



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

A report on

**Ystruth Primary
East Pentwyn
Blaina
Abertillery
Gwent
NP13 3XG**

Date of inspection: May 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

Ystruth Primary School is in Blaina, close to Abertillery, in the county borough of Blaenau Gwent. Nearly all pupils live locally. There are around 330 pupils on roll, including 62 pupils who attend the part-time nursery class. The school has 14 classes, including two specialist resource base classes for pupils with social and communication difficulties.

Around 28% of pupils are eligible for free school meals, which is above the national average of 19%. There are very few pupils who are in the care of the local authority. Nearly all pupils are of white British ethnicity. No pupils speak Welsh at home.

The school identifies 26% of pupils with additional learning needs, which is close to the national average of 25%. All pupils in the two specialist classes have a statement of special educational needs.

The headteacher took up her post in September 2016. Estyn last inspected the school in January 2011. The school is currently a pioneer school and is working with the Welsh Government and other schools to take forward developments relating to the curriculum and professional learning.

The individual school budget per pupil for Ystruth Primary School in 2016-2017 means that the budget is £4,504 per pupil. The maximum per pupil in the primary schools in Blaenau Gwent is £5,313 and the minimum is £3,665. Ystruth Primary School is sixth out of the 19 primary schools in Blaenau Gwent 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, often from a low starting point
- Most pupils develop their skills in literacy, mathematics and information and communication technology (ICT) well
- Pupils with additional learning needs, including those in the specialist resource base, respond well to the support the school provides and make steady progress over time
- Nearly all pupils have a positive attitude to learning and support one another well in lessons
- The school provides a broad and balanced curriculum with a wide range of interesting learning experiences that engage and motivate nearly all pupils
- Teachers and learning support assistants establish calm, purposeful learning environments
- There is an effective focus on promoting pupils' wellbeing and emotional and social development

Prospects for improvement

The school's prospects for improvement are good because:

- The headteacher provides clear direction to the school's work and focuses well on improving standards and provision
- A strong team of teachers contributes effectively to shared leadership responsibilities and an effective team ethos
- Governors know the school well and challenge the school purposefully as critical friends
- Self-evaluation processes draw appropriately on a wide range of first-hand evidence and lead to an accurate picture of the school's strengths and areas for development
- Development plans are an effective tool for securing improvement
- The school works well with a wide range of partners

Recommendations

- R1 Improve pupils' competence in speaking Welsh
- R2 Provide further opportunities for pupils to apply their numeracy skills across the curriculum
- R3 Improve the balance between child-initiated and adult-directed activities In the Foundation Phase
- R4 Improve the clarity of targets within individual education plans to better meet the requirements of pupils with additional learning needs

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
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Standards: Good

Around half of pupils enter the school with levels of skills, knowledge and understanding that are below those expected of pupils of a similar age. During their time in school, most make good progress.

Most pupils in the Foundation Phase listen well to their teachers and to each other. Overall, the majority speak confidently, although a minority of younger pupils do not express themselves clearly. Most pupils in key stage 2 listen carefully and understand what their teachers expect from them. They speak clearly and many state their views forcibly in debates and presentations, for example about children's rights.

In the Foundation Phase, many pupils read fluently and with appropriate understanding. They know their letters and sounds and use their phonic knowledge appropriately to sound out unfamiliar words. Many pupils in key stage 2 read clearly and with good expression. They discuss various aspects of their stories confidently. They read for information, for example when identifying healthy foods, and they use contents pages and indexes to locate appropriate passages quickly.

In the Foundation Phase, pupils write for a suitable range of purposes, especially the retelling of familiar stories. Many older pupils plan their writing effectively, making good use of writing frames to structure their writing appropriately. Most pupils punctuate their writing correctly, using commas, full stops and capital letters. They generally spell regular words correctly and make phonically acceptable attempts at unfamiliar words. Many pupils make good progress in developing a legible handwriting style.

