



*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**

**Cantref Primary  
Harold Road  
Abergavenny  
Monmouthshire  
NP7 7DG**

**Date of inspection: November 2014**

**by**

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

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

**Key Question 1: How good are the outcomes?**

**Key Question 2: How good is provision?**

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

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

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

<b>Judgement</b>	<b>What the judgement means</b>
<b>Excellent</b>	Many strengths, including significant examples of sector-leading practice
<b>Good</b>	Many strengths and no important areas requiring significant improvement
<b>Adequate</b>	Strengths outweigh areas for improvement
<b>Unsatisfactory</b>	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 Section  
Estyn  
Anchor Court, Keen Road  
Cardiff  
CF24 5JW or by email to [publications@estyn.gov.uk](mailto:publications@estyn.gov.uk)

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**Publication date: 09/01/2015**

## Context

The amalgamation of Park Street Infants and Harold Road Junior schools in September 2005 created Cantref Primary School, operating on two separate sites. However, in September 2006, the whole school moved into the fully renovated Harold Road, Grade Two listed building catering for pupils between the ages of three and eleven. The school is in the north of the market town of Abergavenny. Most pupils come from the immediate area.

There are currently 231 pupils on roll, including 23 who attend the nursery on a part time basis. There are seven full-time classes. Almost all the pupils come from English speaking homes. A very small percentage of pupils speak English as an additional language. Six per cent of pupils are eligible for free schools meals, which is considerably below the average for Wales. The school considers that 14% of pupils have additional learning needs, which is lower than the Welsh average.

The current headteacher took up his post in September 2012 and the school's last inspection was in 2008.

The individual school budget per pupil for Cantref Primary School in 2014-2015 means that the budget is £3,430. The maximum per pupil in the primary schools in Monmouthshire is £5,928 and the minimum is £2,895. Cantref Primary School is 20th out of the 31 primary schools in Monmouthshire in terms of its school budget per pupil.

## Summary

<b>The school's current performance</b>	<b>Good</b>
<b>The school's prospects for improvement</b>	<b>Good</b>

### Current performance

The current performance of the school is good because:

- nearly all pupils make good progress and achieve well;
- standards in the key skills of literacy and numeracy are good;
- pupils across the school behave well, and are enthusiastic and keen to learn;
- most pupils develop well as independent learners and they build upon prior knowledge effectively and readily adapt their understanding and skills to new situations;
- attendance is good and most pupils attend regularly and are punctual;
- staff plan stimulating and rich learning experiences for pupils;
- the quality of teaching is good and support staff assist learning skilfully; and
- there is effective provision for promoting wellbeing and an inclusive, welcoming ethos, in which pupils feel happy and safe.

### Prospects for improvement

Prospects for improvement are good because:

- the headteacher provides purposeful leadership, which has a positive influence on pupils' standards and wellbeing;
- all members of staff are clear about their roles and work as a team;
- the school has good knowledge of its own performance and the governing body challenges the school effectively;
- self-evaluation procedures involve all members of staff, pupils, parents and governors and draw on a range of first-hand evidence;
- challenging and appropriate priorities and targets are in place for improving standards;
- there is a good range of partnerships that have a positive effect on pupils' achievement; and
- the school provides good value for money.

## Recommendations

- R1 Ensure consistency in teaching to develop pupils' independent learning skills further across the school.
- R2 Ensure that effective marking and assessment for learning procedures are embedded fully across the school
- R3 Develop the work of learning communities further to ensure the sharing of good practice within the school and in the wider area to continue to raise standards

### **What happens next?**

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

## Main findings

<b>Key Question 1: How good are outcomes?</b>	<b>Good</b>
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### Standards: Good

Most pupils make good progress during their time at the school. They speak confidently in class and they discuss topics in pairs and group work well, for example when they consider evidence to use in a class debate. Most pupils use a rich variety of vocabulary, which engages the listener well. Almost all pupils listen to their teacher and each other with courtesy.

