



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

A report on

**St Andrew's Primary School
Milner Street
Newport
NP19 0GS**

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.

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Publication Section
Estyn
Anchor Court, Keen Road
Cardiff
CF24 5JW or by email to publications@estyn.gov.wales

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Context

St Andrew's Primary School is on the east side of Newport. It was established in April 2014 following the amalgamation of St Andrew's Infants and St Andrew's Junior School.

The school currently has 603 pupils, including 66 part-time pupils in the nursery. Pupil numbers have almost doubled over the past four years, mainly as a result of a new housing development. The school has two learning resource bases that draw pupils from an area larger than the school's catchments and includes 16 pupils with a range of severe learning needs. All pupils have equal access to the National Curriculum.

About 39% of pupils are eligible for free school meals which is significantly higher than the national average (21%). About 36% of pupils are from an ethnic minority background. Of these, almost half are new to English with a significant number having arrived at the school since September, 2015. English is the main language of communication in the school and Welsh is taught as a second language.

The school has identified 35% as having additional learning needs, which is above the national average of 22%. Twenty-three pupils have a statement of special educational needs, including those within the two learning resource bases. There are a very few pupils at the school who are looked after by the local authority.

The headteacher was appointed in April 2014.

The individual school budget per pupil for St Andrew's Primary School in 2015-2016 means that the budget is £3,555 per pupil. The maximum per pupil in the primary schools in Newport is £4,827 and the minimum is £2,734. St Andrew's Primary School is 13th out of the 44 primary schools in Newport in terms of its school budget per pupil.

Summary

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

Current performance

The school's current performance is adequate because:

- Most pupils develop appropriate speaking and listening skills
- Most pupils use their knowledge of multiplication and division well to solve everyday problems
- By the end of key stage 2, most pupils are able to use data handling in a broad range of contexts and can apply their skills effectively
- Nearly all pupils feel safe in school and have positive attitudes towards others
- Teachers and support staff work together effectively to plan and to deliver a varied programme of stimulating activities
- There is good provision to develop pupils' reading skills throughout the school
- Teachers use a suitable variety of resources to promote pupils' learning and to build successfully on their prior learning

However:

- Many pupils do not write as well in subject areas across the curriculum as they do in their work for English lessons
- Many pupils make limited progress in applying numeracy skills across the curriculum in both the Foundation Phase and key stage 2
- A few pupils who are new to English make limited progress in classroom-based learning
- Many pupils' understanding of basic vocabulary in Welsh is limited
- The overall level of pupils' attendance is weak compared with that in similar schools

Prospects for improvement

The school's prospects for improvement are good because:

- The headteacher includes staff, pupils, governors and parents skilfully in creating a shared vision for the amalgamated school
- Staff work closely together to create a whole-school ethos based on mutual respect
- Leaders use first-hand evidence from teaching and learning and analyse performance data effectively to establish an accurate picture of the school's strengths and areas for development
- The agenda for change is fast-paced and nearly all staff rise to the challenge
- Staff have worthwhile opportunities to plan together and to share teaching expertise
- The headteacher, the business manager and the finance committee monitor and manage expenditure effectively

Recommendations

- R1 Improve the standard of Welsh across the school
- R2 Improve attendance
- R3 Improve the opportunities that pupils receive to develop their literacy and numeracy skills across the curriculum
- R4 Ensure consistency of teacher assessment
- R5 Develop a whole-school strategy to meet the needs of pupils who are new to English

What happens next?

The school will draw up an action plan that 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?

Adequate

Standards: Adequate

Many pupils enter the school with skills, knowledge and understanding at a level below that expected for their age and make good progress in many subject areas.

In the Foundation Phase, most pupils develop competent speaking and listening skills and are able to convey simple information. Many can concentrate for appropriate lengths of time and are beginning to ask relevant questions about the topics they study. In key stage 2, most pupils talk and listen with increasing confidence. Many are able to make suitable contributions during group discussions and often ask appropriate questions in response to other pupils' views.

