



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

**Undy C.P. School
Pennyfarthing Lane
Undy
Monmouthshire
NP26 3LZ**

Date of inspection: March 2015

by

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

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

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

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

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

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

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

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Publication date: 08/05/2015

Context

Undy Community Primary School is in the village of Undy, between Newport and Caldicot. It is in Monmouthshire local authority. There are currently 298 pupils on roll between the ages of 3 and 11, including 42 part-time nursery pupils. There are 10 single-age and two mixed-age classes.

Fewer than 4% of pupils are eligible for free school meals. Nearly all pupils are white British and come from English-speaking homes, while a very few pupils speak Welsh at home. A very few have a mixed ethnic background. No pupils speak English as an additional language.

The school identifies approximately 17% of its pupils as having additional learning needs and a very few pupils have statements of special educational needs. A very few pupils are looked after by the local authority.

The school's last inspection was in September 2009. The headteacher has been in post since September 2005.

The individual school budget per pupil for Undy C.P. School in 2014-2015 means that the budget is £3,413 per pupil. The maximum per pupil in the primary schools in Monmouthshire is £5,928 and the minimum is £2,895. Undy C.P. School is 22nd out of the 31 primary schools in Monmouthshire 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 is good because:

- Most pupils make at least expected progress and achieve good standards during their time at the school
- Pupils' attitudes to learning are positive and nearly all participate enthusiastically in the wide range of activities the school offers
- The school provides an interesting and varied programme of learning and experience that meets the needs of pupils well
- Teachers and support staff have consistently high expectations of pupils' behaviour and work
- Staff use the stimulating indoor and outdoor environment creatively to enhance learning

Prospects for improvement

The school's prospects for improvement are good because:

- Senior leaders, the senior management team and governors know the school's strengths and shortcomings well
- All staff know the purpose of self-evaluation and school improvement planning and understand their roles and responsibilities in relation to both
- Self-evaluation processes are secure and enable school leaders to focus clearly on developing teaching and learning strategies that bring about improvements in pupils' standards
- Changes to provision and developments in teaching have improved pupil wellbeing and standards in important areas over time

Recommendations

- R1 Improve standards in mathematics, particularly at the higher levels
- R2 Prioritise more clearly the targets in the school improvement plan and ensure that success criteria are specific and measurable
- R3 Strengthen links with parents and carers to communicate and promote important aspects of the school's work more effectively
- R4 Fulfil statutory requirements for reporting to parents

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
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Standards: Good

Most pupils who enter the nursery class have skills that are at or above the expected level for their age. Most make at least expected progress by the end of key stage 2 and many achieve good or better standards.

Nearly all pupils in the Foundation Phase and key stage 2 listen attentively during lessons. They understand what is expected of them, and respond quickly and correctly to instructions. Many pupils of all ages are articulate and speak confidently with their friends and with adults in formal and informal situations.

By the end of the Foundation Phase, most pupils read competently in line with their age and ability. They use their phonic knowledge well to decode unfamiliar words and correct themselves as they read. Many read fluently and with appropriate expression. Most key stage 2 pupils read with understanding, answering questions related to the texts and discussing authors confidently. Many use their reading skills well to research topics on the internet, make notes and access activities across the curriculum.

Pupils' writing skills develop progressively from year to year. By Year 2, many write competently in response to a variety of motivating stimuli in literacy lessons and across other areas of learning. Their spelling, punctuation and letter formation are accurate. In key stage 2, most pupils write well in a range of styles and genres across the curriculum. Many spell and punctuate accurately and present their work well. They use a wide vocabulary appropriately to make their work interesting. More able pupils write at length, and express themselves maturely, using the features of various types of writing effectively.