Nearly all pupils make good progress in developing their reading skills. In nursery and reception classes, they make a successful start in learning new letters and sounds. As they move through the Foundation Phase, most develop effective strategies to decode words and, by the end of the key stage, are competent in reading books appropriate for their age. More able pupils begin to read with expression and a clear understanding of the text. In key stage 2, pupils build successfully on these firm foundations. By the end of key stage 2, most pupils read at a level at least in accordance with their age and many pupils are able to use strategies such as skimming and scanning well to quickly extract information. The more able use skills such as inference and deduction well to interpret the meaning of various pieces of text, for example in their study of Macbeth.

In the Foundation Phase, most pupils make good progress in developing their writing skills. Younger pupils learn to form letters correctly and convey their ideas well in simple sentences. By the end of the key stage, most pupils use their writing skills effectively to write in a variety of ways in literacy but also in other areas of learning. Their work shows that they have a good understanding of basic punctuation and they use phonic strategies effectively to spell new words. Many pupils use punctuation that is more complex successfully, for example when they include speech marks in their writing. Many write extended pieces, which show a good understanding of writing for different purposes and audiences. Most develop a neat cursive script by the end of the key stage.

Throughout key stage 2, most pupils extend their writing skills well in all subjects. By the end of the key stage, many write at length in an interesting way. They use rich vocabulary skilfully to convey their ideas and opinions. Presentation and handwriting skills are good. Most pupils respond positively to teachers' comments and frequently redraft their work to refine and improve the content.

Pupils with additional learning needs make good progress as they move through the school.

Many pupils develop good numeracy skills. For example, in Year 2 many have a good understanding of addition and subtraction, simple multiplication and money. In both key stages, most pupils have a good understanding of measure, shape and data handling. Most pupils use their numeracy skills well in other subjects and projects, to record findings from their research in tables and graphs. In the twice-yearly enterprise project, pupils apply their skills well to real life situations.

All pupils have a positive attitude towards learning Welsh and enjoy speaking the language. Most pupils make good progress in learning Welsh in the Foundation Phase. They speak, read and write with a developing accuracy, which is appropriate to their age and ability. They use sentence patterns correctly to convey meaning in a range of situations, for example when discussing their choice of clothes. In key stage 2, most pupils read simple texts well, write simple sentences correctly and spell common words accurately across a good range of genres. Their ability to converse in Welsh is satisfactory.

Over the last two years, performance in the Foundation Phase is improving when compared to outcomes in 2012. At both the expected outcome 5 and the higher than expected outcome 6, performance in literacy and mathematical development places the school consistently in the upper 50% or top 25% when compared with similar schools.

In key stage 2, performance at the expected level 4 has generally improved over the last four years. Performance has placed the school consistently in the upper 50% or top 25% of similar schools in 2013 and 2014 in English, science and mathematics. At the higher than expected level 5, performance in all three subjects over the same period has placed the school consistently in the upper 50% or top 25% when compared with similar schools.

The outcomes for pupils eligible for free school meals are higher than those of their peers in literacy and mathematical development in the Foundation Phase and in English and mathematics in key stage 2.

### **Wellbeing: Good**

Nearly all pupils have a positive attitude to healthy living and understand the importance of making healthy food and lifestyle choices. Nearly all feel safe in school and are confident that staff will act quickly and fairly to resolve any conflicts that arise.

Nearly all pupils behave well in lessons and at other times in the school day. They are courteous and polite, and they interact well with one another. In lessons, most pupils concentrate, try hard and work well with their peers. They are eager to share and discuss their ideas in class activities and they make decisions about what they would like to learn.

Pupil attendance has improved steadily over the last four years. This places the school consistently in the higher 50% and top 25% when compared with similar schools. Most pupils attend school regularly and arrive punctually in the mornings.

All pupils in the school council have a strong sense of responsibility. They have a positive effect on school improvement issues through their self-evaluation. A good example is their involvement in ensuring easier access to drinking water for all pupils. The school council's 'graffiti board' allows all pupils to contribute effectively to the process of school improvement.