Most pupils in the Foundation Phase read well with appropriate understanding. Most are able to use their knowledge of sounds to decode unfamiliar words successfully. They understand the meaning of blurb and the roles of authors and illustrators. However, many do not express the meaning of texts well when they read them aloud. Many pupils in key stage 2 read fluently with good expression. They can skim and scan effectively to find information and use an index successfully. Readers that are more able can consider the author's intention behind their choice of words and phrases.

By the end of the Foundation Phase, nearly all pupils write effectively for a range of purposes. For example, they write recipes, describe superheroes and compose spells. Most pupils form letters that are clear and correctly orientated. Pupils that are more able are beginning to use a suitable range of spelling patterns in their work and they build unfamiliar words in a phonetically plausible way. In key stage 2, pupils write at an appropriate standard. A few are able to write at length and are competent in their use of paragraphs. However, a majority of pupils at the end of key stage 2 do not use punctuation correctly to mark sentences and their understanding of capital letters is limited. Pupils that are more able can produce good examples of extended writing, for example when writing a conversation between characters in a novel, composing a critical evaluation of a film and writing creatively about spy thrillers. However, many pupils do not write to the same standard in subject areas across the curriculum as they do in their English lessons. Many pupils' presentation and handwriting skills at the end of key stage 2 are weak.

Most pupils develop their numeracy skills well in the Foundation Phase. Many can solve addition problems to 100 confidently and are using their understanding of subtraction successfully. Pupils that are more able have a good understanding of place value in numbers up to 1,000. They are developing good mental strategies for adding 3-digit numbers and can subtract using 2-digit numbers. There are a few good examples of pupils using their knowledge of multiplication and division to solve everyday problems. By the end of key stage 2, almost all pupils make good progress in acquiring a range of appropriate number skills. For example, they multiply and divide by multiples of 10 confidently. Nearly all pupils make good progress in

understanding different kinds of measures and can convert between units accurately. They use data-handling in a broad range of contexts and apply their skills effectively. However, most pupils make limited progress in applying numeracy skills across the curriculum in both the Foundation Phase and key stage 2. This is often due to a lack of opportunity to apply their skills in other subjects.

Nearly all pupils on intervention programmes make good progress in developing literacy and numeracy skills. However, a few pupils who are new to English make limited progress in classroom-based work.

Most pupils' Welsh language skills develop appropriately. Nearly all pupils in the Foundation Phase respond successfully incidental instructions in Welsh and many can write simple words correctly. However, they lack confidence in speaking and they do not respond to questions. By the end of key stage 2, many older pupils read simple texts with relevant expression. However, pupils' understanding of basic vocabulary is limited and they require too much support and guidance to complete sentences.

Over the two years since the amalgamation of the two schools, pupils' performance at the end of the Foundation Phase at the expected outcome 5 in both literacy and mathematical development has placed the school in the higher 50% when compared with similar schools. Performance at outcome 6 has placed the school in the top 25% for literacy and mathematical development.

At the end of key stage 2, pupils' performance in English, mathematics and science at the expected level 4 has tended to place the school in the top 25% when compared with similar schools. At level 5, pupils' performance has placed the school in the top 25% when compared with similar schools.

Wellbeing: Adequate

Nearly all pupils feel safe and many show consideration and concern for other pupils. Most have positive attitudes to learning and concentrate on tasks successfully. Many pupils behave well and co-operate with others effectively, for example when they act as monitors to help younger pupils in the playground.

Most pupils have a good understanding of the need for healthy eating and regular exercise. Nearly all pupils take part in a health week where they try out new sports, such as table tennis, and design healthy lunchboxes. Many pupils attend sport activities during after-school clubs.

Many pupils have a good understanding of how well they are doing in their work and are beginning to check if they are meeting their targets. They make worthwhile suggestions about what they would like to learn within a topic. Pupils on the School Council are beginning to involve the whole school in decision-making, for example by designing the new school uniform and choosing a school pet.

Despite the school's efforts, the overall attendance rate is weak and has tended to place the school in the lower 50% or bottom 25% when compared with similar schools. Late arrivals in the morning disrupt learning in a few classes.

Key Question 2: How good is provision?

