



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

**A report on**

**Charles Williams Church in Wales Primary School  
High Street  
Caerleon  
Newport  
NP18 1AZ**

**Date of inspection: October 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:

<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 date: 15/12/2015**

## Context

Charles Williams Church in Wales Primary School is in the town of Caerleon in the Newport local authority. The school opened in April 2014 following the amalgamation of Caerleon Endowed Infants and Junior schools. There are 541 pupils on roll between the ages of three and eleven, including 62 pupils who attend the nursery class on a part-time basis. The school has 19 classes, two of which are mixed-age classes. No pupils speak Welsh as their first language.

Currently, around 3% of pupils are eligible for free school meals. A very few pupils are looked after by the local authority. Around 12% of pupils come from ethnic minority backgrounds and about 3% have English as an additional language. The school has identified around 13% of pupils as having additional learning needs. Very few pupils have a statement of special educational needs.

The headteacher took up his post in April 2014 following the opening of the new school.

The individual school budget per pupil for Charles Williams Church in Wales Primary School in 2015-2016 means that the budget is £2,929 per pupil. The maximum per pupil in the primary schools in Newport is £4,827 and the minimum is £2,734. Charles Williams Church in Wales Primary School is 42nd out of the 44 primary schools in Newport 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:

- Most pupils make good progress in developing their literacy skills
- By the end of key stage 2, many pupils write at length and use a rich vocabulary to convey their ideas and opinions
- Most pupils make good progress in developing their thinking skills and many show good independent learning skills
- The school provides a happy environment where pupils feel safe and valued
- Nearly all pupils' behaviour is good and this has a positive effect on their learning
- Teachers use an effective range of teaching approaches well
- The provision for pupils with additional learning needs is good
- The school promotes a very strong Christian ethos and a sense of moral and social responsibility

### Prospects for improvement

Prospects for improvement are good because:

- Leaders have a clear vision for the development of their recently amalgamated school and set high expectations
- Leaders provide purposeful leadership, which is having a positive influence on pupils' standards and wellbeing
- All members of staff are clear about their roles and work well as a team
- Governors undertake their duties conscientiously and hold leaders to account effectively
- The school's self-evaluation is based on a wide range of purposeful activities which identifies its strengths and areas for development correctly
- There is a good range of partnerships that have a positive effect on pupils' achievement and wellbeing
- The school offers good value for money

## Recommendations

- R1 Raise standards of Welsh second language across the school
- R2 Develop pupil voice to ensure that pupils have greater input into making decisions about their school
- R3 Provide more opportunities for pupils to apply their numeracy skills at a suitable level across the curriculum
- R4 Ensure that all teachers adapt work and learning experiences to meet the needs and abilities of all pupils

### **What happens next?**

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

## Main findings

### Key Question 1: How good are outcomes?

Good

#### Standards: Good

Many pupils begin school with skills above those expected of pupils of a similar age. As they move through the school, most pupils make good progress in developing their thinking skills and many show good independent learning skills.

Many pupils develop very good oral skills as they progress through the school. In the Foundation Phase, many speak confidently in class and communicate their ideas effectively in pairs and in small groups, for example when they discuss the emotions of characters in a film clip. By the end of key stage 2, most pupils use a rich variety of vocabulary to discuss ideas and express opinions successfully. They engage the listener well and provide valuable reasons to support their views. Almost all pupils, across the school, listen to their teacher and each other with courtesy.

Many pupils make good progress in their reading skills. In the Foundation Phase, most pupils develop a range of strategies to enable them to read well from a suitable range of text. By the end of Year 2, many pupils become confident readers and read with a good degree of fluency, expression and understanding. Many give reasons for their choice of books and explain a range of features successfully, for example when distinguishing between the work of an author and an illustrator. In key stage 2, most pupils build successfully on these firm foundations. By Year 6, most pupils read well at a level at least in line with their age. They are able to use strategies such as skimming and scanning well to extract information quickly. They discuss the content of books with maturity and a good level of understanding, for example when describing a scene from their class novel.

