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

A report on

Tir-y-berth Primary School
New Road
Tir-y-berth
Hengoed
CF82 8AU

Date of inspection: September 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: 24/11/2015

Context

Tir-y-Berth Primary School is in the village of Tir-y-Berth in the Caerphilly local authority. There are 202 pupils on roll, including 22 pupils who attend the nursery on a part-time basis.

Around 23% of pupils are eligible for free school meals. This is slightly above the national average. Around 97% of pupils are of white British ethnicity with a very few from other ethnic backgrounds. A very few pupils speak English as an additional language. A very few pupils come from homes where Welsh is the first language.

The school identifies that about 19% of pupils have additional learning needs, which is below the average for Wales. There are two resource base classes at the school for pupils in the Foundation Phase and in key stage 2 with speech and language difficulties. Nearly all of the pupils in these classes come from outside the school's local catchment area. A very few pupils have statements of special educational needs.

The headteacher took up her post in 2008. The school's last inspection was in 2011.

The individual school budget per pupil for Tir-y-Berth Primary School in 2015-2016 means that the budget is £3,543 per pupil. The maximum per pupil in the primary schools in Caerphilly is £5,191 and the minimum is £2,492. Tir-y-Berth Primary School is 12th out of the 75 primary schools in Caerphilly in terms of its school budget per pupil.

| **Summary** | |

| The school's current performance | Adequate |
| The school's prospects for improvement | Adequate |

Current performance

The current performance of the school is adequate because:

- Many pupils write well for a wide range of purposes in their literacy lessons
- Behaviour is very good and nearly all pupils are polite and courteous
- Nearly all teachers motivate pupils well and use a good range of strategies to support their learning
- Provision for pupils with additional learning needs is effective
- Teachers use the outdoor environment for younger pupils successfully to support and enhance learning

However:

- Pupils eligible for free school meals tend to perform less well than other pupils at the higher-than-expected levels
- Many pupils do not apply their literacy and numeracy skills well across the curriculum
- a majority of pupils have weak handwriting skills and do not present their work neatly
- Attendance levels have not improved over time
- The quality of teachers' marking varies too much across the school

Prospects for improvement

The school's prospects for improvement are adequate because:

- The headteacher and staff share a common vision for the school
- Recent changes to the governing body enable governors to challenge the school more effectively
- The school has established a number of purposeful partnerships and these enhance pupils' learning experiences well
- The school works closely with schools in the catchment area to share good practice

However:

- Self-evaluation processes do not always identify shortcomings in aspects of the school's provision accurately
- Leaders have not addressed importance areas for improvement robustly, for example improving pupils' attendance rates

Recommendations

R1 Raise standards of pupils' literacy and numeracy skills across the curriculum

R2 Improve outcomes for pupils eligible for free school meals at the higher-than-expected levels

R3 Improve pupils' handwriting and presentation skills

R4 Improve attendance

R5 Improve consistency in teachers' marking and ensure that feedback identifies the next steps in pupils' learning

R6 Refine pupil assessment and tracking processes in order to ensure that leaders have an accurate understanding of the progress pupils make

R7 Strengthen the role of the senior leadership team in order to ensure that their work focuses on improving outcomes for pupils

R8 Make self-evaluation processes more robust by including the views of all stakeholders and identifying clearly the most important areas for improvement.

What happens next?

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

Main findings

Key Question 1: How good are outcomes?	Adequate

Standards: Adequate

A minority of pupils enter the school with skills, knowledge and understanding below the expected level for their age. However, most pupils have the skills appropriate to their age when they start school.

In the Foundation Phase, most pupils listen well to each other and to adults. A minority of pupils need support initially to develop effective speaking skills. However, through the Foundation Phase, these skills develop well and pupils talk competently, for example about the best materials to use to build boats or to ask and answer questions about pirates. In key stage 2, most pupils listen with interest to adults and to each other. They speak confidently, for example when talking about different ways of multiplying numbers.