Good

Learning experiences: Good

The school provides a broad range of learning experiences of good quality that meet the needs of many pupils well. Teachers and support staff work together effectively to plan and deliver a varied programme of stimulating activities. The recently implemented topic-based approach to planning engages pupils' interest successfully. This is having a strong impact on how well the school is developing to ensure that they are implementing the principles of the Foundation Phase successfully. The learning resource base plans to ensure that pupils experience all aspects of the curriculum effectively. The school provides a good range of educational visits and extra-curricular activities that enrich pupils' learning experiences well. For example, the chess club provides pupils with good opportunities to practise their thinking skills.

Recent adaptations to planning are beginning to develop pupils' literacy and numeracy skills effectively in English and mathematics. However, planning to ensure that pupils have opportunities to apply their literacy and numeracy skills across the curriculum is limited. There is good provision to develop pupils' reading skills throughout the school. Activities planned during themed weeks enhance pupils' opportunities to apply the skills they have learned well, for example the business enterprise week that helps to develop pupils' understanding of finance successfully.

Provision for pupils to develop a good understanding of the Welsh dimension is appropriate. Many teachers and support staff use incidental Welsh during lessons well. However, there are not enough opportunities for pupils to respond in Welsh. Resources for teaching Welsh are suitable and meet the needs of the pupils. Welsh displays in every classroom provide pupils with reminders of useful language patterns, but pupils do not use these enough to support their own use of Welsh.

The school provides a good range of opportunities for pupils to learn about sustainability and global citizenship. For example, during lessons and through the work of the eco council, pupils have good opportunities to learn the importance of conserving water and energy and the value of recycling. In a dedicated cultural diversity week, pupils learn to appreciate people from different countries and cultures well.

Teaching: Good

The strong working relationships between teachers and pupils create an ethos of mutual respect and understanding. As a result, many pupils are able to undertake new experiences with confidence. Most teachers use questioning strategies successfully to develop pupils' understanding and they cater for pupils with different abilities well. Teachers use a variety of appropriate resources to promote pupils' learning to build successfully on pupils' prior learning. This is particularly effective during numeracy warm-up activities where teachers encourage pupils well to use and apply their skills to solve numerical problems. Staff in the lower Foundation Phase use the outdoors to enhance pupils' understanding of their work well. By the end of the Foundation Phase, teachers plan for groups of pupils to have regular focused activities outdoors. However, these pupils have limited opportunities to become independent learners outdoors.

All teachers mark pupils' work and assess their progress regularly. Many provide appropriate comments to reinforce what pupils have done well and to indicate what they need to do to improve. Teachers and support staff use these marking strategies consistently across the school. However, pupils do not have enough opportunities to respond to teachers' comments on their work in order to improve their future learning.

Arrangements with local schools to moderate pupils' work allow teachers to have a suitable understanding of attainment levels. However, inconsistencies in teacher assessment result in a few pupils receiving unrealistic targets for achievement. Teachers perform their own analysis of pupil performance well and feed detailed information back to the senior leadership team.

The school has a comprehensive system for tracking and monitoring pupils' progress that teachers use effectively. They use this system to identify pupils who are falling behind and to provide extra support where required. However, this system does not track the progress of the high percentage of pupils who have English as an additional language effectively.

Annual reports to parents are informative and meet statutory requirements.

Care, support and guidance: Good

The school makes appropriate arrangements for promoting healthy eating and drinking. It supports and develops pupils' wellbeing effectively. Nearly all staff use praise well as part of the school's positive behaviour management policy. Teachers use a range of strategies to raise pupils' awareness of safety issues, including how to keep safe on the internet. The school focuses well developing pupils' understanding of their rights as children. For example, extensive displays throughout the school promote these values successfully.

Teachers develop pupils' spiritual, moral and social understanding well through a range of themes, such as black history week, reflecting on Remembrance Day and pupils' engagement in purposeful collective worship. Teachers develop pupils' cultural understanding effectively through music, studying Welsh artists and celebrating of a range of festivals, such as Diwali and Eid.

The school's arrangements for safeguarding pupils meet requirements and give no cause for concern. Staff make beneficial links with a range of outside agencies to support pupils' wellbeing, such as local counselling and family liaison services. Staff and governors have recently implemented a range of effective strategies to promote improved attendance. However, it is too early to see the impact of these strategies on overall attendance levels.