In the Foundation Phase, most pupils make good progress in developing their writing skills. Younger pupils learn to form letters accurately and use their knowledge of phonics well to spell words. As they move through the phase, many use simple sentences well to convey ideas and to become confident independent writers. By the end of Year 2, most pupils use their writing skills successfully to write in a variety of ways. They use punctuation successfully and use connectives well to extend their sentences. Many write extended pieces, such as when writing about miracles, and are beginning to use adjectives and similes effectively to develop their writing. The majority develop a neat cursive script by the end of the Foundation Phase. Throughout key stage 2, many pupils extend their writing skills well in other subjects. They adapt their writing style successfully to suit the reader and purpose, using the specific vocabulary for the subject, for example when writing a scientific evaluation on the viscosity of liquids. By the end of key stage 2, many write at length and use rich vocabulary skilfully to convey their ideas and opinions. Most pupils plan and redraft their writing well to improve the content. By the end of key stage 2, presentation and handwriting skills are good.

In the Foundation Phase, many pupils develop good numeracy skills and use them well. By the end of Year 2, many have a good understanding of number work,

including addition and subtraction, simple multiplication and using money. Many pupils use mental strategies well to solve problems and apply these suitably in real life situations, for example when creating a pictogram of favourite snacks in Welsh. In key stage 2, many pupils make good progress in developing their numeracy skills. They are beginning to apply their numerical skills at an appropriate level in a variety of subjects and to solve everyday problems. For example, pupils use their knowledge on number and weight successfully to solve problems based on the recent Rugby World Cup. Most are able to record and interpret data successfully in the form of graphs in science experiments.

Most pupils have a positive attitude towards learning the Welsh language. In the Foundation Phase, a majority of pupils make suitable progress in developing their oral skills. By the end of Year 2, many respond appropriately to simple instructions and questions and they are beginning to use simple sentence patterns correctly, for example when discussing the colour of lavender in the outdoor learning environment. In key stage 2, many pupils are not confident enough in using a range of patterns and vocabulary to communicate in different situations. Their oral, reading and writing skills in the Welsh language are underdeveloped.

Pupils with additional learning needs make good progress in relation to their targets. The outcomes of pupils eligible for free schools meals are generally similar to those of their peers.

In 2015, pupils' performance at the end of the Foundation Phase at the expected and higher outcomes in language and communication and mathematical development places the school in the lower 50% or higher 50% when compared with similar schools. Pupils' performance at the end of key stage 2 in English, mathematics and science places the school in the lower 50% at the expected level and in the higher 50% at the higher level when compared with similar schools.

### **Wellbeing: Good**

The school provides a happy environment where pupils feel safe and valued. Nearly all pupils feel part of the school and respect the school's values and strong Christian ethos. Pupils know to whom to turn if they feel worried about school or other issues. They have a good understanding about using the internet safely, and pupil digital leaders reinforce this well through their work. Nearly all pupils understand the importance of eating healthily and taking regular exercise. Many demonstrate this by attending a range of activities in order to keep fit.

Nearly all pupils' behaviour is good and this has a positive effect on their learning. They enjoy coming to school and are enthusiastic about the changes that have occurred since the amalgamation of the two schools. They participate in a wide range of learning experiences and work well alongside their peers. Most pupils show high levels of motivation and interest in their work and make valuable contributions during lessons.

Pupils are beginning to take on responsibilities appropriately through the school council, the eco committee and school ambassadors. For example, they discuss ideas and raise money for the creation of the Messy Church. However, the impact of

these groups on whole school life is in its early stages of development. Pupils play an active role within the community, particularly through strong links with the Church. For example, pupils entertained guests at the school's garden party to thank the local community for their continued support.