In key stage 2, pupils write widely, adapting their style appropriately to match their purpose for writing and their intended audience. For example, in their treatment of scenes from Macbeth, they create a mood of mystery and suspense effectively. Most pay careful attention to spelling and punctuation and write neatly. They use their literacy and communication skills effectively in other areas of the curriculum. For example, they research the lifestyles of rich and poor in Victorian times and compile interesting fact files. In science lessons, they describe their investigations clearly, recounting their method and summarising their conclusions concisely.

Most pupils in the Foundation Phase develop their mathematical skills well. They add and subtract two-digit numbers accurately and solve simple word problems involving money. They measure with increasing accuracy so that by Year 2 many use tapes and rulers to measure scarves successfully. They explore symmetry by colouring Easter eggs. Most tell the time correctly using analogue and digital displays.

In key stage 2, most pupils continue to develop their numeracy skills well as they move through the school. In Year 4, they have a clear understanding of place value and multiply and divide whole numbers by 10 and 100. They add and subtract large numbers in a variety of different ways. They calculate the areas and perimeters of regular and irregular shapes. By Year 6, pupils add and subtract negative numbers, read and plot co-ordinates well when exploring symmetry and shapes. They collect data in frequency tables and draw graphs to show their findings in the most appropriate way. They investigate and develop their understanding of probability effectively when throwing dice combinations. More able pupils use simple formulas to find the cost of train tickets and calculate distances by using the scales on a map successfully. However, pupils throughout the school do not use their numeracy skills as well as they could in subjects other than mathematics.

Nearly all pupils in the Foundation Phase make a good start to learning Welsh and respond appropriately to basic instructions and requests, and read basic books in Welsh. However, a few pupils have a limited understanding of simple words.

In key stage 2, most pupils read short, simple stories confidently. They have a good recall of familiar words and answer basic questions well. Most write competently when describing themselves and their families, following familiar sentence patterns. A minority of pupils use Welsh phrases outside Welsh lessons consistently, although many pupils lack confidence when asked to respond beyond basic greetings.

Many pupils in the Foundation Phase progress well in developing their skills in ICT. They use suitable software packages confidently to carry out basic word processing, to make and annotate pictures and to instruct programmable robots to follow a set course. In key stage 2, most pupils use their ICT skills effectively for a range of purposes. Using commercial software, they word process stories and poems that combine images and text. They make presentations about Dr Barnardo that include hyperlinks and animations. They construct spreadsheets to model the cost of a party, comparing the prices at two different supermarkets. They use simple coding techniques to animate figures around a screen.

Pupils with additional learning needs, including those in the specialist resource base, respond well to the support the school provides and make steady progress over time.

In the Foundation Phase, pupils' performance at the expected outcome in literacy and mathematical development generally places the school in the higher 50% when compared with similar schools. At the higher outcome, attainment in literacy fluctuates, moving the school between the lower 50% and top 25%, while attainment in mathematical development places the school frequently in the top 25%.

In key stage 2, pupils' attainment at the expected and higher level in English, mathematics and science varies greatly and there is no overall trend.

Girls tend to perform notably better than boys in all areas of learning and subjects at the expected and higher levels. Pupils who are eligible for free school meals tend to attain less well than other pupils. However, the gap at key stage 2 is reducing over time.

Wellbeing: Good

Nearly all pupils have a positive attitude to learning and school. They feel safe and know where to turn if they are worried or upset.

Most pupils realise the importance of eating a healthy diet and understand why they should keep themselves fit through regular exercise. Many participate in after-school activities, such as football, netball or athletics.

The school's participation in the Pioneer School initiative has contributed to nearly all pupils learning the skills they need to understand and manage their feelings and behaviour. They are considerate of each other's needs and support one another well in lessons and maintain interest in their learning. Many pupils have a clear understanding of how well they are doing and what they need to do to improve.