Most pupils develop good numeracy skills over time. Foundation pupils add, subtract, multiply and divide confidently at an appropriate level and use these skills effectively as they play and carry out tasks in all areas of learning. For example, Year 1 pupils share multiples of three counters between three teddy bears accurately in a focused task. Key stage 2 pupils build well on this sound foundation and most apply their skills effectively to problem-solving and mathematical reasoning sessions. For example in Year 5, pupils multiply decimals by whole numbers confidently to work out the speed at which a dinosaur moves. They use their measure and data handling skills well in other subjects, for example when measuring and weighing objects in science. Year 5 and 6 pupils consolidate these skills particularly well during their independent activities in the Plaza area.

Pupils have very positive attitudes to learning Welsh. They are enthusiastic and make good progress as they move through the school. Foundation Phase pupils use an appropriate range of vocabulary and basic sentence patterns to answer simple personal questions and talk about the weather. Key stage 2 pupils understand, ask and answer more complex questions confidently orally and in writing, often giving reasons to extend their answers.

Over the last three years, performance in the Foundation Phase at the expected outcome 5 in literacy and mathematical development has improved, moving the school from the lower 50% to the higher 50% when compared to similar schools. At the higher outcome 6, performance in literacy and mathematical development has varied, moving the school between the higher 50% and lower 50% over the same period.

In key stage 2, performance over the last four years in English and science at the expected and higher than expected level has moved the school between to top 25% and lower 50% of similar schools. In mathematics, performance at the expected level has varied, moving the school between the top and bottom 25%. At the higher level, performance has moved the school between the higher 50% and bottom 25% over the same period.

Generally, boys' performance compares favourably with that of girls over time. Most pupils with additional learning needs, and others who receive specific support, make good progress. There is no significant difference between the end-of-key-stage outcomes of pupils eligible for free school meals and others.

Wellbeing: Good

Nearly all pupils are happy in school. They feel safe, and most develop self-confidence and positive attitudes towards others. Most pupils know the importance of healthy living through taking part in exercise and having a healthy diet. Attendance figures over the past four years have placed the school just in the lower 50% in comparison to other, similar schools. However, attendance levels improved significantly last year and now place the school in the higher 50% of similar schools. The school is maintaining this improvement in the current school year. Nearly all pupils understand the importance of attending school every day and they arrive at school punctually. Behaviour is good throughout the school. Pupils demonstrate very positive and mature attitudes to learning and are proud to contribute to the life and work of the school.

The school council, sports council and eco-committee are well established and have a positive impact on school life. Members of the schools council are very clear about their roles and take their responsibilities seriously. They make a valuable contribution to decision-making in the school. They seek the views of other pupils regularly and report the outcomes of meetings conscientiously to the rest of the school. They play an important role in developing and reviewing the school charter, supporting the school's work as a Rights Respecting School. This work contributes well to the development of pupils' life skills. Many pupils explain how they take on the responsibilities of their individual class charters and show high levels of tolerance and respect for one another.

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

The school provides a particularly good range of stimulating learning experiences. Thorough and careful planning for the development of pupils' literacy, numeracy,

thinking and information and communication technology (ICT) skills ensures that the curriculum meets the needs of all pupils. Creative planning and the provision for Foundation Phase pupils ensure very good use of the indoor and outdoor environment and encourage high levels of participation and enjoyment of learning. Detailed and imaginative planning in key stage 2 builds on this strong foundation to ensure effective continuity and progression across all areas of the National Curriculum. The school has made good progress to plan appropriately to meet the requirements of the Literacy and Numeracy Framework. A good range of extra-curricular activities enhances pupils' learning and skill development well.

The plaza, a shared learning area for upper key stage 2 pupils, is an excellent feature of the school's provision. It promotes high standards of independent learning through a range of highly stimulating, topic-related activities that teachers design to challenge pupils of all abilities. Activities change regularly to reflect pupils' needs and interests. These activities promote decision-making and collaborative learning, and enable pupils to apply the literacy, numeracy, science and thinking skills that they learn in structured lessons to more open-ended tasks. This provision engages Year 5 and Year 6 pupils particularly well and enables them to extend their own learning through problem-solving and investigative approaches.

