



Rhagoriaeth i bawb – Excellence for all

Arolygiaeth Ei Mawrhydi dros Addysg
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate
for Education and Training in Wales

A report on

**Pentrepoeth Primary School
Bryn Hedydd
Cwm Cwddy Drive
Bassaleg
Newport
NP10 8JN**

Date of inspection: October 2014

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

Pentrepoeth Primary School is in the village of Rhiwderin on the outskirts of the city of Newport.

There are 413 full-time pupils between the ages of 4 and 11 on roll, taught in 14 classes.

Around 6% of pupils are eligible for free school meals. This is well below the national and local averages. Around 95% of pupils are of white British ethnic origin with a very few from other ethnic backgrounds. No pupils have English as an additional language. No pupils come from homes where Welsh is the first language.

The school identifies that about 9% of pupils have additional learning needs, which is well below the average for Wales. Very few pupils have statements of special educational needs. No pupils are looked after by the local authority. There have been no exclusions in the past year.

The headteacher was appointed in September 2010. The school's last inspection was in 2008.

The individual school budget per pupil for Pentrepoeth Primary School in 2014-2015 means that the budget is £2,953. The maximum per pupil in the primary schools in Newport is £5,443 and the minimum is £2,459. Pentrepoeth Primary School is 48th out of the 50 primary schools in Newport in terms of its school budget per pupil.

Summary

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

Current performance

The school's current performance is good because:

- nearly all pupils make good progress at school;
- pupils' standards have improved over recent years, especially those of the more able pupils;
- pupils' behaviour is excellent and they are kind and courteous;
- nearly all pupils engage well with their learning;
- attendance is very good;
- the quality of teaching across the school is good;
- the school's curriculum is exciting and engaging; and
- the school makes very effective use of the indoor and outdoor environment to enhance pupils' learning.

Prospects for improvement

The school's prospects for improvement are excellent because:

- the headteacher and deputy headteacher have a clear vision for improvement shared by the whole school community;
- senior leaders have a good track record in bringing about improvements, for example in raising pupil attainment;
- the governing body is very supportive of the school and holds school leaders to account well;
- the headteacher distributes responsibilities effectively and this has had a beneficial impact on pupils, for example in improving their attendance rates;
- self-evaluation processes are rigorous and involve all staff;
- senior leaders are good role models and have high expectations of all teachers and support assistants;
- staff work very effectively as a team;
- performance data is used very well to track pupils' progress and ensure that they reach their potential; and
- the school has worked very effectively with other schools, including those in the same family, to bring about improvements for pupils.

Recommendations

R1 Raise standards in Welsh writing

R2 Ensure that pupils have sufficient opportunities to apply their numeracy and problem-solving skills across the curriculum

R3 Share the very good teaching and assessment for learning strategies across the school to ensure consistent practice

What happens next?

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

Estyn will invite the school to prepare a written case study, describing the excellent practice identified during the inspection.

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

Many pupils enter the school with skills, knowledge and understanding at the expected level for their age, while a minority have literacy and numeracy skills just below the expected level.

In the Foundation Phase, nearly all pupils listen well and speak clearly. In key stage 2, nearly all pupils listen with interest to adults and other pupils, are articulate and use a wide vocabulary.

Most pupils in the Foundation Phase read well with good expression. They talk about stories with interest and can say what they think will happen next. They use a good range of strategies to help them read unfamiliar words. These include using the sounds letters make, the pictures in books and what pupils already know about the text. More able pupils locate information in non-fiction books using the index well. Nearly all pupils in key stage 2 read fluently and with obvious enjoyment. They can explain the types of books they like reading and give reasons for their preferences. They vary their voices appropriately when reading aloud, for example when taking the parts of different characters in a play script. More able readers can explain the author's intention when choosing words and phrases. They use information texts well, for example using the glossary of a book to find the meanings of words relating to their topic work. Most can scan the text for specific information, for example when finding out about the use of gas masks and air raid shelters during the blitz.