Many pupils in the Foundation Phase develop appropriate reading skills. By the end of Year 2, many read at a suitable level and use their knowledge of letter sounds to read unfamiliar words. In key stage 2, more able pupils enjoy reading. They talk about books with interest and can explain the types of books they enjoy reading, giving reasons for their choices. However, older pupils do not have sufficient reading strategies to draw upon when reading new or more difficult words.

In the Foundation Phase and key stage 2, many pupils write well for a wide range of purposes in their literacy lessons. For example, pupils in Year 2 write play scripts about 'The Lighthouse Keepers' Lunch' and pupils in Year 6 write descriptive passages using alliteration and personification effectively. Older pupils apply their literacy skills at a similar level across the curriculum. For example, in Year 6, pupils write newspaper reports about the Blitz when they study the Second World War. They choose appropriate headlines for their reports and structure their work well. They use paragraphs effectively and punctuate their work accurately. However, pupils in the Foundation Phase and younger pupils in key stage 2 do not write to the same standard in their topic work as they do in their literacy lessons. Pupils in the Foundation Phase generally spell common words appropriately and use their knowledge of letter sounds to write unfamiliar words. By the end of key stage 2, many pupils develop appropriate spelling skills. Throughout the school a majority of pupils have weak handwriting skills and do not present their work neatly.

Most pupils develop suitable number skills as they move through the Foundation Phase. For example, they learn to use money appropriately. They occasionally use these skills in their work across the curriculum, for example when budgeting for a shopping trip to a local supermarket. In key stage 2, many pupils develop a good range of mathematical skills. For example, they use their number skills effectively to find the area of rectangles and the angles of triangles. In Year 6, pupils apply these skills well in their work across the curriculum. For example, they use their multiplication skills well in their science work to calculate how quickly bacteria grow over time. However, throughout much of the school, most pupils do not apply these skills often enough in their topic work.

By the end of Foundation Phase, many pupils make sound progress in learning Welsh. They show an understanding of the language and respond appropriately to simple instructions and commands. However, a minority are less confident when speaking. A minority of pupils read simple Welsh books with good pronunciation. Many write simple Welsh sentences, linked to class topics, with suitable support. The majority of pupils in key stage 2 make appropriate progress in Welsh and their ability to understand and follow basic instructions develops soundly. Nearly all pupils take part enthusiastically in oral activities and display a positive attitude towards the language. Many can convey simple personal information during lessons, for example when discussing their hobbies. A minority are able to sustain a conversation confidently. However, only a few are able to use simple individual sentence structures in their written work, and their reading skills are underdeveloped.

Pupils in the special resource base classes make good progress from their starting points.

In the Foundation Phase, pupils' performance at the expected outcome 5 in literacy and numeracy has tended to place the school in either the lower 50% or higher 50% when compared with similar schools. Performance of pupils at the higher-than-expected outcome 6 in literacy and numeracy development has improved over time but usually places the school in the lower 50% when compared with similar schools.

In key stage 2, at the expected level 4, pupils' performance in English, mathematics and science has tended to place the school in the lower 50% when compared with similar schools, but this improved, moving the school to the higher 50% last year. Pupils eligible for free school meals tend to perform less well than other pupils at the higher-than-expected levels.

Wellbeing: Adequate

Nearly all pupils feel safe in school and know whom to talk to if they have any concerns. They have positive attitudes to eating healthily and keeping active. For example, they understand the need to eat fruit and vegetables regularly and enjoy taking part in physical activities, such as the school running club.

Pupils participate enthusiastically in a range of groups that contribute appropriately to school life, including the school council and the eco-committee. The school council regularly leads fund-raising activities for charities. However, pupils' roles within the council are not well developed. For example, pupils do not lead meetings or seek the views of other pupils.

Nearly all pupils behave well in lessons and at playtimes. They treat each other with respect and show care and consideration for younger pupils and pupils with additional needs. Across the school, most pupils work well in pairs, groups and as individuals and they sustain concentration appropriately.

Attendance rates have not improved for the last four years and do not compare well with those in similar schools. The school has been in the lower 50% or bottom 25% of similar schools for the past three years. The attendance of pupils eligible for free school meals is lower than that of other pupils. Most pupils arrive at school on time.