Provision for Welsh language development is a strength of the school. The Criw Cymraeg is particularly successful in increasing pupils' enthusiasm and enjoyment for learning the language. This approach is raising standards significantly in pupils' spoken and written Welsh. The school provides suitable opportunities for pupils to learn about the culture and heritage of Wales, especially through topics that focus on local history and geography.

There are good opportunities through the curriculum and other experiences for pupils to learn about sustainable development and global citizenship. The extensive work of the eco committee enables pupils to understand the aims of the school in relation to recycling and saving energy. Activities related to Fair Trade and World Water Day help them to gain an appreciation of their impact on the world and its people.

Teaching: Good

High quality teaching and positive relationships between adults and pupils engage nearly all pupils well and enable them to reach high standards over time. Teachers and teaching assistants know pupils' abilities and interests well and use this information carefully to construct interesting lessons and challenging activities that meet the needs of nearly all pupils effectively. Lessons usually have good pace and staff use a broad range of strategies to motivate pupils and maintain their interest. The consistent approach to teaching and high expectations of behaviour and work across the school are strong features that ensure that pupils strive to do their best.

Clear assessment procedures support teachers to plan appropriately for individuals and groups of pupils and provide them with consistently good feedback. Teachers mark work effectively, often providing pupils with clear targets for improvement. Immediate feedback to pupils in lessons, through questioning, self-assessment and evaluating work in relation to success criteria, helps pupils to understand what they are good at and what they need to do to improve. However, teachers do not always build in time for pupils to respond meaningfully to these suggestions.

A comprehensive tracking system enables staff to record and access a good range of accurate information about pupils. They use this data well to learn about their pupils' strengths and weaknesses. They use the information purposefully to identify pupils who are underachieving and put actions into place to ensure that these pupils receive the support they need.

Pupil reports provide parents with detailed information about their children's progress and achievements in the core subjects. However, information about their progress in other areas if the curriculum is too general and does not fully meet statutory reporting requirements.

Care, support and guidance: Good

The school places a high priority on all aspects of pupils' wellbeing. It is a caring community and staff know the pupils and their needs well. The school makes appropriate arrangements for promoting healthy eating and drinking. Although pupils have good opportunities during and after the school day to be physically active, the time allocated to specific physical education lessons is limited. The school's strong commitment to ensuring pupils' understanding of their rights and responsibilities provides valuable opportunities to enhance pupils' social and moral development. Strong links with the church and community groups, such as the Undy Art Project, ensure the development of a good understanding of community and enhance spiritual and cultural development well.

The additional learning needs co-ordinator and other staff make good use of a wide range of external agencies and specialists to guide and support the school's work. For example, a speech and language advisory team work closely with pupils and staff to develop teaching strategies to support pupils with speech and language difficulties. This promotes pupils' personal development well and helps a specific group of pupils to access the curriculum more effectively. Effective pastoral support, including specialist counselling services, helps individual pupils to overcome personal difficulties well.

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

Provision for pupils with additional learning needs is good and enables these pupils to do well. Staff identify their learning needs early and agree child-friendly individual learning plans with pupils and parents. There are good systems in place to monitor these pupils' progress and to meet their changing needs. Teaching assistants provide valuable support for individuals and groups of pupils who require extra help with their learning. As a result, pupils receiving intervention progress well.

Learning environment: Good

The school's strong commitment to being a Rights Respecting School underpins the strong ethos and expectations of the school community. Pupils have a very clear understanding of their rights as pupils of the school but also the duties that come with those rights, including the right to learn by trying their best, participating in school activities and helping others learn. Many pupils can explain how the school promotes

equal opportunities for everyone and they agree that all staff treat them fairly. The school reinforces its inclusive nature effectively in displays and attractive classroom charters, which pupils create so that they are relevant to learning in their own classes.

The high quality building and grounds help to create a positive learning environment for pupils and staff. They are safe and secure with a plentiful range of good quality resources and outdoor equipment. Teachers use the forest school area extensively to enhance the experience of Foundation Phase and key stage 2 pupils. Classrooms and corridors are bright and attractive, with consistently good displays that celebrate pupils' achievements and support learning.