Nearly all pupils arrive punctually for the start of the school day. The school has implemented initiatives that have led to an improvement in pupils' attendance over the year. Unverified data for 2015 shows pupils' attendance at 95.8%, which is an improvement on the previous year.

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

The school provides a wide range of learning experiences through a topic based approach. Teachers' planning ensures a broad and balanced curriculum that meets statutory requirements. They incorporate the National Literacy and Numeracy Framework into termly plans appropriately. They provide suitable opportunities for pupils to develop their skills systematically throughout the school. However, short-term plans do not always identify opportunities to challenge more able pupils successfully. Recent changes to the planning for information and communication technology (ICT) are beginning to impact well on the development of pupils' skills. Opportunities for pupils to develop their numeracy skills within other areas of the curriculum are less well developed.

Teachers provide effective support for pupils identified as requiring additional support with literacy and numeracy skills. Careful planning ensures that pupils continue to build on these skills successfully in the classroom.

A range of visits to places of interest enhances pupils' learning experiences effectively. For example, regular visits to the neighbouring Roman amphitheatre help to develop pupils' use of descriptive language when writing a soldier's recount of a battle. The school provides a good range of clubs including sport, cookery and gardening clubs, which enrich pupils' learning experiences well.

Teachers promote pupils' knowledge of Welsh traditions and culture well through the study of writers, artists and legends. The use of digital technology to live stream the St David's Day eisteddfod helps to develop pupils and parents' understanding and appreciation of the Welsh dimension well. The planning for the development of Welsh as a second language is currently underdeveloped. Teachers' planning is beginning to ensure greater consistency in the development of pupils' skills across the school. However, it is too early to measure the impact on pupils' outcomes.

Teachers develop pupils' awareness of global citizenship appropriately through the study of other countries and cultures. Through their links with the Church, good use is made of visitors and special guests who regularly visit the school. This has also enabled the school to establish a partnership with a school in South Africa to develop pupils' understanding of the wider world. The eco committee is beginning to develop pupils' awareness of how to act sustainably through recycling and by conserving energy.



## **Teaching: Good**

Teachers use an effective range of teaching approaches well, which provide good opportunities for pupils to develop their creative and independent learning skills. They have good up-to-date subject knowledge of the subjects they teach and nearly all deliver a range of interesting experiences for pupils. Most staff use questioning skills very effectively to develop pupils' thinking and communication skills successfully. However, in the majority of classes, teachers do not always ensure that pupils develop their numeracy skills sufficiently in other areas of the curriculum. In most lessons, teachers set clear learning objectives, and lessons proceed at pace. Staff have high expectations of themselves and pupils, motivating them to achieve high standards. The positive working relationship between teaching staff and pupils is a strong feature of the school. Effective classroom management in most classes ensures very good behaviour.

Nearly all teachers mark pupils' work comprehensively and regularly. Teachers comment effectively on what pupils are doing well and what they need to do to improve their work. Most pupils respond well to these comments. Most teachers set appropriate improvement targets for their pupils and are beginning to engage them in this process. The use of self-assessment and peer-assessment by pupils to evaluate their own work and the work of others is at an early stage of development and it is too early to measure its impact. The school analyses data well and records teachers' assessments effectively to monitor pupils' progress. This enables teachers to identify and plan well for pupils who require additional support or challenge. For example, pupils that are more able in Year 6 are selected to attend advanced mathematics lessons at the neighbouring secondary school. Arrangements to moderate teachers' assessments are secure and help to ensure accurate outcomes.

Parents receive annual reports that are informative and meet statutory requirements.

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

The school provides a safe and caring environment for nearly all pupils. Staff make sure that pupils know whom to tell if they are worried or upset and deal with issues promptly. The school provides good support and guidance for pupils through its effective personal and social education programme. The strong emphasis on teaching pupils about values develops their moral and social awareness successfully. Acts of collective worship reinforce this and provide opportunities for pupils to reflect on spiritual matters well.