By the end of the Foundation Phase, nearly all pupils have good letter formation and use capital letters and full stops appropriately in their writing. They spell familiar words well and use their phonic knowledge to help them to spell new or more difficult vocabulary. They write for a good range of purposes, for example considering the points of view of Cinderella's stepsisters or writing fact files about animals that use camouflage to protect themselves. In key stage 2, the majority of pupils write very effectively at length. More able pupils have a mature writing style and choose words and phrases for effect. For example, they use imaginative collective nouns independently when writing diary entries about evacuation during the Second World War. Nearly all pupils apply their literacy skills very well across the curriculum. The presentation of pupils' work throughout the school is very good.

Most pupils develop their numeracy skills effectively as they move through the Foundation Phase. For example, they learn to round numbers to the nearest 10 and recognise the properties of three-dimensional shapes. In lower key stage 2, many pupils make mental calculations quickly and accurately, for example when finding the perimeter and area of rectangles. By the end of key stage 2, most pupils use their numeracy skills well and sometimes apply these in their topic work. For example, they calculate the number of days different planets take to orbit the sun. However, pupils do not have sufficient opportunities to use their numeracy skills in all areas of learning in the Foundation Phase and across the curriculum in key stage 2.

Pupils on intervention programmes make good progress in developing their literacy and numeracy skills.

Most pupils' Welsh language skills develop appropriately as they move through the Foundation Phase. Nearly all pupils in the Foundation Phase respond with understanding to instructions in Welsh and many can write simple words and phrases. By the end of key stage 2, many older pupils read simple texts with good expression. The majority of pupils have a basic vocabulary and knowledge of simple sentence patterns that they use appropriately in their speaking and writing.

In the Foundation Phase, pupils' performance at the expected outcome 5 in literacy and mathematical development in 2014 places the school in the top 25% when compared with similar schools. Performance of pupils at the higher-than-expected outcome 6 in 2014 places it in the top 25% of similar schools in both literacy and mathematical development.

In key stage 2, pupils' performance at the expected level 4 in 2014 places the school in the higher 50% for English when compared with similar schools, but in the lower 50% for mathematics and science. At the higher-than-expected level 5, pupils' performance in 2014 places the school in the top 25% for English, mathematics and science when compared with similar schools.

Over recent years, pupils eligible for free school meals tend to attain as well as other pupils at the expected level, but less well at the higher-than-expected levels, particularly at key stage 2.

Wellbeing: Excellent

Nearly all pupils enjoy school and feel safe and secure. They are confident that staff will treat any concerns seriously and will act upon them quickly and fairly. Pupils understand the importance of a healthy diet. Nearly all enjoy participating in a wide range of extra-curricular sporting activities. For example, they understand that regular rugby and netball clubs help them to keep healthy.

Attendance rates have improved well over the past three years and the school was in the higher 50% when compared with similar schools in 2012-2013. Unverified attendance data for 2013-2014 shows continued improvement with an overall attendance rate of 96.8%. The amount of persistent absenteeism has also declined significantly.

Nearly all pupils are highly motivated and fully engaged in lessons. They have extremely positive attitudes towards learning. Older pupils in key stage 2 reflect upon their learning very well. More able pupils approach this process with a mature attitude. They are able to say what they have learned and to explain articulately what has helped them to learn.

The school council and eco club work effectively and involve other pupils in making decisions about school life. Pupils contribute well to improving the school environment, for example by making suggestions about improving toilet facilities. Pupils work well with members of the local community. They have developed an advertising scheme for local businesses and support the work of the community council in improving the village environment.

Nearly all pupils' social skills are very good. They are polite and courteous and work extremely well with other pupils and independently. Their behaviour is excellent in classrooms and around the school. They are very well mannered and welcoming to visitors and show a very high level of care for each other. For example, older children greet others at the school door to welcome them into school. This helps to create an environment where pupils feel safe and happy.

