A report on

**Newton Primary School
New Road
Porthcawl
Bridgend
CF36 5BL**

Date of inspection: November 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.

Publication date: 22/01/2016

Context

Newton Primary School is in Porthcawl in Bridgend. Most pupils live locally. Around 15% of pupils are eligible for free school meals. This is below local and national averages.

There are currently 251 pupils on roll, including 30 nursery pupils who attend on a part-time basis. There are nine classes. Seven of these are mixed-age classes. They are taught by nine full-time and three part-time teachers. The school admits pupils to the nursery class at the age of three.

The school currently has a very few pupils who are 'looked after' by the local authority and no pupils with a statement of special educational needs. It identifies that around 9% of pupils have additional learning needs. English is the main home language of most pupils. Very few pupils come from an ethnic minority background, use Welsh as their first language or receive support for English as an additional language. The school has excluded no pupils within the last year.

The headteacher was appointed in October 2015.

The individual school budget per pupil for Newton Primary School in 2015-2016 means that the budget is £3,157 per pupil. The maximum per pupil in the primary schools in Bridgend is £4,681 and the minimum is £2,868. Newton Primary School is 37th out of the 49 primary schools in Bridgend in terms of its school budget per pupil.

Summary

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

Current performance

The current performance of the school is good because:

- Many pupils make good progress and achieve highly
- Many pupils read well for a range of purposes
- Many pupils use their literacy and numeracy skills well across all subjects
- Standards of wellbeing are good
- Attendance over the last three years compares well with levels in similar schools
- Most teaching is effective and it is of very high quality in around a third of classes
- The school's 'What Makes Good' systems contribute very effectively to raising pupil outcomes

Prospects for improvement

The school's prospects for improvement are good because:

- Leaders work together well to provide purposeful direction and clear vision for the development of the school
- Leaders and managers are effective in ensuring high quality teaching and the sharing of good practice between staff
- The school has effective self-evaluation processes and school improvement procedures
- There are purposeful arrangements with a wide range of partners that help improve provision and outcomes for pupils
- The school has a good track record of raising pupil performance

Recommendations

R1 Improve standards of pupils' Welsh language oral skills outside of Welsh lessons

R2 Address shortcomings in safeguarding

R3 Address shortcomings in the premises that affect pupils' wellbeing

R4 Analyse data more effectively to evaluate and improve the progress of different groups of pupils

What happens next?

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

Main findings

Key Question 1: How good are outcomes?	Good

Standards: Good

A majority of pupils enter the school with skills at the expected level for pupils of a similar age. By the time they leave the school, many have made good progress and a few very good progress. Many pupils achieve well.

In most classes, nearly all pupils listen very well to adults and to each other. In the Foundation Phase, most pupils enjoy talking about their work, and ask and answer questions confidently. In key stage 2, most pupils express their opinions articulately. They use a wide vocabulary to talk with self-assurance about their work, such as when leading an assembly or when discussing a characters in a play script.

Standards of reading in Year 2 are high. Most pupils enjoy reading, know what type of books they like and talk confidently about the characters in books. They read with accuracy and appropriate fluency. More able pupils show good levels of expression. They can explain clearly what is happening in a story, what might happen next and why.

Most pupils in key stage 2 read well using a range of suitable strategies. They make well-informed choices about the types of stories or authors they like. They use appropriate expression to reflect the meaning within the text. Most pupils understand the purpose of skimming and scanning to find information and they use an index successfully.

Most pupils in the Foundation Phase make good progress with their writing. They write well using full sentences that show a suitable use of punctuation and worthwhile attempts at spelling. Many pupils re-tell interesting accounts of well-known fairy stories or of a recent visit to Margam Park. Many pupils present their work neatly. Due to an over-reliance on worksheets, pupils' work in other areas of learning is not consistently at a similar level to their work in literacy lessons.

Pupils in key stage 2 make good progress with their writing. They write well at length and for different purposes and audiences using interesting vocabulary. Most pupils generally spell accurately, use punctuation appropriately and present their work neatly. Most pupils use these skills well in other subjects. For example, pupils in Years 5 and 6 write interesting and informative accounts of life in Porthcawl during the Second World War and pupils in Years 3 and 4 produce 'thank you' letters to a visitor successfully. Many pupils make effective use of editing and drafting to improve their work.

In the Foundation Phase, most pupils reach high standards in their mathematical development. More able pupils achieve particularly well. They use their skills well, for example, to work with numbers up to 100, or to draw and interpret bar charts. They apply their skills well in other areas of learning.