The school makes appropriate arrangements for promoting healthy eating and drinking. Pupils have good opportunities to participate in a range of clubs and activities, which promote an active lifestyle.

The school works well with a wide range of specialist services to provide effective support and guidance to pupils. Regular visits from services such as the police and national charities ensure that pupils develop a good awareness of personal and safety issues. For example, pupils learn how to stay safe online and about the effects of substance misuse on the body.

The provision for pupils with additional learning needs is good. Staff identify pupils' needs early and provide beneficial support. The school has strong links with external agencies that provide effective support and guidance when required. The additional learning needs co-ordinator organises support and intervention strategies well and there are good links with parents. The school involves pupils and parents appropriately to help plan and review individual education plans.

The school has a suitable range of measures to monitor and maintain pupils' attendance. This has ensured a steady improvement in attendance rates since the school opened.

The school's arrangements for safeguarding meet requirements.

### **Learning environment: Good**

The school promotes a very strong Christian ethos and a sense of moral and social responsibility, which benefits all pupils. Links with the local parish priest strengthen this element throughout the school. The caring ethos encourages pupils to respect each other and to value the opinions of others. This is reflected in a high level of trust and appreciation between staff and pupils. The school is fully inclusive and pupils have full access to all aspects of the curriculum.

The school buildings are clean, well maintained and appropriate for the number of pupils. The school has developed most of the learning areas well over the past year. It has improved these areas to a high standard to create an attractive learning environment for pupils. Displays of high quality throughout the school celebrate pupils' achievement effectively. The school makes successful use of the wide range of resources of good quality to support pupils' learning experiences. It uses the very stimulating outside areas to extend pupils' learning experiences well. For example, pupils develop their independent learning skills well by using the forest school and nursery outdoor areas.

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

The headteacher and senior leadership team have a clear vision for the development of the school. They communicate high expectations about improving outcomes for pupils and creating a positive learning environment. All staff have clearly defined roles and responsibilities, which they carry out successfully and conscientiously. Nearly all senior leadership meetings and staff meetings focus well on improving teaching and learning.

Performance management procedures for teaching staff are robust and link well to the school's priorities. Leaders challenge underperformance effectively. The school addresses many local and national priorities appropriately, for example developing literacy effectively across the curriculum in line with the Literacy and Numeracy Framework.

The governing body has a comprehensive knowledge of the school. Governors undertake their duties conscientiously and hold leaders to account for pupils' standards and the quality of provision effectively. They visit the school to undertake learning walks and the chairperson regularly attends senior leadership team meetings. This enables them to develop strong links with staff and pupils and ensures that they have a good knowledge of the school's strengths and areas for improvement. As a result, the governing body is developing its role as a critical friend effectively. However, the current annual report to parents does not meet statutory requirements.

### **Improving quality: Good**

In a relatively short period, leaders have established successful procedures for self-evaluation. The school uses a worthwhile range of self-evaluation activities that include robust data analysis, lesson observations, monitoring the quality of the learning environment and scrutinising the quality of work in pupils' books. As a result, the school knows its strengths well and recognises areas for development successfully. Leaders seek the views of parents and pupils and act on this information appropriately. For example, the school ambassadors have led the implementation of play leaders, which has improved the quality of playtimes for most pupils.

The self-evaluation report is concise and generally evaluative. The outcomes of the self-evaluation process link well to the school improvement plan. The plan focuses well on raising outcomes for pupils, contains clear success criteria and indicates timescales, costs and responsibilities. Leaders successfully monitor and evaluate the effectiveness of the school improvement plan regularly. As a result, leaders have ensured improvements against many important priorities in a relatively short period of time.

### **Partnership working: Good**

The school works well with a range of partners that make a strong contribution to raising standards and enriching pupils' learning and wellbeing. Communication between the school and parents is now more effective. The school makes good use of social media, texts, newsletters and open evenings to inform parents about events and school matters. For example, the recent literacy open day supported parents to help their children with literacy at home. The parent teacher association is an active partner in the school and helps to raise significant funds.