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

All staff share common values and a clear vision and purpose for the school. The headteacher and deputy headteacher provide effective leadership and direction for its development, which they communicate well to others. This means that staff and governors focus sharply on improving pupils' standards and the quality of provision. The headteacher shares important responsibilities well among staff. This helps to ensure that all teachers and support staff work well together in their teams to achieve specific goals.

Performance management arrangements for teachers and support staff link closely to the school's priorities for improvement. Information from these activities enables leaders to challenge underperformance robustly, if necessary.

The governing body supports the school well and members are knowledgeable about the school's strengths and areas for improvement. Governors take appropriate account of their statutory responsibilities and understand their strategic role well. Their understanding of the school's performance is increasing the level of challenge governors present to school leaders, resulting in an even greater focus on continuous improvement. Governors' questions about outcomes in mathematics, for example, have led to recent changes to the teaching of mathematical reasoning.

The school responds well to national and local priorities and this has a positive effect on standards and provision. This includes the effective promotion of the Welsh language over recent years, a strong focus on improving literacy skills, and significant improvements in assessment of and for learning.

Improving quality: Good

The school has an effective self-evaluation system that results in an evaluative and accurate self-evaluation report. Leaders consider a wide range of evidence when monitoring and evaluating standards and provision, including lesson observations and scrutiny of teachers' planning and pupils' books. This ensures that leaders and the senior management team know the strengths of the school and the areas where it needs to improve.

There are appropriate opportunities for parents and pupils to comment on the work of the school through regular questionnaires. Leaders and senior managers analyse comprehensive data about the performance and wellbeing of pupils. Staff make valuable contributions to the self-evaluation process through focused discussions in whole-school and phase meetings and collaborate successfully to bring about improvements. The outcomes of these activities have helped the school to make considerable changes to practice in recent years, including raising pupils' standards in Welsh and all aspects of literacy, improving wellbeing and introducing a new approach to developing mathematical reasoning.

The school improvement plan is a detailed document that links closely to the self-evaluation report. It provides good support and detailed guidance to enable members of the senior management team to develop their roles and skills well in recent years. However, its coverage is too broad and it does not prioritise the most important targets and success criteria clearly enough. The school monitors progress against its targets every term and evaluates the effectiveness of actions well. This enables leaders to measure the impact of initiatives and ensure that they have a positive effect on standards.

Partnership working: Good

The school has an appropriate range of effective partnerships that broaden provision for pupils and help them to develop a sense of community.

Liaison with the on-site playgroup and regular stay and play sessions for under-threes are mutually beneficial and enable young pupils to become well acquainted with the school and ease transition into the nursery class. Strong links with other local primary and secondary schools enable teachers to meet frequently to share good practice, for example, to consider the accuracy of teacher assessment at the end of the Foundation Phase. There are good arrangements for pupils to prepare for the move to secondary education. Joint moderation of teacher assessments between primary and secondary school teachers ensures that they share a common understanding of the abilities of pupils when they move from Year 6 to Year 7.

The school has a valuable partnership with the local centre for initial teacher training and this offers good professional development opportunities for staff to work alongside trainee teachers and to develop their mentoring skills. Pupils benefit from useful links with many groups and businesses in the local community that enhance their learning. For example, older people from a local community housing centre shared stories about their experiences in the Second World War to help key stage 2 pupils gain a better understanding about life in Wales in the 1940s.

The school offers a suitable range of opportunities for parents to understand the work of the school and to be informed of new developments. The school website is a particularly useful resource that provides a broad range of information and materials, including tutorials and presentations, to help parents become involved in their children's education. Although most parents welcome these opportunities, a few do not feel that the school communicates with and listens to all parents well enough. The parent teacher association is successful in providing considerable additional funding for the benefit of pupils and works well to strengthen links between parents and the school.