The school provides a good range of effective support programmes for pupils with additional needs that help them to make good progress. Staff involve parents and pupils in setting and reviewing individual learning targets. Specialist teachers and support staff make valuable contributions to the learning of pupils who have a range of specific needs, for example those with English as an additional language. The learning resource base class develops pupils' speech, language and communication skills well through the use of specific programmes. Strong bonds with parents and inclusivity are particular strengths of this class.

Learning environment: Good

The school has a caring ethos that promotes a strong feeling of belonging, equality and respect among the pupils. It celebrates pupils' diverse ethnic, cultural and religious differences well. For example, during cultural diversity week, pupils have purposeful opportunities to experience Turkish cookery, Indian henna painting, Welsh clog dancing and martial arts. Pupils have equal access to all areas of the curriculum and school life, including those pupils with specific learning needs who attend the learning resource bases.

Most of the school accommodation is of good quality and it is well maintained, clean and secure. Staff make good use of the available space both indoors and outdoors to provide attractive and purposeful learning environments. Newly-acquired outdoor structures and play equipment have successfully improved provision for younger pupils in the Foundation Phase. However, upper Foundation Phase classrooms do not have immediate access to the outdoors and this limits pupils' opportunities to access outside provision independently. Attractive displays support learning and celebrate pupils' achievements well. There are enough resources of good quality to enrich work across the curriculum.

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

The headteacher has a clear vision and high expectations for the school. She has included staff, pupils, governors and parents skilfully in creating a shared vision for the amalgamated school. Senior leaders support the headteacher effectively and carry out their responsibilities conscientiously. All staff work closely together to create a shared, whole-school ethos based on mutual respect. Staff have a good understanding of the school's priorities for development and their role in helping to achieve them.

Since the amalgamation, school leaders have established comprehensive policies, plans and procedures that support the school's day-to-day work and its future development. Senior management team meetings and staff meetings focus well on improving standards and provision for learners. For example, the development of a consistent approach to guided reading is beginning to have a positive impact on reading standards.

The school has made good progress in addressing national priorities, for example in the implementation of the Foundation Phase. The implementation of the literacy and numeracy framework is at an early stage. It has yet to have a strong impact on developing opportunities for pupils to develop their literacy and numeracy skills across the curriculum.

The governing body is supportive of the school. Most governors undertake their responsibilities conscientiously. They receive comprehensive and detailed reports from the headteacher and other leaders about school performance and areas for improvement. The governors' role in self-evaluation is beginning to develop appropriately. They have appropriate satisfactory understanding of the school's performance. However, they do not offer sufficient challenge as a critical friend.

Improving quality: Good

Nearly all members of the school community are beginning to contribute to a robust self-evaluation process. Leaders use first-hand evidence from teaching and learning to inform their understanding of the school's strengths and areas for development and they analyse performance data effectively. The outcomes of self-evaluation link clearly to priorities and action within a comprehensive development plan. This plan includes all members of staff and is having a positive impact on school improvement and pupil outcomes. For example, the action to improve teaching and learning in mathematics, and in reading in key stage 2, has led to improved standards in pupils' work. Regular checks on progress take place throughout the year. Staff understand the role they have to play in bringing about improvements and work hard to ensure that plans succeed. The agenda for change is fast-paced and nearly all staff rise to the challenge.

Plans correctly prioritise key aspects of pupil progress, such as the need to improve attendance. However, current plans do not address the recent significant increase in the number of pupils who are in the early stages of learning English. Consequently, a few of these pupils struggle to take a full part in lessons.

Partnership working: Good

Parents respond well to initiatives from the school that help them contribute to their children's learning. For example, high numbers of parents have attended school-led workshops on reading, phonics and mathematics. Drama and music lessons taught by staff from the local secondary school enrich the curriculum and improve pupils' confidence in their transition to Year 7. The school works well with key outside agencies to support pupils, particularly those from deprived backgrounds. As a result, most pupils settle well, enjoy school and establish effective working relationships with adults and other pupils.

Effective partnerships with local businesses provide significant resources to improve provision for pupils and to tackle pupil deprivation. The school works in partnership with the school's catering provider well to provide free breakfast club. The school has bid successfully with Newport Norse to attract funding to remodel and improve the school site.