Pupils in key stage 2 make good progress in mathematics. They work well in number, shape, space, measures and data. They are developing a particularly strong use of their number skills and reasoning to solve problems in context. Pupils use their numeracy skills at an appropriate level in other areas, such as in science or topic work.

In nearly all Welsh lessons, pupils' standards in oral Welsh are good. At the end of the Foundation Phase, they are beginning to read common sentence patterns and use them successfully in their writing. By the end of key stage 2, they are able to use their knowledge of sentence structures and Welsh vocabulary to write at length about their experiences. However, only a few pupils use the Welsh language around the school and this limits the overall progress that they make.

Many pupils who receive extra help with their learning generally achieve well. However, progress is too slow for around one pupil in five who receive support. In both key stages, girls perform more highly than boys. In the Foundation Phase the gap is reducing, but remains largely the same in key stage 2. In most cases, pupils eligible for free school meals achieve as well as other pupils.

Generally, outcomes of teacher assessments of pupils at the end of the Foundation Phase and key stage 2 over the last three years tend to place the school between the higher 50% or lower 50% when compared with similar schools. Trends show a slow but steady rise.

Wellbeing: Good

Nearly all pupils have a good understanding of how they can stay healthy by eating a balanced diet and taking regular exercise. They feel safe in school and know about how to use the internet safely. Nearly all pupils are confident that staff deal quickly and effectively with the few incidents of bullying that occur. A majority of pupils are unhappy about the condition of the school toilets. A few actively avoid using them and this detracts from their wellbeing in school.

Most pupils are keen to learn. They work enthusiastically whether in groups or alone, They behave well, are polite, and show consideration for others.

The school council makes a useful contribution to school life. Members have recently taken part effectively in making changes to the school uniform, meeting candidates for the role of the new headteacher and raising funds for charity. Older pupils have purposeful opportunities to take on extra responsibility, such as head girl or head boy, or as prefects. They fulfil their responsibilities successfully. In a few classes, pupils are beginning to contribute well to what they learn.

Many pupils take a worthwhile part in the life of the local community. For example, pupils have taken part successfully in fair trade activities, a local jazz festival, and in raising funds for a cancer charity, tidying the local beach and taking part in local library quizzes.

Pupils' attendance rates have remained high for the last four years and place the school in the top 25% or higher 50% when compared with similar schools. Most pupils are punctual.

Key Question 2: How good is provision?	Good

Learning experiences: Good

The school provides a wide range of interesting and engaging experiences that meet nearly all pupils' needs well. Teachers' planning builds well on pupils' previous learning. Generally, this gives plenty of opportunity for pupils to develop their literacy, numeracy and information and communication technology (ICT) skills. The school makes effective use of ability groups in key stage 2 to improve pupil outcomes, particularly in literacy and numeracy lessons.

Many educational visits and visitors enhance the curriculum. These include visits to Llangranog, Margam Park and St Fagan's, visits by local clergy and a 'mods and rockers' heritage group as part of a topic on the 1960s. There is a good range of extra-curricular activities, including sports, music and art, that enhance learning experiences. They are well attended by pupils.

Provision for Welsh language is effective in Welsh lessons. However, there are few opportunities for pupils to develop their skills in other situations. The school provides a wide range of activities that promote Welsh history, culture and their local environment well, for example by studying Porthcawl in the Second World War.

The school successfully raises the pupils' awareness of recycling and energy conservation. It provides useful opportunities for pupils learn about the role they play in society and the wider world through, for example, studying Eid and Ramadan.

Teaching: Good

In around one-third of classes where pupils make most progress, teachers provide pupils with a strong level of challenge. They make learning interesting and set very high expectations of what pupils can and should achieve. They make sure that pupils know what they have to do and they move learning along rapidly. In these classes, teachers make very effective use of partner and group work to improve outcomes. Consequently, pupil responses in lessons and work in their books are consistently of a high standard.

In most classes, teachers use a wide range of effective teaching approaches to interest and engage pupils. Teachers plan effectively and have clear objectives for learning experiences. They use skilful questioning to promote pupils' understanding, intervene at appropriate times and provide effective support to all groups of pupils. Overall, support staff contribute well to pupils' learning. In a very few lessons, tasks lack challenge and work does not precisely match the different needs of all pupils.