Key Question 2: How good is provision?	Good

Learning experiences: Good

The school provides purposeful learning experiences through a broad and balanced curriculum. Teachers have recently developed new topics that incorporate the full range of curriculum skills and include the objectives from the literacy and numeracy framework. These topics are interesting and motivating for pupils; for example, pupils in the Foundation Phase enjoy learning about pirates. Teachers' planning for the use of the outdoor environment is effective. For example, pupils in key stage 2 work outside to investigate how high rockets that they have made will travel. Teachers and teaching assistants provide a broad range of extra-curricular clubs that enhance and extend learning experiences. These include French, netball, football and dance.

Planning for the development of pupils' skills across the school is comprehensive. It takes accounts of the needs of pupils working in mixed-age classes. Teachers produce lesson plans that clearly outline the learning objectives for different groups of learners, for example those who are more or less able in mathematics. However, as this planning is new, it has only just begun to influence and extend the opportunities for many pupils to apply their literacy and numeracy skills across the curriculum.

Provision for developing pupils' Welsh language skills is suitable. Teachers use and promote the Welsh language appropriately, for example by celebrating pupils' achievements in assemblies. The school celebrates Welsh culture and traditions well, for example by studying the work of famous Welsh people, such as the artist Martin Evans. The school provides good opportunities for pupils to learn about the history and geography of Wales, for example though trips to Llancaiach Fawr and Pen-y-Fan.

The school makes effective provision for pupils to learn about living sustainably. The eco committee is well organised and members undertake their roles effectively. Their work has a positive impact on the school; for example, members of the committee encourage other pupils to recycle and to keep their environment tidy through organising regular litter picks. However, provision for pupils to learn about other cultures and the wider world is underdeveloped.

Teaching: Adequate

Nearly all teachers motivate pupils well and use a good range of strategies to support their learning. They establish clear learning objectives and success criteria and share them appropriately with pupils at the start of lessons. In the most successful lessons, the pace of teaching is good and teachers question pupils effectively to extend their learning. Most teachers adapt the work well to meet the needs of pupils of different abilities. However, a majority of teachers provide too many worksheets for pupils. Where this happens, work does not always match well to pupils' needs. Teaching assistants support pupils well.

Nearly all teachers mark pupils' work regularly. However, the quality of marking varies too much across the school. Teachers' written comments generally show pupils what they have done well. However, only a minority of teachers provide comments that help pupils to know the next steps in their learning. As a result, the impact of teachers' marking on pupils' standards of attainment is limited. A few teachers provide opportunities for pupils to assess their own and other pupils' learning.

Nearly all teachers make accurate assessments of pupils' achievements. The school collects a wide range of assessment information. However, leaders and teachers do not always use this effectively to evaluate how well different groups of learners achieve or the progress they make over time, for example pupils eligible for free school meals.

Annual reports to parents are appropriate and give useful details of pupils' achievements.

Care, support and guidance: Good

Staff provide good opportunities for pupils' spiritual, social, moral and cultural development. For example, the school has good links with the local church. Members of the church visit school regularly and share information with pupils about children who live in other cultures, for example those living in Malawi. The school makes appropriate arrangements for promoting healthy eating and drinking. Teachers use positive behaviour strategies well and, as a result, pupils' behaviour is good. The school has recently implemented initiatives to promote good attendance, for example by developing an attendance panel, made up of staff, children and governors. However, it is too early to see the impact of this work.

The school liaises well with external providers and agencies, such as speech therapists, educational psychologists and occupational therapists, to ensure that pupils receive appropriate support. For example, the speech therapist shows parents useful strategies for helping their children. When needed, the school has provided additional training for staff to deal with issues facing pupils, for example bereavement counselling.

The school supports pupils with additional learning needs in mainstream classes well. Teaching assistants provide good support for pupils needing additional help to improve their literacy and numeracy skills. Provision for pupils in the resource base classes is very good. Teachers and teaching assistants in the Foundation Phase class establish clear classroom routines. These help pupils to work independently and to co-operate well with others. In the key stage 2 class, teachers plan an exciting range of learning opportunities that engage and motivate pupils well. Across the school, teachers produce detailed and relevant individual education plans and review these regularly with parents and pupils. All pupils have opportunities to contribute to the targets within their plans. As a result, they are aware of what they need to do to improve and to make good progress.

