - Waunfawr Primary

Number of pupils on roll	187
Pupils eligible for free school meals (FSM) - 3 year average	19.4
FSM band	3 (16%<FSM<=24%)

Key stage 2

	2013	2014	2015	2016
Number of pupils in Year 6 cohort	14	29	20	24
Achieving the core subject indicator (CSI) (%)	64.3	89.7	90.0	100.0
Benchmark quartile	4	2	2	1
English				
Number of pupils in cohort	14	29	20	24
Achieving level 4+ (%)	64.3	89.7	95.0	100.0
Benchmark quartile	4	3	2	1
Achieving level 5+ (%)	35.7	34.5	40.0	54.2
Benchmark quartile	2	3	3	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	14	29	20	24
Achieving level 4+ (%)	64.3	93.1	90.0	100.0
Benchmark quartile	4	2	3	1
Achieving level 5+ (%)	28.6	27.6	35.0	54.2
Benchmark quartile	3	3	3	1
Science				
Number of pupils in cohort	14	29	20	24
Achieving level 4+ (%)	64.3	93.1	100.0	100.0
Benchmark quartile	4	2	1	1
Achieving level 5+ (%)	0.0	20.7	40.0	54.2
Benchmark quartile	4	4	2	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.

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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.	82	79 96%	3 4%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	77	65 84%	12 16%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	82	75 91%	7 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	81	74 91%	7 9%	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.	82	80 98%	2 2%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	73	61 84%	12 16%	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.	81	80 99%	1 1%	Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddsygu a gwneud cynnydd.
		99%	1%	
I know what to do and who to ask if I find my work hard.	83	81 98%	2 2%	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.	80	62 78%	18 22%	Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol.
		90%	10%	
I have enough books, equipment, and computers to do my work.	80	72 90%	8 10%	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.	71	48 68%	23 32%	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	78	68 87%	10 13%	Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
		84%	16%	

Responses to parent questionnaires

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

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
Overall I am satisfied with the school.	47	25 53%	20 43%	0 0%	0 0%	2	Rwy'n fodlon â'r ysgol yn gyffredinol.
		62%	34%	3%	1%		
My child likes this school.	48	34 71%	14 29%	0 0%	0 0%	0	Mae fy mhlentyn yn hoffi'r ysgol hon.
		72%	26%	1%	0%		
My child was helped to settle in well when he or she started at the school.	48	33 69%	15 31%	0 0%	0 0%	0	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.	48	31 65%	17 35%	0 0%	0 0%	0	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
		61%	35%	3%	1%		
Pupils behave well in school.	48	16 33%	24 50%	6 12%	1 2%	1	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		47%	48%	4%	1%		
Teaching is good.	48	25 52%	19 40%	0 0%	0 0%	4	Mae'r addysgu yn dda.
		61%	36%	2%	0%		
Staff expect my child to work hard and do his or her best.	48	29 60%	17 35%	0 0%	0 0%	2	Mae'r staff yn disgwyl i fy mhlentyn weithio'n galed ac i wneud ei orau.
		64%	34%	1%	0%		
The homework that is given builds well on what my child learns in school.	48	19 40%	19 40%	2 4%	0 0%	8	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.	48	24 50%	16 33%	4 8%	1 2%	3	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		60%	35%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	48	28 58%	17 35%	0 0%	0 0%	3	Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		59%	38%	2%	0%		
My child is safe at school.	48	30 62%	17 35%	1 2%	0 0%	0	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'.	48	20 42%	22 46%	2 4%	0 0%	4	Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		55%	39%	4%	1%		

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
I am kept well informed about my child's progress.	48	21 44%	22 46%	3 6%	2 4%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		49%	41%	9%	2%		
I feel comfortable about approaching the school with questions, suggestions or a problem.	48	32 67%	12 25%	2 4%	0 0%	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.	48	27 56%	20 42%	0 0%	1 2%	0	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.	48	22 46%	23 48%	0 0%	0 0%	3	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		57%	40%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	47	16 34%	16 34%	2 4%	0 0%	13	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.	48	21 44%	18 38%	7 15%	1 2%	1	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		54%	39%	6%	1%		
The school is well run.	48	25 52%	19 40%	3 6%	0 0%	1	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	34%	4%	2%		

Appendix 3

The inspection team

Elizabeth Jane Counsell	Reporting Inspector
Eleanor Davies	Team Inspector
Andrea Louise Davies	Lay Inspector
Justine Baldwin	Peer Inspector
Joanne Cueto	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.