Nearly all pupils enjoy school. They arrive punctually. Attendance rates for all groups of pupils have improved over the last three years and tend to place the school in the higher 50% when compared with other schools. There have been no exclusions over the last five years.

The school council regularly meets with other groups for example 'Healthy Helpers', 'Criw Cymraeg' and the eco committee. Together, they have contributed towards improving the lunch menu and the school consulted them about their views on candidates interviewed for the post of headteacher. These activities help pupils to develop responsibilities and to acquire valuable social and life skills effectively.

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

A broad and balanced curriculum, with a wide range of interesting learning experiences, engages and motivates nearly all pupils. Teachers plan well and provide an imaginative curriculum that builds on most pupils' prior learning successfully. Creative planning in most subjects encourages appropriate levels of participation and enjoyment of learning. The varied range of educational visits, for example to Tredegar House when learning about Henry Morgan as part of a history project, supports pupils' learning significantly.

The school has adapted its programme of work effectively to include the requirements of the Literacy and Numeracy Framework and to prepare for the Digital Competency Framework. Teachers provide many purposeful opportunities for pupils to develop their literacy and ICT skills. This ensures that most pupils develop and use these skills effectively across the curriculum. However, planning for the application of numeracy skills across the curriculum is less well developed. Planning to improve the basic skills of groups of pupils with specific needs is effective and, as a result, they make good progress over time.

Many staff use the Welsh language regularly in their interactions with pupils. Educational visits to local and national places of interest enhance pupils' understanding of the heritage and culture of Wales successfully. There is a strong Welsh ethos in the school.

Provision to promote pupils' understanding of sustainable development and global citizenship is effective. For example, nearly all pupils are aware of the importance of saving energy, recycling and caring for the environment. The eco committee has introduced new recycling bins around the school that pupils use correctly. Pupils' understanding of the wider world is generally good.

Teaching: Good

All teachers and learning support assistants have positive working relationships with pupils and establish calm, purposeful learning environments. They generally plan interesting lessons that build well on pupils' prior knowledge and skills as they move through the school. All staff have up-to-date subject knowledge and have high expectations, challenging pupils to achieve as well as they are able. Most use open-ended questioning skilfully to probe and to deepen pupils' understanding. Nearly all teachers intervene sensitively to encourage pupils to reflect on their work and to decide how they can improve it. Most teachers promote the Welsh language appropriately during lessons.

Nearly all staff give pupils helpful feedback during lessons and mark their written work effectively. Most written comments refer appropriately to the lesson's particular focus and suggest how pupils could improve their work further. Pupils' ability to assess their own progress and that of other pupils is developing appropriately.

The school uses a suitable range of assessment strategies to monitor and track pupils' progress accurately. Staff analyse performance data rigorously to enable teachers to plan carefully to meet the needs of individual pupils. Reports to parents are clear and informative.

Care, support and guidance: Good

The school provides effective care, support and guidance for all pupils. The clear focus on pupils' emotional and social development and their wellbeing is a strength of the school. The school provides well-planned support to improve pupils' self-esteem, communication skills and behaviour, and staff apply these programmes consistently across the school. The curriculum promotes pupils' social, moral, spiritual and cultural development well. The school makes appropriate arrangements to promote healthy eating and drinking and provides regular opportunities for pupils to participate in a suitable range of fitness-related activities.

Pupils with emotional or social needs benefit from the school's work with outside agencies, such as specialist teachers and speech and language therapists. Staff identify pupils with additional learning needs at an early stage and there are effective systems in place to support them. For example, the school makes good use of expertise from a nearby specialist school to provide effective support for pupils with dyslexia.

All pupils with additional learning needs have an individual education plan that identifies additional provision. However, the plans lack detail of specific targets and strategies. As a result, they do not support staff well enough in monitoring and evaluating pupils' progress and identifying the next steps in their learning. Most

pupils with additional learning needs receive effective support in mainstream classes and make steady progress. However, there are insufficient formal opportunities to enable the additional learning needs co-coordinator to evaluate the effectiveness of specific strategies.