The school's arrangements for safeguarding pupils meet requirements. However, inspectors notified the school of a minor matter requiring attention during the inspection.

Learning environment: Good

The school has a welcoming, inclusive ethos and a calm, supportive atmosphere. Teachers encourage pupils to show respect for each other and nearly all pupils display concern and support for each other. Pupils take pride in their school and are keen to take on responsibilities as they mature. However, staff do not always ensure that pupils have the skills necessary to carry out these responsibilities as effectively as they could. Teachers treat all pupils fairly and ensure that all have access to the full range of school activities. Nearly all pupils in the specialist learning resource base integrate well with mainstream pupils at playtime and for assemblies.

The school building is clean and well maintained. Classrooms provide a stimulating and colourful environment for learning. Teachers use the outdoor environment for younger pupils successfully to support and enhance learning. The school organises outdoor play areas effectively to promote physical activity. It makes good use of its recent investment in information and communication technology (ICT) equipment, including tablet computers and televisions to help provide stimulating and engaging lessons. There is a beneficial range of additional learning resources, including separate libraries for older and younger pupils.

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

Leadership: Adequate

The headteacher and all staff have recently revised the school's core values, but they have not yet shared these fully with all stakeholders. There have been recent changes to the management and leadership teams. As a result, teachers understand their roles and responsibilities well, but their work as leaders is too new to have had a positive impact on standards and provision at the school. The performance management system is thorough and there are appropriate arrangements in place to monitor and evaluate the quality of teaching in every class. Regular meetings and whole-day training events support the staff's professional development well and they contribute appropriately to school improvement.

The school addresses many national priorities appropriately, including the implementation of the Foundation Phase. However, leaders have not addressed other priorities as successfully. These include improving attendance and reducing the impact of poverty on pupils' outcomes.

Members of the governing body are enthusiastic and supportive of the school's work. They have a secure understanding of the school's strengths and the areas that require improvement. Recent changes have strengthened the governing body and this enables governors to challenge the school more effectively. Governors have recently taken responsibility for priority areas for school improvement. However, these new arrangements have not yet had time to influence improved outcomes for pupils.

Improving quality: Adequate

The school has appropriate self-evaluation processes that provide a generally sound picture of the school's strengths and areas for development. However, the arrangements do not always take into account the views of all stakeholders, including parents and pupils. Leaders generally identify correctly the areas of the school's work that need improvement. However, they evaluate various aspects of the school's work too positively, for example the consistency of teachers' marking. The school has appropriate procedures for monitoring learning and teaching, although senior leaders do not always ensure that teachers address identified shortcomings appropriately.

The self-evaluation report includes a list of priorities for improvement that generally link suitably to the school development plan. The plan includes a number of appropriate priorities that focus on relevant areas requiring improvement. Senior teachers lead an aspect from the school development plan and are responsible for monitoring progress towards targets. However, this is a relatively new initiative and school leaders have not yet evaluated its impact. Teachers identified correctly the need to re-organise curriculum planning to ensure that the school meets the requirements of the literacy and numeracy framework. As a result, planning is now more detailed and comprehensive. However, over time, school leaders have not addressed consistently important areas of the school's work that require improvement. For example, pupils' attendance has not improved and does not compare well with levels in similar schools.

Partnership working: Good

The school has established a number of effective partnerships that have a positive impact on pupils' learning and wellbeing. The parents' association raises money regularly to buy resources that enrich pupils' learning experiences. The school holds purposeful open evenings with parents. During these meetings, teachers share information on pupils' progress and give parents suitable guidance and support on how to help their children improve their literacy and numeracy skills. The school uses its website appropriately to provide useful information to parents and the wider community.

There are strong links with the local community, which enrich pupils' learning experiences. For example, there is a close partnership between the school and the local church community who use the school facilities weekly, and members are regular visitors to the school.