Many pupils make a positive contribution to their community through links with local organisations and businesses. They raise funds for local and national charities and sing at various functions. This raises effectively their sense of responsibility and consideration for others.

<b>Key Question 2: How good is provision?</b>
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<b>Good</b>
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**Learning experiences: Good**

The school provides a rich variety of learning experiences that successfully engage nearly all pupils. In the Foundation Phase, teachers carefully plan activities that develop pupils' reading, writing, speaking, listening and numeracy skills well. In key stage 2, most teachers plan engaging and challenging activities that help most pupils to make good progress in all subjects. Teachers plan regular opportunities for pupils to write at length on a wide range of interesting subjects. Planning reinforces numeracy skills well, for example through pupils collecting and analysing data on the world's highest mountain peaks.

A range of educational visits throughout the year enhance the curriculum and enrich pupils' learning experiences effectively. The school offers many worthwhile extra-curricular activities, such as a dance club and a computer club.

All staff promote the Welsh language effectively through a range of interesting activities. They use Welsh regularly in lessons and around the school and effective role-play develops pupils' oral skills well. Teachers develop pupils' knowledge of Welsh culture and traditions successfully in topic work across the curriculum, especially in art, geography and history. Local authors work with pupils on literacy projects and this contributes effectively to improving pupils' oracy, reading and writing skills in an interesting and engaging manner.

Teachers plan good opportunities across the curriculum for pupils to develop their knowledge and understanding of sustainable development and global citizenship. A good example of this is the school's involvement in promoting sustainability in coffee growing through fair trade activities. Pupils also learn about the importance of recycling and sustainability in extra-curricular activities, such as the eco club.

**Teaching: Good**

All teachers provide activities that meet pupils' needs well and challenge nearly all pupils successfully. Positive class relationships ensure that pupils feel confident to ask questions and discuss ideas. Teachers' expectations of pupils' behaviour and performance are high. Most teachers plan lessons well, building successfully on what pupils already know, and use available resources to good effect. Teachers and support staff work together successfully and make a significant contribution to develop pupils' independent learning skills. In the very few less effective lessons, class organisation is not always appropriate and teachers do not give sufficient time for pupils to work independently or with others.

Teachers mark pupils' work regularly and comment positively on their achievements. They focus well on helping pupils to know how to improve their work and to achieve their targets. In most lessons, teachers encourage pupils to evaluate their own and each other's work.

The school uses a wide range of data effectively to monitor pupils' progress, identify those who require additional support and plan appropriately to meet their needs. The school has a robust system to ensure that all teacher assessments are accurate.

Reports for parents are informative and provide good information on pupils' progress and achievements. The reports include useful targets for improvement and they meet statutory requirements.

### **Care, support and guidance: Good**

The school has comprehensive, consistent and effective arrangements to ensure that pupils receive good levels of care and support. Provision for pupils' spiritual, moral and social development is effective. The school is a nurturing and inclusive environment that encourages pupils to care for each other. There are good opportunities for pupils to take exercise through physical education lessons, extra-curricular activities and lunchtime activities. The school makes appropriate arrangements for promoting healthy eating and drinking.

Provision for pupils with additional learning needs is good. School arrangements for early intervention and support are comprehensive and ensure that pupils continue to have full access to the breadth of curriculum. Teachers set clear targets for improvements through a wide variety of intervention programmes. The school liaises well with a range external agencies and specialist services and this has a positive effect on pupil wellbeing and progress in learning.

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

### **Learning environment: Good**

The school provides a very calm, friendly and happy environment with a strong focus on promoting pupils' rights and respecting others. The ethos is fully inclusive and all pupils have access to all aspects of the curriculum. Nearly all pupils show tolerance, fairness and respect for others. The curriculum celebrates diversity and different cultures well.

Adaptations to the Victorian school building ensure a modern teaching and learning environment. Organisation and resourcing are good and classrooms are calm, purposeful places to learn. The school hall and gymnasium provide good learning areas for all pupils.