The school has good links with pre-school settings. Staff arrange regular visits to these to ensure a smooth transition for new pupils. The school makes good use of established links with other primary schools in the local cluster and its family of similar schools. This allows staff to share effective practices and to develop portfolios for moderating and standardising teachers' assessment. These help to ensure consistency in the assessment of pupils' work. The school is developing the role of young ambassadors well through links with local primary schools.

The school has effective arrangements to support the transfer of pupils to secondary education. Older pupils benefit from a range of curriculum-based activities with the local secondary school. These transition arrangements enable the school to plan effectively for the next stages in pupils' learning.

The school has a good working relationship with the local authority. A few teachers work well with the regional consortium to develop resources and share good practice with other schools. The school has effective links with the local community and the Church. Pupils regularly take part in local events and services, which provide a range of valuable experiences for them. For example, pupils parade through the local streets to re-enact Jesus' entry into Jerusalem at Easter.

**Resource management: Good**

The school has a sufficient number of suitably qualified staff to implement the curriculum successfully. It makes effective use of classroom assistants to support the needs of pupils. The headteacher has established a strong team ethos, which promotes a clear focus on improving learning experiences and raising pupils' standards successfully. There are appropriate arrangements for teachers' planning, preparation and assessment time. Teachers from the same year groups use the time to work together. This ensures consistency in planning and assessment between teachers who teach the same year groups.

The school provides appropriate training for teachers in response to areas identified for improvement through the performance management process. Many members of staff work well with other schools to observe good practice and participate in appropriate networks of professional practice.

The school makes effective use of the Pupil Deprivation Grant to improve provision and outcomes for targeted pupils, for example through supporting the development of their literacy and numeracy skills.

The governing body and the local authority manage the budget successfully in order to meet the targets outlined in the school development plan. The school works well alongside the Charles Williams Charity and the Church in Wales to ensure that financial resources are used effectively. For example, the school has recently secured funding in conjunction with the charity to improve provision for ICT.

Considering the standards that pupils achieve and the quality of provision, the school provides good value for money.

## Appendix 1: Commentary on performance data

### 6803313 - Charles Williams Church In Wales Primary School

Number of pupils on roll	528
Pupils eligible for free school meals (FSM) - 3 year average	2.8
FSM band	1 (FSM<=8%)

#### Foundation Phase

	2012	2013	2014	2015
<b>Number of pupils in Year 2 cohort</b>	*	*	61	68
<b>Achieving the Foundation Phase indicator (FPI) (%)</b>	*	*	93.4	95.6
Benchmark quartile	*	*	2	2
<b>Language, literacy and communication skills - English (LCE)</b>				
Number of pupils in cohort	*	*	61	68
Achieving outcome 5+ (%)	*	*	96.7	97.1
Benchmark quartile	*	*	2	2
Achieving outcome 6+ (%)	*	*	32.8	54.4
Benchmark quartile	*	*	4	2
<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	*	*	61	68
Achieving outcome 5+ (%)	*	*	95.1	95.6
Benchmark quartile	*	*	3	3
Achieving outcome 6+ (%)	*	*	34.4	51.5
Benchmark quartile	*	*	3	2
<b>Personal and social development, wellbeing and cultural diversity (PSD)</b>				
Number of pupils in cohort	*	*	61	68
Achieving outcome 5+ (%)	*	*	96.7	98.5
Benchmark quartile	*	*	3	3
Achieving outcome 6+ (%)	*	*	72.1	70.6
Benchmark quartile	*	*	2	3

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

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

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

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

**6803313 - Charles Williams Church In Wales Primary School**

Number of pupils on roll	528
Pupils eligible for free school meals (FSM) - 3 year average	2.8
FSM band	1 (FSM<=8%)