All teachers mark pupils' work regularly. In most cases, they identify what pupils have done well and provide pupils with helpful feedback on what to do next to improve their work. The feedback links closely to the success criteria established at

the start of lessons using the school's highly effective 'What Makes Good' system. The process allows pupils to take increasing ownership for their learning and challenges them to achieve highly. They are an important part of the successful outcomes that pupils attain.

Pupils have appropriate individual targets for improvement. In many classes, teachers get pupils to focus on these along with the lesson's success criteria. This re-enforces the challenge to pupils to achieve more highly. Nearly all pupils know their targets.

The school keeps useful records on pupil progress and uses the information well to identify pupils in need of additional support or to place pupils in teaching groups in key stage 2 for mathematics, science, Welsh and English. The use of data to track the progress of pupils or groups of pupils effectively is at an early stage of development.

Annual reports keep parents and carers well informed about their child's progress.

Care, support and guidance: Adequate

Members of staff know the pupils well. Generally, they promote pupils' personal development successfully, including their health and wellbeing, and their spiritual, moral, social and cultural development. A wide range of interesting learning experiences, visits and visitors develops these effectively. For example, close links with the local church enhance pupils' spiritual awareness well. There are appropriate arrangements in place to promote healthy eating and lifestyles. However, the governors' annual report to parents does not include the relevant statement on healthy eating and drinking.

The school makes effective use of specialist services. Partnership working with agencies, such as pupil counselling, speech and language therapists and the police, is effective in supporting pupils.

There is worthwhile support for pupils with additional learning needs. Targets in pupils' individual education plans match their needs well. Staff, parents, pupils and specialist services collaborate effectively to plan the next steps in pupils' learning. The school monitors pupil progress on a regular basis. Almost all these pupils meet their targets successfully.

The school's arrangements for safeguarding pupils do not fully meet requirements and its processes give cause for concern.

Learning environment: Adequate

The school has an inclusive ethos where all pupils have equal access to all aspects of the school's curriculum. The school has a positive and caring ethos. Adults and pupils treat each other with respect. The school promotes equal opportunities successfully through events such as 'show racism the red card'.

The school is a secure learning environment. Classrooms are spacious. Throughout the school, there are attractive displays of information and pupils' work that set a positive tone. The school has a worthwhile range of resources that match pupils' needs well. The school accommodation is appropriate for the number of pupils in most areas. However, space in the school canteen and school hall is limited for the number of pupils on roll.

Many of the toilet facilities for pupils are of poor quality. This detracts from the wellbeing of too many pupils. Other issues affecting pupils' wellbeing were also brought to the attention of the governing body.

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

Leadership: Adequate

The headteacher and senior leadership team work together well to provide purposeful direction and a clear vision for the school. All staff have a good understanding of their roles and responsibilities. Regular staff updates reflect the priorities of the school successfully. Senior leaders are effective in ensuring consistent approaches in teaching and the sharing of good practice between staff. This helps to raise standards for most pupils. However, senior leaders do not currently use data effectively enough to target support for specific groups of learners.

Leaders use regular staff meetings well to focus effectively on school improvement issues, to feed back on monitoring activities and to inform the professional development of staff. Arrangements for the performance management of staff are rigorous and effective in supporting the raising of standards and improving the quality of provision.

The school has responded well to Welsh Government priorities. It has effectively implemented the Literacy and Numeracy Framework and the development of pupils' skills across the curriculum is now strong in many classes. The school has been successful in raising standards of Welsh language in lessons.

The governing body has a good understanding of the school's performance and uses this information well to challenge senior leaders. The governors play an appropriate role in reviewing and approving the school improvement plan. Their regular visits to school help them to stay informed appropriately about the school's life and work.

Overall, school leaders and governors have been effective in ensuring good standards in teaching and learning. However, school leaders and governors have not addressed effectively issues of concern relating to the school premises and matters relating to pupils' wellbeing.

Improving quality: Good

The school has effective self-evaluation processes. Senior leaders schedule monitoring activities well to support school improvement priorities and to evaluate the effectiveness of its actions. They ensure that the school has a good understanding of what it does well and what it needs to do to improve. For example, the school's

analysis of pupils' reading ages raised concerns over the progress pupils were making. This led to the implementation of a new phonic-based literacy scheme that has had a measurable impact on raising the standards of pupils' reading.

The school's self-evaluation processes involve all staff, and draw on a range of performance data, the scrutiny of pupils' work and outcomes from lesson observations. Senior leaders gauge the opinion of staff and pupils formally to determine areas for improvement. However, the school draws less formally on the opinions of parents.