There is an attractive and stimulating outdoor learning environment. A good example is the the literacy garden and the creative areas in the Foundation Phase, which enhance pupils' learning experiences. Wall displays throughout the school celebrate pupil achievement and the values the school promotes successfully.

<b>Key Question 3: How good are leadership and management?</b>
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<b>Good</b>
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**Leadership: Good**

The headteacher has a clear vision, which he shares effectively with all staff. The senior management team support the headteacher well in order to communicate high expectations and to ensure improvement. The shared style of leadership is successful, resulting in good pupil outcomes. Leaders plan and organise clear systems and procedures to meet identified targets for improvement.

All staff work together well and contribute effectively to a comprehensive programme of activities that focus appropriately on raising standards. The school has effective performance management systems for all teachers and learning support assistants. Staff share good practice regularly in order to improve standards of teaching and learning across the school. For example, teachers observe good teaching in order to improve standards in numeracy.

The governing body carries out its duties effectively. Governors have an in-depth knowledge of the performance of the school and they challenge the school effectively on areas that need improvement. They contribute extensively to the strategic direction of the school and participate fully in the school's self-evaluation processes.

The school responds well to local and national priorities. It is making good progress in implementing the literacy and numeracy framework across the curriculum. This is having a positive effect on pupil outcomes. For example, standards in English at the end of key stage 2, have placed the school consistently in the top 25% of similar schools in 2013 and 2014. The school is also developing the Welsh language element of the curriculum well.

**Improving quality: Good**

The school has a strong culture of improvement. The self-evaluation process is rigorous, robust and well established. It involves all stakeholders including teachers, support staff, governors, pupils and parents. Regular monitoring of pupils' books, learning walks, lesson observations and rigorous attention to data give everyone in the school a good understanding of its strengths and areas for development.

The school council produces an effective document, which clearly reflects the views of all pupils. Pupils make regular contributions through the various committees and the 'graffiti board' within the school. For example, the school is developing the use of tablet computers as a direct response to pupils' viewpoints.

The school improvement plan has a strong focus on improving pupil outcomes. The plan includes an appropriate range of priorities and challenging targets with realistic time scales for completion. It clearly notes costs and allocates resources well. All members of staff monitor progress regularly and accurately. Teachers and learning support assistants work closely together to develop and implement improvement plans. An example of this strong learning community is the effective development of information and communication technology (ICT) skills through a series of workshops led by the co-ordinator. As a result, teachers plan effectively for the development of ICT across the school.

The school self-evaluation report is clear and evaluative and provides an accurate picture of the school strengths and areas for improvement. There are clear links between the outcomes of self-evaluation, priorities in the school improvement plan, targets set for pupils and monitoring arrangements. This is having a positive effect on raising standards, for example pupils' writing skills in key stage 2.

### **Partnership working: Good**

The school has strong partnerships with parents, the local authority, specialist support services and the local community. These have a very positive effect on improving pupils' learning and wellbeing. Parents receive a great deal of information about the life and work of the school through the detailed newsletters and the school website. Staff involve parents directly in their children's learning, for example through the regular shared learning activities in Foundation Phase classes.

There is an effective induction programme for new pupils, which helps them to settle quickly into the nursery class.

Joint working with the local secondary school supports pupils' successful transfer to Year 7. Teachers from the comprehensive school regularly visit to teach 'taster lessons' in subjects, such as French. The two schools ensure continuity in learning and wellbeing for pupils with additional learning needs well through a series of extra visits.

Joint working with clusters of primary schools from across the authority results in effective and accurate moderation and standardisation of teacher assessments and the production of detailed portfolios of pupils' work.

The school successfully works with the community and local businesses to support learning. A good example is the enterprise week, which enables pupils to apply their knowledge and skills to real life situations.

### **Resource management: Good**

The school deploys teachers and teaching assistants well to meet the needs of pupils and to make effective use of their skills and expertise.