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

Learning environment: Good

The school is a welcoming, inclusive and caring community that values and supports all of its pupils and staff very well. Staff and pupils promote the school's strong ethos and values successfully in all classes. All pupils have equal access to all areas of the curriculum and school activities. Pupils contribute to each class's charter of rights and responsibilities and this gives them a sense of ownership.

The accommodation overall is in good condition and well maintained. The spacious open classrooms provide an attractive and well-maintained environment for learning. Displays throughout the school are of good quality and celebrate pupils' work and achievements effectively. There is an extensive range of equipment, books and ICT resources that staff and pupils use well.

The well-maintained outdoor environment contains a good range of areas and opportunities for creative play, such as the garden, grassed areas and sports fields.

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

The headteacher has a clear vision for the school, which focuses clearly on raising standards and ensuring the wellbeing of pupils. She provides effective leadership and staff and governors support her well. Members of the newly-established senior leadership team make a strong contribution. They are leading initiatives to raise standards in literacy and numeracy, and this is having a positive impact on the standards achieved by pupils in writing and mathematics.

All staff have clearly-defined roles and responsibilities and they work closely together to create an ethos that encourages and values teamwork. The school organises regular staff and management meetings that provide purposeful opportunities for teachers to contribute to shaping the strategic direction of the school. There are efficient procedures for managing the performance of teachers, and their individual targets align well with school priorities and their professional development needs.

Governors support the school well and have a good awareness of their roles and responsibilities through regular training and the range of their experience as governors. They have a secure understanding of school's strengths, shortcomings and future priorities. Governors challenge the school appropriately as critical friends, for example in making the targets for more able pupils more challenging.

The school responds well to national and local priorities. For example, the school is incorporating the National Literacy Framework into its planning effectively.

Improving quality: Good

The senior leadership team supports a culture of continuous self-evaluation and improvement planning. Leaders and managers have developed purposeful systems to evaluate and monitor the work of the school regularly, based on a careful analysis of performance information and first-hand evidence from a range of sources. Staff carry out classroom observations, learning walks and scrutiny of pupils' work to reflect purposefully on the quality of learning and teaching purposefully. Staff teams produce useful reports about their areas of responsibility, evaluating the quality of provision and standards appropriately. Pupils make their opinions known through the school council and other groups. Leaders use this information well to highlight strengths and identify areas for development. They set these out clearly in a valid and reliable self-evaluation report.

The key priorities in the school's development plan link closely to the findings of self-evaluation. There is a manageable number of priorities. Targets in the plan are clear and challenging, and leaders allocate sufficient financial resources to support actions. The plan identifies reasonable timescales and measurable success criteria that focus appropriately on pupil outcomes. There are improved monitoring arrangements in place to evaluate progress, and this enables team leaders to measure progress accurately. For example, progress on previous years' plans has led to improved provision for developing pupils' oracy skills.

Partnership working: Good

The school works effectively with a wide range of partners, which has a beneficial effect on pupils' wellbeing and attainment. There are positive relationships and communication between the school and parents. The 'Friends of the School' make important contributions to the life and work of the school, for example by raising funds to remodel one of the classrooms as a school library.

The school contributes positively to the local community, for example by taking part in the annual Christmas carol service in the local chapel and by joining in the Remembrance Sunday commemorations. These activities enrich pupils' learning experiences and give them a sound understanding of how they and others contribute to the locality.

Partnership working with the local cluster of schools is effective in promoting pupils' learning through the sharing of good practice. For example, the cluster is developing a mathematics initiative to develop pupils' numeracy skills more effectively. The headteacher leads a working group that promotes children's rights within the cluster.

The school has effective joint working practices with local secondary schools. The arrangements to help pupils to prepare for the next stage of their learning are strong. The school also works well with other primary schools in the area to moderate the assessment of pupils' work, ensuring that teachers judge pupils' standards accurately within the school. The school works closely with the regional consortium advisory

staff and uses their advice effectively in order to raise standards and improve provision, for example in strengthening monitoring activities.