Teachers from the special resource base classes provide support to other schools. This ensures a consistent approach to teaching for those pupils who receive part-time support provision at the school. The school co-operates successfully with a wide range of local authority agencies and officers. There are well-established and effective arrangements with the local nursery school to support children when they transfer to the school. The school works closely with schools in the catchment area to share good practice, to hold joint training sessions and to raise standards of literacy through joint projects.

There is effective co-operation with the secondary schools to ensure successful transition for pupils and to prepare them for the next stage in their education. There are good partnerships with local primary schools for standardising and moderating teacher assessments of pupils' work at the end of key stage 2.

Resource management: Adequate

There are sufficient teachers to deliver the curriculum effectively. Leaders deploy teaching assistants suitably and they play an important part in supporting pupils, particularly in the Foundation Phase and the special resource base classes. Teachers and support staff work together effectively. Teachers make good use of their time for planning, preparation and assessment. There are appropriate arrangements for managing the performance of teachers and staff receive appropriate training to support the school priorities and their personal development objectives.

The school manages its budget efficiently to support the priorities outlined in the school improvement plan. Senior leaders make appropriate use of the Pupil Deprivation Grant, for example by improving provision for ICT and ensuring pupils eligible for free school meals have better access to tablet computers. However, work supported by the grant has not yet improved the outcomes of these pupils.

Considering the outcomes pupils achieve and the overall quality of provision and leadership, the school provides adequate value for money.

Appendix 1: Commentary on performance data

6762224 - Tiryberth Primary

Number of pupils on roll	220
Pupils eligible for free school meals (FSM) - 3 year average	25.2
FSM band	4 (24%<FSM<=32%)

Foundation Phase

	2012	2013	2014
Number of pupils in Year 2 cohort	24	23	27
Achieving the Foundation Phase indicator (FPI) (%)	87.5	65.2	85.2
Benchmark quartile	1	4	2
Language, literacy and communication skills - English (LCE)			
Number of pupils in cohort	24	23	27
Achieving outcome 5+ (%)	87.5	65.2	92.6
Benchmark quartile	2	4	1
Achieving outcome 6+ (%)	20.8	17.4	25.9
Benchmark quartile	3	4	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	24	23	27
Achieving outcome 5+ (%)	91.7	82.6	88.9
Benchmark quartile	1	3	2
Achieving outcome 6+ (%)	12.5	26.1	25.9
Benchmark quartile	4	2	3
Personal and social development, wellbeing and cultural diversity (PSD)			
Number of pupils in cohort	24	23	27
Achieving outcome 5+ (%)	91.7	73.9	88.9
Benchmark quartile	2	4	4
Achieving outcome 6+ (%)	25.0	26.1	51.9
Benchmark quartile	3	4	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.

6762224 - Tiryberth Primary

Number of pupils on roll	220	
Pupils eligible for free school meals (FSM) - 3 year average	25.2	
FSM band	4 (24%<FSM<=32%)	

Key stage 2

	2011	2012	2013	2014
Number of pupils in Year 6 cohort	29	21	28	28
Achieving the core subject indicator (CSI) (%)	79.3	81.0	78.6	78.6
Benchmark quartile	2	2	3	4
English				
Number of pupils in cohort	29	21	28	28
Achieving level 4+ (%)	79.3	85.7	78.6	82.1
Benchmark quartile	3	2	4	3
Achieving level 5+ (%)	20.7	23.8	28.6	32.1
Benchmark quartile	3	3	3	2
Welsh first language				
Number of pupils in cohort	*	*	*	*
Achieving level 4+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematics				
Number of pupils in cohort	29	21	28	28
Achieving level 4+ (%)	82.8	81.0	78.6	85.7
Benchmark quartile	3	4	4	3
Achieving level 5+ (%)	31.0	33.3	42.9	39.3
Benchmark quartile	2	2	1	2
Science				
Number of pupils in cohort	29	21	28	28
Achieving level 4+ (%)	82.8	85.7	78.6	85.7
Benchmark quartile	3	3	4	3
Achieving level 5+ (%)	34.5	38.1	32.1	39.3
Benchmark quartile	1	1	2	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