There is a clear performance management system in place for teachers and learning support assistants, through which the school identifies whole school and individual professional development needs effectively. Teachers and support staff undertake a range of specific training to support them in the delivery of the school's many initiatives and intervention strategies. This is evident in the collaborative work relating to the implementation of literacy and numeracy initiatives across the curriculum.

Networks of professional practice exist with cluster schools and the wider consortia, which have a positive effect on standards across the school. A particular strength of the school is the work of the numeracy network, which is helping to improve pupils' application of their numeracy skills across the curriculum.

All teachers receive appropriate time for planning, preparation and assessment. These arrangements are particularly effective when teachers work together to ensure consistency in provision and assessment.

The school manages its budget efficiently to meet the priorities in the school improvement plan. The effective use of the pupil deprivation grant supports pupils' learning well and improves outcomes for targeted groups. Governors evaluate the effectiveness of spending in relation to pupil outcomes well.

There are several strengths in the way the school plans for and monitors how effectively it delivers value for money. It manages financial and staff resources well and the many new initiatives are having a positive effect on improving the standards pupils achieve and their levels of wellbeing. As a result, the school provides good value for money.

## Appendix 1: Commentary on performance data

### 6792319 - Cantref Primary

Number of pupils on roll	235
Pupils eligible for free school meals (FSM) - 3 year average	4.9
FSM band	1 (FSM<=8%)

#### Foundation Phase

	2012	2013	2014
<b>Number of pupils in Year 2 cohort</b>	30	30	30
<b>Achieving the Foundation Phase indicator (FPI) (%)</b>	76.7	96.7	96.7
Benchmark quartile	4	1	2
<b>Language, literacy and communication skills - English (LCE)</b>			
Number of pupils in cohort	30	30	30
Achieving outcome 5+ (%)	93.3	96.7	96.7
Benchmark quartile	2	2	2
Achieving outcome 6+ (%)	33.3	60.0	56.7
Benchmark quartile	2	1	1
<b>Language, literacy and communication skills - Welsh (LCW)</b>			
Number of pupils in cohort	*	*	*
Achieving outcome 5+ (%)	*	*	*
Benchmark quartile	*	*	*
Achieving outcome 6+ (%)	*	*	*
Benchmark quartile	*	*	*
<b>Mathematical development (MDT)</b>			
Number of pupils in cohort	30	30	30
Achieving outcome 5+ (%)	90.0	96.7	96.7
Benchmark quartile	3	2	2
Achieving outcome 6+ (%)	33.3	53.3	50.0
Benchmark quartile	2	1	1
<b>Personal and social development, wellbeing and cultural diversity (PSD)</b>			
Number of pupils in cohort	30	30	30
Achieving outcome 5+ (%)	76.7	100.0	96.7
Benchmark quartile	4	1	3
Achieving outcome 6+ (%)	3.3	76.7	80.0
Benchmark quartile	4	2	2

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

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

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

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

**6792319 - Cantref Primary**

Number of pupils on roll	235
Pupils eligible for free school meals (FSM) - 3 year average	4.9
FSM band	1 (FSM<=8%)

**Key stage 2**

	2011	2012	2013	2014
<b>Number of pupils in Year 6 cohort</b>	30	28	28	29
<b>Achieving the core subject indicator (CSI) (%)</b>	83.3	89.3	96.4	100.0
Benchmark quartile	3	3	2	1
<b>English</b>				
Number of pupils in cohort	30	28	28	29
Achieving level 4+ (%)	83.3	96.4	100.0	100.0
Benchmark quartile	4	2	1	1
Achieving level 5+ (%)	43.3	50.0	64.3	58.6
Benchmark quartile	2	2	1	1
<b>Welsh first language</b>				
Number of pupils in cohort	*	*	*	*
Achieving level 4+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
<b>Mathematics</b>				
Number of pupils in cohort	30	28	28	29
Achieving level 4+ (%)	96.7	89.3	96.4	100.0
Benchmark quartile	2	4	2	1
Achieving level 5+ (%)	46.7	42.9	53.6	62.1
Benchmark quartile	2	2	2	1
<b>Science</b>				
Number of pupils in cohort	30	28	28	29
Achieving level 4+ (%)	93.3	96.4	100.0	100.0
Benchmark quartile	3	3	1	1
Achieving level 5+ (%)	40.0	57.1	64.3	69.0
Benchmark quartile	2	1	1	1

The core subject indicator (CSI) represents the percentage of pupils achieving level 4 or above in english or welsh (first language), mathematics and science in combination.