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

The school provides a rich and engaging curriculum that offers pupils a wide range of learning experiences. These include relevant educational trips, such as visits to Tredegar House and the Roman remains at Caerleon. Teachers plan carefully together to meet the needs of all learners.

There is a clear and effective focus on developing pupils' literacy and numeracy skills. Teachers' planning ensures that pupils build on their previous learning as they move through the school and teachers review and update their plans regularly. Teachers plan well to provide opportunities for pupils to develop their literacy skills through stimulating cross-curricular learning activities. However, planning for the use of numeracy skills across the curriculum is less well developed.

Provision for the Welsh language is good. All staff use the Welsh language well throughout the day. This helps to develop pupils' confidence to use the language in different contexts. However, opportunities for pupils to write in Welsh are limited. There are good opportunities for pupils to learn about their locality and the history and culture of Wales. For example, pupils visit Swansea Museum, the Wales Millennium Centre and the Millennium Stadium.

The eco committee is well established and plays a key role in looking after the school environment. The committee actively encourages other pupils to become involved in this work, for example through recycling and gardening. The school provides good opportunities for pupils to learn about the lives of others in the world. For example, the work on the rainforest helps them to understand the issues about fair trade.

Teaching: Good

Nearly all teachers motivate pupils well and use a good range of strategies to support their learning. They establish the learning objectives and share them appropriately with pupils. Many teachers make effective links with previous work and this helps pupils to make good progress. The majority of teachers ensure that learning proceeds at a suitable pace. However, introductions in a minority of lessons are too long. Most teachers question pupils effectively in order to extend their thinking. Teachers produce detailed lesson plans and many adapt the work well to meet the needs of pupils of different abilities. Many teachers deploy support staff effectively in lessons and this has a positive impact on the progress pupils make.

All teachers mark pupils' work regularly and give good feedback to pupils on what they have done well. Most teachers include helpful comments on the next steps in their learning and many pupils in key stage 2 use this information well to improve their work. The majority of teachers use self-assessment and peer-assessment well. As a result, many pupils are able to evaluate their own performance effectively. All teachers track and assess pupils' work regularly and leaders use this information well to plan appropriate provision for pupils in need of additional support.

Good arrangements with local schools to moderate pupils' work help to ensure the accuracy of teacher assessment. Annual reports to parents are informative and meet statutory requirements.

Care, support and guidance: Good

The school is a warm, friendly and caring community that places a strong emphasis on developing pupils' health and wellbeing. It promotes pupils' spiritual, moral, social and cultural development effectively, for example through daily acts of worship that engage pupils' interest and develop their understanding of shared values well. The school makes appropriate arrangements for promoting healthy eating and drinking and provides good opportunities for pupils to exercise regularly. Staff have high expectations of pupils' behaviour and pupils respond well to this guidance. As a result, the school is a calm and orderly environment.

The school makes effective use of a range of agencies to provide valuable support for pupils. For example, the police liaison officer provides effective support for parents and pupils on various topics, such as the safe use of the internet.

Provision for pupils with additional learning needs is good. The early identification of pupils' needs and the implementation of appropriate intervention strategies are a particular strength. Detailed monitoring of pupils' progress ensures that individual educational plans include clear and relevant targets. Teachers review these regularly in consultations with pupils and parents.

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

Learning environment: Excellent

The school has a very positive ethos that it shares effectively with pupils and parents through its 'Croeso' mission statement. The caring ethos encourages pupils to develop tolerance and respect for each other. The school ensures that all pupils have equal access to a full range of learning experiences. This includes a very wide range of after-school activities. The staff value and celebrate pupils' achievements very well. The excellent teamwork between all staff provides pupils with a supportive learning environment of high quality.