The school has effective links with specialist services. For example, Flying Start and the local authority's early years have worked well with the school to ensure the smooth transition of children from home to the nursery class. The link with the service for pupils who are in the early stages of learning English ensures effective weekly focused support. Good working relationships with occupational and physiotherapists, speech and language support services and the local authority inclusion team meet the specific needs of most pupils well.

There are regular joint planning opportunities for year group teachers that lead to continuity in provision for pupils across school years. As a result, the highly organised staff teams drive significant improvement in teaching and learning, for example consistency in good teaching of number throughout the school.

Resource management: Adequate

The headteacher deploys staff effectively and uses their expertise well to deliver all areas of the curriculum. The senior leadership team makes effective use of staff to support most pupils who have additional learning needs.

The school has recently revised its arrangements for planning, preparation and assessment time successfully. As a result, staff have worthwhile opportunities to plan together and to share expertise. This has led to greater consistency in medium and short-term planning by teachers.

Performance management procedures for all staff are robust and have a clear focus on raising standards. As a result, leaders organise purposeful training activities that meet the training needs of staff and school priorities. This has led to improved provision for nearly all pupils. The school uses networks of professional practice successfully to improve provision and standards. For example, a well-structured set of teams in school has had a significant impact on driving up standards in numeracy. It also shares good practice well with other schools in the local authority, for example, its approaches to the teaching of mathematics with newly-qualified teachers and its methods of developing guided reading with pupils.

The headteacher, the business manager and the finance committee monitor and manage expenditure effectively. They plan and use school funds purposefully in order to improve the learning environment and resources. For example, the school has improved the provision for ICT. The school's expenditure links appropriately to the priorities in the development plan for raising pupils' standards and wellbeing.

The school makes purposeful use of the deprivation grant to raise standards of literacy and numeracy and to enhance the curriculum for pupils. For example, there is good use of the grant to support talented pupils who are eligible to free school meals to develop their rugby skills during workshops at Rodney Parade and to provide talented musicians with tuition outside of whole class teaching. The school monitors the expenditure very carefully.

Taking into account pupils' outcomes and the standards they achieve, the school gives adequate value for money.

Appendix 1: Commentary on performance data

6802325 - St Andrews Primary School

Number of pupils on roll	550
Pupils eligible for free school meals (FSM) - 3 year average	38.7
FSM band	5 (32%<FSM)

Foundation Phase

	2012	2013	2014	2015
Number of pupils in Year 2 cohort	*	*	66	78
Achieving the Foundation Phase indicator (FPI) (%)	*	*	86.4	83.3
Benchmark quartile	*	*	1	2
Language, literacy and communication skills - English (LCE)				
Number of pupils in cohort	*	*	66	78
Achieving outcome 5+ (%)	*	*	86.4	84.6
Benchmark quartile	*	*	2	2
Achieving outcome 6+ (%)	*	*	31.8	39.7
Benchmark quartile	*	*	1	1
Language, literacy and communication skills - Welsh (LCW)				
Number of pupils in cohort	*	*	*	*
Achieving outcome 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving outcome 6+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematical development (MDT)				
Number of pupils in cohort	*	*	66	78
Achieving outcome 5+ (%)	*	*	87.9	87.2
Benchmark quartile	*	*	2	2
Achieving outcome 6+ (%)	*	*	30.3	33.3
Benchmark quartile	*	*	1	1
Personal and social development, wellbeing and cultural diversity (PSD)				
Number of pupils in cohort	*	*	66	78
Achieving outcome 5+ (%)	*	*	87.9	91.0
Benchmark quartile	*	*	3	3
Achieving outcome 6+ (%)	*	*	39.4	53.8
Benchmark quartile	*	*	3	1

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.