Resource management: Good

All staff are appropriately qualified and experienced and leaders deploy them appropriately to make the best use of their strengths. Arrangements for teachers' planning, preparation and assessment time are suitable and help to raise standards in specific areas. For example, the involvement of a teaching assistant with expertise in Welsh has raised the profile of Welsh and standards across the school. Support staff have appropriate roles and responsibilities and make a valuable contribution to pupils' learning and wellbeing, particularly in relation to teaching phonics, reading and writing.

Performance management procedures for teachers and support staff are effective. Targets link closely to priorities in the school development plan and to developing the expertise of individuals to support these priorities. The school has developed into a purposeful learning community where staff often share good practice with their colleagues and with staff in other schools.

The school manages its staffing, accommodation, resources and finance effectively to support learning and school priorities. Careful budget monitoring and the review of new initiatives ensure that spending decisions have a positive impact on teaching and learning. The school spends its Pupil Deprivation Grant appropriately to improve the literacy, numeracy and social skills of specific, vulnerable learners.

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

Appendix 1: Commentary on performance data

6792163 - Undy Primary School

Number of pupils on roll	330
Pupils eligible for free school meals (FSM) - 3 year average	4.0
FSM band	1 (FSM<=8%)

Foundation Phase

	2012	2013	2014
Number of pupils in Year 2 cohort	45	39	40
Achieving the Foundation Phase indicator (FPI) (%)	88.9	94.9	92.5
Benchmark quartile	3	2	3
Language, literacy and communication skills - English (LCE)			
Number of pupils in cohort	45	39	40
Achieving outcome 5+ (%)	91.1	94.9	95.0
Benchmark quartile	3	2	2
Achieving outcome 6+ (%)	24.4	41.0	40.0
Benchmark quartile	3	2	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	45	39	40
Achieving outcome 5+ (%)	93.3	94.9	97.5
Benchmark quartile	3	2	2
Achieving outcome 6+ (%)	22.2	35.9	32.5
Benchmark quartile	3	2	3
Personal and social development, wellbeing and cultural diversity (PSD)			
Number of pupils in cohort	45	39	40
Achieving outcome 5+ (%)	91.1	94.9	97.5
Benchmark quartile	4	3	3
Achieving outcome 6+ (%)	40.0	64.1	57.5
Benchmark quartile	3	2	3

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.

6792163 - Undy Primary School

Number of pupils on roll	330
Pupils eligible for free school meals (FSM) - 3 year average	4.0
FSM band	1 (FSM<=8%)

Key stage 2

	2011	2012	2013	2014
Number of pupils in Year 6 cohort	36	47	37	44
Achieving the core subject indicator (CSI) (%)	91.7	93.6	100.0	88.6
Benchmark quartile	2	2	1	3
English				
Number of pupils in cohort	36	47	37	44
Achieving level 4+ (%)	91.7	95.7	100.0	90.9
Benchmark quartile	3	2	1	3
Achieving level 5+ (%)	30.6	48.9	67.6	59.1
Benchmark quartile	3	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	36	47	37	44
Achieving level 4+ (%)	91.7	93.6	100.0	88.6
Benchmark quartile	3	3	1	4
Achieving level 5+ (%)	22.2	44.7	43.2	40.9
Benchmark quartile	4	2	3	3
Science				
Number of pupils in cohort	36	47	37	44
Achieving level 4+ (%)	91.7	100.0	100.0	97.7
Benchmark quartile	3	1	1	3
Achieving level 5+ (%)	33.3	53.2	56.8	61.4
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