The school has a good range of resources for pupils in the Foundation Phase and key stage 2. Outdoor classroom spaces are well designed and easily accessible. The school has developed a good range of more specialised teaching areas, such as the library and music rooms, and pupils use these well. Attractive displays celebrate

pupils' work and achievements very effectively. The school's buildings and site are secure and well maintained. The school makes very good use of its extensive grounds and these support pupils' learning well. For example, a nature trail provides opportunities for pupils to learn about the natural environment and an outdoor amphitheatre and bard's chair support their cultural understanding.

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

The headteacher and deputy headteacher provide highly effective leadership and strong direction for the development of the school. Strategic leadership has had a very good impact on improving pupils' standards and the quality of provision. The headteacher has shared key responsibilities well among staff. This has been highly effective in ensuring that all teachers work well as a team. Senior leaders communicate a clear vision to all staff, governors and parents about their expectations for improvement. They challenge teachers appropriately through regular monitoring of their planning, observation of lessons and scrutiny of pupils' work.

Performance management arrangements for both teachers and learning support assistants are very effective and link well to the school's priorities for improvement.

Leaders have developed an effective toolkit to ensure consistency in planning, assessment, marking and delivery of the literacy and numeracy framework. There is open discussion about effective teaching and learning among staff and a willingness to learn from each other. The school has a strong team ethos that benefits from open and honest debate about what works well and what does not.

Governors support the school very effectively. They have a good understanding of how well the school is doing based on a sound knowledge of the school's performance data and how it compares with other, similar schools. They monitor provision and standards regularly. The governing body provides sound and appropriate challenge for senior leaders.

The school implements local and national priorities well. For example, there is a significant focus on improving pupils' literacy and numeracy skills and on implementing consistent assessment for learning strategies.

Improving quality: Excellent

The process of planning for improvement is well established and very effective. Senior managers use a wide range of first-hand evidence very successfully to evaluate the school's performance. This includes information gained from thorough analysis of performance data and the outcomes of a very rigorous and on-going programme of monitoring teaching and learning.

Senior leaders have shared responsibility for the self-evaluation process through the appointment of highly effective team leaders. Teams co-operate successfully to evaluate different aspects of provision. They compile an accurate, evaluative and concise self-evaluation document that clearly identifies strengths and areas for improvement.

Senior leaders make excellent use of the outcomes of self-evaluation to inform priorities in the school improvement plan. They ensure that the improvement plan has challenging targets to support the raising of standards and improve provision.

The full involvement of every member of staff in implementing the school improvement plan has been highly effective in taking forward previous priorities. This has led to significant improvement in standards of literacy and numeracy. For example, the introduction of a systematic approach to reading and writing in the Foundation Phase, with a strong emphasis on an agreed approach to the teaching of phonics, has had a significant impact on raising standards in reading and writing.

Partnership working: Excellent

The school has a range of very effective partnerships that enhance the provision for pupils significantly. These make an excellent contribution to raising standards and supporting pupils' wellbeing.

Strong partnerships with parents, the community and other schools extend pupils' learning experiences effectively. For example, the world of work week enables pupils to learn about a variety of jobs and careers. Parents feel welcome and appreciate the ease with which they can approach the school. They receive regular information about activities and events through newsletters, the website and texting facilities.

The close links which have been established with the local playgroups ensure that the children settle in quickly to the school's reception classes. Strong links with the receiving secondary school ease pupils' transition to secondary education and ensure that nearly all pupils feel confident about moving to their new school. The regular cluster meetings to moderate pupils work ensure consistency in assessment of pupils' attainment. Links with the local authority are effective in ensuring accurate teacher assessment.

The school's collaborative work with its family of schools is very strong. It has enabled members of staff to learn from and share good practice with teachers from other schools. For example, the school has worked closely with others on approaches to data analysis. As a result of this, the school has implemented systems that are more effective. The school has also shared its own practice with others, for example through a visit from a school to look at teaching in the Foundation Phase.