6802325 - St Andrews Primary School

Number of pupils on roll 550
 Pupils eligible for free school meals (FSM) - 3 year average 38.7
 FSM band 5 (32%<FSM)

Key stage 2

	2012	2013	2014	2015
Number of pupils in Year 6 cohort	*	*	46	58
Achieving the core subject indicator (CSI) (%)	*	*	78.3	93.1
Benchmark quartile	*	*	3	1
English				
Number of pupils in cohort	*	*	46	58
Achieving level 4+ (%)	*	*	80.4	93.1
Benchmark quartile	*	*	3	1
Achieving level 5+ (%)	*	*	41.3	43.1
Benchmark quartile	*	*	1	1
Welsh first language				
Number of pupils in cohort	*	*	*	*
Achieving level 4+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematics				
Number of pupils in cohort	*	*	46	58
Achieving level 4+ (%)	*	*	87.0	93.1
Benchmark quartile	*	*	2	1
Achieving level 5+ (%)	*	*	39.1	53.4
Benchmark quartile	*	*	1	1
Science				
Number of pupils in cohort	*	*	46	58
Achieving level 4+ (%)	*	*	93.5	93.1
Benchmark quartile	*	*	1	1
Achieving level 5+ (%)	*	*	54.3	44.8
Benchmark quartile	*	*	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

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.	96		95 99%	1 1%	Rwy'n teimlo'n ddiogel yn fy ysgol.
			98%	2%	
The school deals well with any bullying.	96		90 94%	6 6%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			92%	8%	
I know who to talk to if I am worried or upset.	95		93 98%	2 2%	Rwy'n gwybod pwy i siarad ag ef/â hi os ydw I'n poeni neu'n gofidio.
			97%	3%	
The school teaches me how to keep healthy	96		91 95%	5 5%	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.	96		85 89%	11 11%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			96%	4%	
I am doing well at school	96		96 100%	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.	96		94 98%	2 2%	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.	95		93 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.	96		93 97%	3 3%	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.	96		86 90%	10 10%	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.	95		74 78%	21 22%	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	93		85 91%	8 9%	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.	80	36 45%	42 52%	1 1%	1 1%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		64%	33%	3%	1%		
My child likes this school.	79	49 62%	29 37%	1 1%	0 0%	2	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.	80	46 57%	31 39%	3 4%	0 0%	1	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		73%	26%	1%	0%		
My child is making good progress at school.	79	41 52%	34 43%	4 5%	0 0%	1	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		62%	34%	3%	1%		
Pupils behave well in school.	67	16 24%	46 69%	5 7%	0 0%	14	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		48%	47%	4%	1%		
Teaching is good.	79	40 51%	38 48%	1 1%	0 0%	0	Mae'r addysgu yn dda.
		62%	36%	2%	0%		
Staff expect my child to work hard and do his or her best.	74	40 54%	33 45%	1 1%	0 0%	7	Mae'r staff yn disgwyl i fy mhentyn 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.	73	28 38%	36 49%	7 10%	2 3%	6	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhentyn yn ei ddysgu yn yr ysgol.
		50%	42%	6%	2%		
Staff treat all children fairly and with respect.	76	35 46%	38 50%	1 1%	2 3%	5	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.	79	36 46%	40 51%	3 4%	0 0%	2	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		61%	37%	2%	0%		
My child is safe at school.	79	36 46%	42 53%	1 1%	0 0%	2	Mae fy mhentyn yn ddiogel yn yr ysgol.
		67%	31%	1%	0%		
My child receives appropriate additional support in relation to any particular individual needs.	69	25 36%	40 58%	2 3%	2 3%	10	Mae fy mhentyn 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.	80	32 40%	39 49%	9 11%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		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.	78	37 47%	36 46%	4 5%	1 1%	3	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.	73	32 44%	33 45%	7 10%	1 1%	8	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.	77	43 56%	32 42%	2 3%	0 0%	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.	58	23 40%	30 52%	4 7%	1 2%	22	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.	77	32 42%	40 52%	5 6%	0 0%	3	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		55%	38%	5%	1%		
The school is well run.	79	34 43%	41 52%	1 1%	3 4%	1	Mae'r ysgol yn cael ei rhedeg yn dda.
		62%	33%	3%	2%		

Appendix 3

The inspection team

Mrs Gwenda Easton	Reporting Inspector
Mr Geoff Cresswell	Team Inspector
Ms Jane Elizabeth Borthwick	Team Inspector
Mr Jonathan Cooper	Team Inspector
Mr Matthew Evans	Lay Inspector
Mr Michael Lyn Rees	Peer Inspector
Mrs Joanne Giles (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.