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.	69		68 99%	1 1%	Rwy'n teimlo'n ddiogel yn fy ysgol.
			98%	2%	
The school deals well with any bullying.	64		56 88%	8 12%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			92%	8%	
I know who to talk to if I am worried or upset.	71		68 96%	3 4%	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	69		66 96%	3 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.	71		64 90%	7 10%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			96%	4%	
I am doing well at school	67		64 96%	3 4%	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.	69		69 100%	0 0%	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.	72		70 97%	2 3%	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.	67		58 87%	9 13%	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.	71		66 93%	5 7%	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.	60		32 53%	28 47%	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	61		43 70%	18 30%	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.	46	9 20%	22 48%	7 15%	5 11%	3	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	47	14 30%	29 62%	4 9%	0 0%	0	Mae fy mhentyn yn hoffi'r ysgol hon.
		73%	25%	1%	0%		
My child was helped to settle in well when he or she started at the school.	47	22 47%	23 49%	2 4%	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.	46	11 24%	21 46%	12 26%	1 2%	1	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	47	9 19%	20 43%	9 19%	4 9%	5	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	45%	4%	1%		
Teaching is good.	47	8 17%	24 51%	6 13%	2 4%	7	Mae'r addysgu yn dda.
		60%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	47	11 23%	24 51%	7 15%	0 0%	5	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.	46	6 13%	16 35%	14 30%	4 9%	6	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%	1%		
Staff treat all children fairly and with respect.	47	7 15%	21 45%	12 26%	3 6%	4	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.	47	11 23%	29 62%	6 13%	1 2%	0	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.	47	11 23%	32 68%	2 4%	2 4%	0	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'.	45	9 20%	10 22%	5 11%	4 9%	17	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.	47	7 15%	19 40%	14 30%	7 15%	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.	47	10 21%	20 43%	13 28%	4 9%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		62%	31%	4%	2%		
I understand the school's procedure for dealing with complaints.	47	5 11%	26 55%	11 23%	3 6%	2	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		45%	39%	7%	2%		
The school helps my child to become more mature and take on responsibility.	47	11 23%	28 60%	6 13%	0 0%	2	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		56%	38%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	44	8 18%	15 34%	10 23%	2 5%	9	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		42%	33%	4%	1%		
There is a good range of activities including trips or visits.	47	9 19%	27 57%	10 21%	0 0%	1	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		54%	38%	5%	1%		
The school is well run.	47	7 15%	19 40%	11 23%	8 17%	2	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	32%	3%	2%		

Appendix 3

The inspection team

Mrs Sarah Jane Morgan	Reporting Inspector
Ms Lowri Haf Evans	Team Inspector
Mrs Catherine Mary Jenkins	Lay Inspector
Ms Lisa Greenhalgh	Peer Inspector
Mr Joel Russell Moore	Peer Inspector
Mr Mark Gunn	Nominee

Copies of the report

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

Year groups, the Foundation Phase and key stages

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

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

Primary phase:

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

Secondary phase:

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

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

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

Glossary of terms – Primary

Foundation Phase indicator (FPI)

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

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

- literacy, language and communication in English or Welsh first language
- mathematical development
- personal and social development, wellbeing and cultural diversity

By the end of the Foundation Phase, at the age of seven, pupils are expected to reach outcome 5 and the more able to reach outcome 6.

Pupils must achieve the expected outcome (outcome 5) in the three areas above to gain the Foundation Phase indicator.

The core subject indicator (CSI)

Progress in learning through key stage 2 is indicated by levels (level 1 to level 5).

The core subject indicator in key stage 2 relates to the expected performance in the core subjects of the National Curriculum:

- English or Welsh first language
- mathematics
- science

By the end of the key stage 2, at the age of 11, pupils are expected to reach level 4 and more able pupils to reach level 5.

Pupils must gain at least the expected level (level 4) in the three core subjects to gain the core subject indicator.

All-Wales Core Data sets

Inspection reports may refer to a school's performance relative to a family of schools or to schools with a broadly similar proportion of pupils eligible for free school meals.

In relation to free school meals, schools are placed into one of five bands according to the three-year trend in the proportion of pupils eligible for free school meals in the school. The school's performance is then placed into quartiles (from the top 25% to the bottom 25%) in relation to how well it is doing compared with other schools in the same free school meal band.

The Welsh Government created the families of schools (typically a group of 11 schools) to enable schools to compare their performance with that of similar schools across Wales. The composition of the families draws on a number of factors. These include the proportion of pupils eligible for free school meals and the proportion living in the 20% most deprived areas of Wales. They also draw on the proportion of pupils with special education needs at school action plus or with a statement of special educational needs, and pupils with English as an additional language.