Resource management: Good

The headteacher and governors use school finances well to maintain high levels of staffing and to support the training needs of staff. Managers plan carefully in order to deploy teaching staff effectively and to make good use of their time. Teachers and teaching assistants have a good range of training opportunities linked to school priorities. Senior leaders use a highly effective system of regular appraisal to ensure that funding spent on training has a positive impact on standards. For example, recent training on improving teaching strategies has led to more consistent approaches in classrooms.

Leaders make very good use of professional learning communities within the family of schools and other local schools. This has enabled teachers to learn from the practice of others and for them to share their own expertise. A project with another school to engage boys with writing and to improve standards has been particularly successful.

The headteacher and governors plan expenditure carefully to support priorities for improvement. They spend grants, including those aimed at specific groups of pupils, effectively to support pupils' learning needs. They monitor the school's finances and spending rigorously.

In view of the good progress made by pupils, effective provision and the high quality of leadership, the school provides good value for money.

Appendix 1: Commentary on performance data

6802300 - Pentrepoeth Primary

Number of pupils on roll	410
Pupils eligible for free school meals (FSM) - 3 year average	6.0
FSM band	1 (FSM<=8%)

Foundation Phase

	2012	2013	2014
Number of pupils in Year 2 cohort	60	59	57
Achieving the Foundation Phase indicator (FPI) (%)	96.7	94.9	100.0
Benchmark quartile	1	2	1
Language, literacy and communication skills - English (LCE)			
Number of pupils in cohort	60	59	57
Achieving outcome 5+ (%)	98.3	96.6	100.0
Benchmark quartile	2	2	1
Achieving outcome 6+ (%)	56.7	66.1	64.9
Benchmark quartile	1	1	1
Language, literacy and communication skills - Welsh (LCW)			
Number of pupils in cohort	*	*	*
Achieving outcome 5+ (%)	*	*	*
Benchmark quartile	*	*	*
Achieving outcome 6+ (%)	*	*	*
Benchmark quartile	*	*	*
Mathematical development (MDT)			
Number of pupils in cohort	60	59	57
Achieving outcome 5+ (%)	100.0	94.9	100.0
Benchmark quartile	1	2	1
Achieving outcome 6+ (%)	40.0	57.6	54.4
Benchmark quartile	1	1	1
Personal and social development, wellbeing and cultural diversity (PSD)			
Number of pupils in cohort	60	59	57
Achieving outcome 5+ (%)	98.3	100.0	100.0
Benchmark quartile	3	1	1
Achieving outcome 6+ (%)	68.3	74.6	78.9
Benchmark quartile	1	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.

6802300 - Pentrepoeth Primary

Number of pupils on roll	410
Pupils eligible for free school meals (FSM) - 3 year average	6.0
FSM band	1 (FSM<=8%)

Key stage 2

	2011	2012	2013	2014
Number of pupils in Year 6 cohort	48	60	60	60
Achieving the core subject indicator (CSI) (%)	87.5	96.7	93.3	95.0
Benchmark quartile	3	2	2	2
English				
Number of pupils in cohort	48	60	60	60
Achieving level 4+ (%)	87.5	96.7	98.3	98.3
Benchmark quartile	3	2	2	2
Achieving level 5+ (%)	20.8	41.7	58.3	58.3
Benchmark quartile	4	2	1	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	48	60	60	60
Achieving level 4+ (%)	91.7	96.7	95.0	95.0
Benchmark quartile	3	2	3	3
Achieving level 5+ (%)	29.2	38.3	53.3	56.7
Benchmark quartile	3	3	2	1
Science				
Number of pupils in cohort	48	60	60	60
Achieving level 4+ (%)	91.7	96.7	98.3	98.3
Benchmark quartile	3	3	3	3
Achieving level 5+ (%)	33.3	43.3	56.7	60.0
Benchmark quartile	3	2	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.