Resource management: Good

The school has enough suitably qualified staff and uses their expertise and experience efficiently to deliver the curriculum successfully. Learning support assistants work effectively alongside teachers to improve pupils' achievements, behaviour and wellbeing.

All teachers access a suitable range of professional development opportunities that link well to school priorities and to their individual needs. Learning support assistants are not included in performance management arrangements. However, they benefit from a wide range of training to develop skills necessary for their role. For example, they deliver effective programmes that impact positively on pupils' behaviour and self-esteem. The school makes appropriate provision for teachers' planning, preparation and assessment time.

The school uses its finances carefully and manages its budget appropriately to support the delivery of priorities in the school development plan. The headteacher and governors monitor the budget closely. The school allocates its Pupil Deprivation Grant well to provide targeted and purposeful support for disadvantaged learners. The school's actions have had a positive effect on the wellbeing of the targeted pupils.

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

Appendix 1: Commentary on performance data

6772311 - Ystruth Primary

Number of pupils on roll	309
Pupils eligible for free school meals (FSM) - 3 year average	32.6
FSM band	5 (32%<FSM)

Foundation Phase

	2013	2014	2015	2016
Number of pupils in Year 2 cohort	42	26	41	36
Achieving the Foundation Phase indicator (FPI) (%)	83.3	84.6	87.8	86.1
Benchmark quartile	1	2	1	2
Language, literacy and communication skills - English (LCE)				
Number of pupils in cohort	42	26	41	36
Achieving outcome 5+ (%)	85.7	84.6	87.8	88.9
Benchmark quartile	1	2	2	2
Achieving outcome 6+ (%)	28.6	30.8	31.7	25.0
Benchmark quartile	2	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	42	26	41	36
Achieving outcome 5+ (%)	85.7	88.5	90.2	86.1
Benchmark quartile	2	2	2	3
Achieving outcome 6+ (%)	33.3	46.2	36.6	27.8
Benchmark quartile	1	1	1	2
Personal and social development, wellbeing and cultural diversity (PSD)				
Number of pupils in cohort	42	26	41	36
Achieving outcome 5+ (%)	95.2	96.2	87.8	91.7
Benchmark quartile	2	2	4	3
Achieving outcome 6+ (%)	47.6	65.4	65.9	63.9
Benchmark quartile	1	1	1	1

The Foundation Phase indicator (FPI) represents the percentage of pupils achieving outcome 5 or above in PSD, LCE/LCW, and MDT in combination.

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

The benchmark quartile compares the performance of one school against others who have similar levels of pupils with free school meals (FSM). FSM is used as a proxy of social deprivation in schools. This allows a comparison of the performance of a school against others who are in the same FSM category, and who might therefore have a similar intake of pupils from deprived backgrounds.

A school in benchmark quartile 1 is in the highest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are higher than many other schools with similar levels of pupils from deprived backgrounds. A school in benchmark quartile 4 is in the lowest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are lower than many other schools with similar levels of pupils from deprived backgrounds.

6772311 - Ystruth Primary

Number of pupils on roll	309
Pupils eligible for free school meals (FSM) - 3 year average	32.6
FSM band	5 (32%<FSM)

Key stage 2

	2013	2014	2015	2016
Number of pupils in Year 6 cohort	42	27	51	41
Achieving the core subject indicator (CSI) (%)	81.0	88.9	88.2	80.5
Benchmark quartile	2	1	1	3
English				
Number of pupils in cohort	42	27	51	41
Achieving level 4+ (%)	81.0	92.6	88.2	80.5
Benchmark quartile	2	1	2	3
Achieving level 5+ (%)	35.7	40.7	29.4	26.8
Benchmark quartile	1	1	3	3
Welsh first language				
Number of pupils in cohort	*	*	*	*
Achieving level 4+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematics				
Number of pupils in cohort	42	27	51	41
Achieving level 4+ (%)	83.3	88.9	90.2	82.9
Benchmark quartile	2	2	2	3
Achieving level 5+ (%)	33.3	44.4	29.4	34.1
Benchmark quartile	1	1	3	2
Science				
Number of pupils in cohort	42	27	51	41
Achieving level 4+ (%)	81.0	92.6	88.2	82.9
Benchmark quartile	3	1	2	3
Achieving level 5+ (%)	33.3	40.7	23.5	34.1
Benchmark quartile	2	1	3	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.