The school improvement plan is a valuable document that specifies clear targets for taking the school forward. Effective processes for school improvement are in place and all members of staff know how they can contribute to achieving the school's priorities and targets within the school improvement plan. For example, teachers have introduced very effective methods for discussing with pupils what makes work of a good standard. Teachers and pupils use these methods consistently across the school and they have a positive impact on pupil progress.

Partnership working: Good

The school works effectively with a suitable range of partners to improve pupils' wellbeing and learning. It has a valuable partnership with the school parent-teacher association. They have raised funds to improve provision for ICT and for playground equipment to enhance the outdoor environment. Communication with parents is generally good, but the school's website is not as useful for parents as it could be.

There are worthwhile links with the local community. Visits by a church group and a local football team improve after-school provision for pupils. A local allotment society has provided plants to improve the school grounds.

There is a strong link with the local high school that helps pupils to transfer smoothly to secondary education. The school also has purposeful processes for new nursery pupils starting school through well-established and effective 'language, number and play sessions'. This allows an early identification of pupils with any additional needs and a smooth start to school life for many.

There is constructive co-operation with local schools for the successful moderation and standardisation of pupils' work. This partnership is also effective in sharing training efficiently for staff on common themes. For example, ICT workshops have improved staff subject knowledge and the teaching of aspects of ICT. Work on developing real-life problem-solving activities has improved many pupils' ability to use their literacy and numeracy skills in all areas of the curriculum.

Resource management: Good

Senior leaders and governors deploy suitably qualified staff well to support the work of the school. They plan worthwhile professional development opportunities that support the targets in the school improvement plan well and lead to better outcomes. For example, purposeful opportunities for teachers to observe each other's lessons and share good practice have improved the quality of provision for pupils. .

Senior leaders and governors maintain good financial controls on the school's budget. They make appropriate decisions on spending that support the school's improvement priorities well and they ensure that spending decisions have a positive impact on meeting pupils' learning needs.

The school uses grant funding strategically to target specific groups of learners and to reduce the impact of poverty on pupil attainment. It evaluates the impact of this spending successfully. The school's actions have had a positive effect on the standards and wellbeing of pupils eligible for free school meals.

Given the good standards that pupils achieve overall and the strengths in the school's provision, the school provides good value for money.

Appendix 1: Commentary on performance data

6722185 - Newton Primary

Number of pupils on roll	249
Pupils eligible for free school meals (FSM) - 3 year average	15.0
FSM band	2 (8%<FSM<=16%)

Foundation Phase

	2012	2013	2014	2015
Number of pupils in Year 2 cohort	33	21	39	30
Achieving the Foundation Phase indicator (FPI) (%)	93.9	76.2	89.7	90.0
Benchmark quartile	1	3	3	3
Language, literacy and communication skills - English (LCE)				
Number of pupils in cohort	33	21	39	30
Achieving outcome 5+ (%)	93.9	85.7	92.3	93.3
Benchmark quartile	1	3	2	3
Achieving outcome 6+ (%)	33.3	23.8	33.3	40.0
Benchmark quartile	1	3	2	2
Language, literacy and communication skills - Welsh (LCW)				
Number of pupils in cohort	*	*	*	*
Achieving outcome 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving outcome 6+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematical development (MDT)				
Number of pupils in cohort	33	21	39	30
Achieving outcome 5+ (%)	93.9	85.7	92.3	93.3
Benchmark quartile	2	3	3	3
Achieving outcome 6+ (%)	36.4	28.6	33.3	43.3
Benchmark quartile	1	2	2	2
Personal and social development, wellbeing and cultural diversity (PSD)				
Number of pupils in cohort	33	21	39	30
Achieving outcome 5+ (%)	100.0	85.7	94.9	100.0
Benchmark quartile	1	4	3	1
Achieving outcome 6+ (%)	63.6	23.8	33.3	63.3
Benchmark quartile	1	4	4	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.