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

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

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

Further information is available from the Welsh Government My Local School website at the link below.

<http://mylocalschool.wales.gov.uk/index.html?lang=eng>

## Appendix 2

### Stakeholder satisfaction report

#### Responses to learner questionnaires

##### Primary Questionnaire (Overall)

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

	Number of responses Nifer o ymatebion	Agree Cytuno	Disagree Anghytuno	
I feel safe in my school.	99	98 99%	1 1%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	99	96 97%	3 3%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	99	99 100%	0 0%	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	99	99 100%	0 0%	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
		97%	3%	
There are lots of chances at school for me to get regular exercise.	99	95 96%	4 4%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	99	99 100%	0 0%	Rwy'n gwneud yn dda yn yr ysgol.
		96%	4%	
The teachers and other adults in the school help me to learn and make progress.	99	99 100%	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.	99	97 98%	2 2%	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.	99	93 94%	6 6%	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.	99	92 93%	7 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.	99	87 88%	12 12%	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	99	94 95%	5 5%	Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
		84%	16%	

## Responses to parent questionnaires

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

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
Overall I am satisfied with the school.	65	44 68%	20 31%	0 0%	1 2%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	65	49 75%	15 23%	0 0%	1 2%	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.	65	46 71%	18 28%	0 0%	1 2%	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.	65	37 57%	26 40%	0 0%	1 2%	1	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	64	34 53%	22 34%	0 0%	1 2%	7	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	45%	4%	1%		
Teaching is good.	64	35 55%	26 41%	0 0%	1 2%	2	Mae'r addysgu yn dda.
		60%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	65	38 58%	24 37%	0 0%	1 2%	2	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.	65	36 55%	21 32%	2 3%	1 2%	5	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.	65	38 58%	19 29%	1 2%	1 2%	6	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.	65	38 58%	24 37%	0 0%	0 0%	3	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.	65	42 65%	20 31%	0 0%	1 2%	2	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.	62	25 40%	20 32%	2 3%	1 2%	14	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		50%	34%	4%	1%		
I am kept well informed about my child's progress.	63	27 43%	28 44%	6 10%	0 0%	2	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.	65	40 62%	22 34%	1 2%	1 2%	1	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.	65	36 55%	21 32%	3 5%	1 2%	4	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.	63	37 59%	20 32%	0 0%	1 2%	5	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.	58	21 36%	13 22%	3 5%	2 3%	19	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.	64	36 56%	24 38%	0 0%	1 2%	3	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	38%	5%	1%		
The school is well run.	65	42 65%	20 31%	1 2%	1 2%	1	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	32%	3%	2%		

## Appendix 3

### The inspection team

Mr Kevin Davies	Reporting Inspector
Mrs Buddug Mai Bates	Team Inspector
Mrs Deirdre Mary Emberson	Lay Inspector
Mrs Sharon Joy Hope	Peer Inspector
Mr Richard Brunsdon (Headteacher)	Nominee

## Copies of the report

Copies of this report are available from the school and from the Estyn website ([www.estyn.gov.uk](http://www.estyn.gov.uk))

### Year groups, the Foundation Phase and key stages

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

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

Primary phase:

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

Secondary phase:

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

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

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

## **Glossary of terms – Primary**

### **Foundation Phase indicator (FPI)**

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

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

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

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

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

### **The core subject indicator (CSI)**

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

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

- English or Welsh first language
- mathematics; and
- science

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

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

### **All-Wales Core Data sets**

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

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

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