* 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.	102		100 98%	2 2%	Rwy'n teimlo'n ddiogel yn fy ysgol.
			98%	2%	
The school deals well with any bullying.	102		94 92%	8 8%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			92%	8%	
I know who to talk to if I am worried or upset.	102		94 92%	8 8%	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	102		98 96%	4 4%	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
			97%	3%	
There are lots of chances at school for me to get regular exercise.	102		79 77%	23 23%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			96%	4%	
I am doing well at school	102		97 95%	5 5%	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.	102		101 99%	1 1%	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.	102		98 96%	4 4%	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.	102		79 77%	23 23%	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.	102		89 87%	13 13%	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.	102		63 62%	39 38%	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	101		78 77%	23 23%	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.	26	21 81%	5 19%	0 0%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		62%	34%	3%	1%		
My child likes this school.	26	24 92%	2 8%	0 0%	0 0%	0	Mae fy mhentyn 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.	26	24 92%	2 8%	0 0%	0 0%	0	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		72%	26%	1%	0%		
My child is making good progress at school.	26	23 88%	3 12%	0 0%	0 0%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	35%	3%	1%		
Pupils behave well in school.	25	16 64%	7 28%	1 4%	0 0%	1	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		47%	48%	4%	1%		
Teaching is good.	26	20 77%	6 23%	0 0%	0 0%	0	Mae'r addysgu yn dda.
		61%	37%	2%	1%		
Staff expect my child to work hard and do his or her best.	26	21 81%	5 19%	0 0%	0 0%	0	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		64%	34%	1%	0%		
The homework that is given builds well on what my child learns in school.	26	14 54%	9 35%	1 4%	0 0%	2	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhentyn yn ei ddysgu yn yr ysgol.
		49%	43%	7%	2%		
Staff treat all children fairly and with respect.	26	19 73%	5 19%	1 4%	0 0%	1	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		59%	35%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	26	20 77%	6 23%	0 0%	0 0%	0	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		59%	38%	2%	0%		
My child is safe at school.	26	23 88%	3 12%	0 0%	0 0%	0	Mae fy mhentyn yn ddiogel yn yr ysgol.
		66%	32%	2%	1%		
My child receives appropriate additional support in relation to any particular individual needs'.	26	18 69%	7 27%	0 0%	0 0%	1	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		55%	39%	5%	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 am kept well informed about my child's progress.	26	18 69%	8 31%	0 0%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		48%	41%	9%	2%		
I feel comfortable about approaching the school with questions, suggestions or a problem.	26	21 81%	5 19%	0 0%	0 0%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		62%	31%	5%	2%		
I understand the school's procedure for dealing with complaints.	26	16 62%	5 19%	1 4%	0 0%	4	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.	25	19 76%	6 24%	0 0%	0 0%	0	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.	26	15 58%	4 15%	0 0%	0 0%	7	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.	26	10 38%	6 23%	4 15%	1 4%	5	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	39%	6%	1%		
The school is well run.	26	21 81%	5 19%	0 0%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	34%	4%	2%		

Appendix 3

The inspection team

Christopher Ian Dolby	Reporting Inspector
Rosemarie Wallace	Team Inspector
William Glyn Griffiths	Team Inspector
Gwen Lloyd Aubrey	Lay Inspector
Gruffydd Dylan Roberts	Peer Inspector
Gail Watkins	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.