	Number of responses / Nifer o ymatebion		Agree Cytuno	Disagree Anghytuno		
I feel safe in my school.	97		97	0		Rwy'n teimlo'n ddiogel yn fy ysgol.
			100%	0%		
			98%	2%		
The school deals well with any bullying.	97		93	4		Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			96%	4%		
			92%	8%		
I know who to talk to if I am worried or upset.	96		93	3		Rwy'n gwybod pwy i siarad ag ef/â hi os ydw I'n poeni neu'n gofidio.
			97%	3%		
			97%	3%		
The school teaches me how to keep healthy	97		94	3		Mae'r ysgol yn fy nysgu i sut i aros yn iach.
			97%	3%		
			97%	3%		
There are lots of chances at school for me to get regular exercise.	96		95	1		Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			99%	1%		
			96%	4%		
I am doing well at school	97		96	1		Rwy'n gwneud yn dda yn yr ysgol.
			99%	1%		
			96%	4%		
The teachers and other adults in the school help me to learn and make progress.	97		97	0		Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddysgu a gwneud cynnydd.
			100%	0%		
			99%	1%		
I know what to do and who to ask if I find my work hard.	97		97	0		Rwy'n gwybod beth I'w wneud a gyda phwy i siarad os ydw I'n gweld fy ngwaith yn anodd.
			100%	0%		
			98%	2%		
My homework helps me to understand and improve my work in school.	98		92	6		Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol.
			94%	6%		
			91%	9%		
I have enough books, equipment, and computers to do my work.	97		94	3		Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
			97%	3%		
			95%	5%		
Other children behave well and I can get my work done.	96		78	18		Mae plant eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
			81%	19%		
			77%	23%		
Nearly all children behave well at playtime and lunch time	96		94	2		Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
			98%	2%		
			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.	30	13 / 43%	16 / 53%	1 / 3%	0 / 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		64%	33%	3%	1%		
My child likes this school.	30	18 / 60%	12 / 40%	0 / 0%	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.	30	16 / 53%	14 / 47%	0 / 0%	0 / 0%	0	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.	30	13 / 43%	14 / 47%	2 / 7%	1 / 3%	0	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
		62%	34%	3%	1%		
Pupils behave well in school.	26	8 / 31%	14 / 54%	4 / 15%	0 / 0%	4	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		48%	47%	4%	1%		
Teaching is good.	28	9 / 32%	19 / 68%	0 / 0%	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.	30	10 / 33%	19 / 63%	1 / 3%	0 / 0%	0	Mae'r staff yn disgwyl i fy mhlentyn weithio'n galed ac i wneud ei orau.
		65%	34%	1%	0%		
The homework that is given builds well on what my child learns in school.	28	8 / 29%	16 / 57%	4 / 14%	0 / 0%	2	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.	29	11 / 38%	15 / 52%	2 / 7%	1 / 3%	1	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.	28	11 / 39%	15 / 54%	2 / 7%	0 / 0%	2	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.	30	11 / 37%	17 / 57%	2 / 7%	0 / 0%	0	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'.	20	9 / 45%	9 / 45%	2 / 10%	0 / 0%	7	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.	27	10 / 37%	12 / 44%	5 / 19%	0 / 0%	3	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.	30	10 33%	16 53%	4 13%	0 0%	0	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.	29	8 28%	16 55%	5 17%	0 0%	1	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.	27	12 44%	15 56%	0 0%	0 0%	3	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.	22	8 36%	9 41%	4 18%	1 5%	5	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.	29	11 38%	12 41%	6 21%	0 0%	1	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		55%	38%	5%	1%		
The school is well run.	29	10 34%	15 52%	4 14%	0 0%	1	Mae'r ysgol yn cael ei rhedeg yn dda.
		62%	33%	3%	2%		

Appendix 3

The inspection team

Jane McCarthy	Reporting Inspector
David Davies	Team Inspector
Deirdre Emberson	Lay Inspector
Sally Brereton	Peer Inspector
Sian Clemens (Headteacher)	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.