6722185 - Newton Primary

Number of pupils on roll	249
Pupils eligible for free school meals (FSM) - 3 year average	15.0
FSM band	2 (8%<FSM<=16%)

Key stage 2

	2012	2013	2014	2015
Number of pupils in Year 6 cohort	24	30	23	33
Achieving the core subject indicator (CSI) (%)	83.3	90.0	91.3	90.9
Benchmark quartile	3	2	3	3
English				
Number of pupils in cohort	24	30	23	33
Achieving level 4+ (%)	87.5	93.3	95.7	93.9
Benchmark quartile	2	2	2	3
Achieving level 5+ (%)	25.0	26.7	39.1	42.4
Benchmark quartile	3	3	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	24	30	23	33
Achieving level 4+ (%)	87.5	90.0	91.3	93.9
Benchmark quartile	3	2	3	3
Achieving level 5+ (%)	25.0	26.7	34.8	48.5
Benchmark quartile	3	3	3	2
Science				
Number of pupils in cohort	24	30	23	33
Achieving level 4+ (%)	87.5	93.3	95.7	97.0
Benchmark quartile	3	2	2	2
Achieving level 5+ (%)	25.0	23.3	39.1	48.5
Benchmark quartile	3	4	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.

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

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

Appendix 2

Stakeholder satisfaction report

Responses to learner questionnaires

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

	Number of responses Nifer o ymatebion		Agree Cytuno	Disagree Anghytuno		
I feel safe in my school.	124		112 90%	12 10%		Rwy'n teimlo'n ddiogel yn fy ysgol.
			98%	2%		
The school deals well with any bullying.	123		113 92%	10 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.	125		117 94%	8 6%		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	124		121 98%	3 2%		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.	125		119 95%	6 5%		Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			96%	4%		
I am doing well at school	125		122 98%	3 2%		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.	124		124 100%	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.	125		119 95%	6 5%		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.	123		109 89%	14 11%		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.	125		119 95%	6 5%		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.	124		100 81%	24 19%		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	125		101 81%	24 19%		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.	53	31 58%	16 30%	4 8%	2 4%	1	Rwy'n fodlon â'r ysgol yn gyffredinol.
		64%	33%	3%	1%		
My child likes this school.	54	40 74%	12 22%	2 4%	0 0%	0	Mae fy mhlentyn 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.	51	38 75%	11 22%	0 0%	2 4%	3	Cafodd fy mhlentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		73%	26%	1%	0%		
My child is making good progress at school.	50	33 66%	15 30%	2 4%	0 0%	4	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
		62%	34%	3%	1%		
Pupils behave well in school.	47	25 53%	19 40%	2 4%	1 2%	6	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		48%	47%	4%	1%		
Teaching is good.	52	32 62%	15 29%	5 10%	0 0%	2	Mae'r addysgu yn dda.
		62%	36%	2%	0%		
Staff expect my child to work hard and do his or her best.	53	35 66%	16 30%	2 4%	0 0%	1	Mae'r staff yn disgwyl i fy mhlentyn weithio'n galed ac i wneud ei orau.
		65%	33%	1%	0%		
The homework that is given builds well on what my child learns in school.	51	29 57%	14 27%	7 14%	1 2%	3	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhlentyn yn ei ddysgu yn yr ysgol.
		50%	42%	6%	2%		
Staff treat all children fairly and with respect.	51	29 57%	15 29%	5 10%	2 4%	3	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		61%	34%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	50	33 66%	13 26%	4 8%	0 0%	4	Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		61%	37%	2%	0%		
My child is safe at school.	53	35 66%	12 23%	5 9%	1 2%	1	Mae fy mhlentyn yn ddiogel yn yr ysgol.
		67%	31%	1%	0%		
My child receives appropriate additional support in relation to any particular individual needs'.	45	25 56%	13 29%	7 16%	0 0%	5	Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		56%	38%	4%	1%		
I am kept well informed about my child's progress.	54	26 48%	16 30%	9 17%	3 6%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		50%	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.	53	31 58%	13 25%	2 4%	7 13%	1	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		63%	31%	4%	2%		
I understand the school's procedure for dealing with complaints.	48	26 54%	16 33%	1 2%	5 10%	5	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		49%	42%	8%	2%		
The school helps my child to become more mature and take on responsibility.	48	32 67%	12 25%	3 6%	1 2%	4	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		58%	39%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	33	22 67%	9 27%	2 6%	0 0%	17	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		53%	41%	5%	1%		
There is a good range of activities including trips or visits.	49	33 67%	10 20%	5 10%	1 2%	4	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		55%	38%	5%	1%		
The school is well run.	53	29 55%	14 26%	5 9%	5 9%	1	Mae'r ysgol yn cael ei rhedeg yn dda.
		62%	33%	3%	2%		

Appendix 3

The inspection team

Richard Hawkley	Reporting Inspector
Jonathan Wright	Team Inspector
Catherine Mary Jenkins	Lay Inspector
Christopher Andrew Liptrot	Peer Inspector
Rachel John	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.