* 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

Primary Questionnaire (Overall)

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.	83	83 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	82	75 91%	7 9%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	83	81 98%	2 2%	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	82	82 100%	0 0%	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.	83	83 100%	0 0%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	81	81 100%	0 0%	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.	82	78 95%	4 5%	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.	83	82 99%	1 1%	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.	82	76 93%	6 7%	Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol.
		91%	9%	
I have enough books, equipment, and computers to do my work.	83	83 100%	0 0%	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.	79	59 75%	20 25%	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	83	79 95%	4 5%	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.	83	47 57%	29 35%	7 8%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	83	55 66%	27 33%	1 1%	0 0%	0	Mae fy mhentyn 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.	83	53 64%	27 33%	0 0%	1 1%	2	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.	82	39 48%	39 48%	4 5%	0 0%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	82	44 54%	35 43%	0 0%	0 0%	3	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	46%	4%	1%		
Teaching is good.	80	32 40%	41 51%	6 8%	0 0%	1	Mae'r addysgu yn dda.
		60%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	81	40 49%	37 46%	2 2%	1 1%	1	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		63%	33%	1%	0%		
The homework that is given builds well on what my child learns in school.	81	28 35%	35 43%	9 11%	6 7%	3	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.
		47%	40%	6%	2%		
Staff treat all children fairly and with respect.	82	46 56%	24 29%	8 10%	1 1%	3	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		58%	33%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	82	36 44%	38 46%	6 7%	0 0%	2	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		59%	36%	2%	0%		
My child is safe at school.	81	46 57%	31 38%	3 4%	0 0%	1	Mae fy mhentyn yn ddiogel yn yr ysgol.
		66%	31%	1%	0%		
My child receives appropriate additional support in relation to any particular individual needs'.	75	28 37%	26 35%	4 5%	3 4%	14	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		50%	34%	4%	1%		
I am kept well informed about my child's progress.	80	30 38%	36 45%	8 10%	6 8%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		49%	40%	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.	82	49 60%	21 26%	5 6%	5 6%	2	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
I understand the school's procedure for dealing with complaints.	82	28 34%	30 37%	12 15%	4 5%	8	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
The school helps my child to become more mature and take on responsibility.	82	39 48%	33 40%	4 5%	2 2%	4	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
My child is well prepared for moving on to the next school or college or work.	71	23 32%	22 31%	7 10%	1 1%	18	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
There is a good range of activities including trips or visits.	79	36 46%	37 47%	4 5%	1 1%	1	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
The school is well run.	82	42 51%	29 35%	5 6%	2 2%	4	Mae'r ysgol yn cael ei rhedeg yn dda.

Appendix 3

The inspection team

Jane Mccarthy	Reporting Inspector
Gwenda Easton	Team Inspector
Andrea Louise Davies	Lay Inspector
Michelle Green	Peer Inspector
Edna Davies	Peer Inspector
Anne Carlyle	School Nominee

Copies of the report

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

Year groups, the Foundation Phase and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years of age. This system emphasises the importance of continuity and eases communication among schools, governing bodies, parents and local authorities.

The following table sets out the age ranges relevant to each year group. For example, Year 1 refers to the group of pupils who reach the age of six and Year 13 is the year group who reach the age of 18 during the academic year.

Primary phase:

Year	N	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	3-4	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The Foundation Phase and key stages cover the following year groups:

Foundation Phase	Nursery, Reception, Year 1 and Year 2
Key stage 2	Year 3 to Year 6
Key stage 3	Year 7 to Year 9
Key stage 4	Year 10 and Year 11

Glossary of terms – Primary

Foundation Phase indicator (FPI)

Progress in learning through the Foundation Phase is indicated by outcomes (from outcome 1 to outcome 6).

The Foundation Phase indicator (FPI) relates to the expected performance in three areas of learning in the Foundation Phase:

- literacy, language and communication in English or Welsh first language
- mathematical development; and
- 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; and
- 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 entitled to 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 entitled to 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 entitled to 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.