**Key stage 2**

	2012	2013	2014	2015
<b>Number of pupils in Year 6 cohort</b>	*	*	59	70
<b>Achieving the core subject indicator (CSI) (%)</b>	*	*	89.8	94.3
Benchmark quartile	*	*	3	3
<b>English</b>				
Number of pupils in cohort	*	*	59	70
Achieving level 4+ (%)	*	*	96.6	95.7
Benchmark quartile	*	*	2	3
Achieving level 5+ (%)	*	*	54.2	55.7
Benchmark quartile	*	*	2	2
<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	*	*	59	70
Achieving level 4+ (%)	*	*	89.8	94.3
Benchmark quartile	*	*	4	3
Achieving level 5+ (%)	*	*	47.5	55.7
Benchmark quartile	*	*	3	2
<b>Science</b>				
Number of pupils in cohort	*	*	59	70
Achieving level 4+ (%)	*	*	93.2	95.7
Benchmark quartile	*	*	4	3
Achieving level 5+ (%)	*	*	52.5	55.7
Benchmark quartile	*	*	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.

\* 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.	93		91 98%	2 2%	Rwy'n teimlo'n ddiogel yn fy ysgol.
			98%	2%	
The school deals well with any bullying.	90		62 69%	28 31%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			92%	8%	
I know who to talk to if I am worried or upset.	93		82 88%	11 12%	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	91		83 91%	8 9%	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.	93		86 92%	7 8%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			96%	4%	
I am doing well at school	93		86 92%	7 8%	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.	90		90 100%	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.	91		83 91%	8 9%	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.	91		60 66%	31 34%	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.	92		84 91%	8 9%	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.	90		44 49%	46 51%	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	91		63 69%	28 31%	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.	151	66 44%	77 51%	6 4%	2 1%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		64%	33%	3%	1%		
My child likes this school.	151	95 63%	52 34%	3 2%	1 1%	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.	150	92 61%	54 36%	3 2%	1 1%	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.	142	61 43%	70 49%	8 6%	3 2%	9	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		62%	34%	3%	1%		
Pupils behave well in school.	137	50 36%	78 57%	9 7%	0 0%	14	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		48%	47%	4%	1%		
Teaching is good.	145	59 41%	79 54%	7 5%	0 0%	6	Mae'r addysgu yn dda.
		62%	36%	2%	0%		
Staff expect my child to work hard and do his or her best.	145	72 50%	69 48%	4 3%	0 0%	6	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		65%	33%	1%	0%		
The homework that is given builds well on what my child learns in school.	138	42 30%	82 59%	12 9%	2 1%	12	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.	134	64 48%	66 49%	2 1%	2 1%	15	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.	143	66 46%	74 52%	2 1%	1 1%	7	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.	144	78 54%	63 44%	3 2%	0 0%	6	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'.	121	40 33%	63 52%	13 11%	5 4%	29	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.	146	30 21%	86 59%	28 19%	2 1%	4	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.	149	66 44%	67 45%	13 9%	3 2%	1	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		63%	31%	4%	2%		
I understand the school's procedure for dealing with complaints.	135	38 28%	72 53%	20 15%	5 4%	16	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.	136	63 46%	70 51%	3 2%	0 0%	13	Mae'r ysgol yn helpu fy mhentyn 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.	106	43 41%	56 53%	6 6%	1 1%	43	Mae fy mhentyn 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.	142	53 37%	71 50%	15 11%	3 2%	9	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		55%	38%	5%	1%		
The school is well run.	143	59 41%	76 53%	7 5%	1 1%	8	Mae'r ysgol yn cael ei rhedeg yn dda.
		62%	33%	3%	2%		

## Appendix 3

### The inspection team

Kevin Davies	Reporting Inspector
Jonathan Cooper	Team Inspector
Margaret Lonsdale	Team Inspector
Catherine Jenkins	Lay Inspector
Jamie Tennant	Peer Inspector
Julia Buckley-jones	Peer Inspector
Jared Nolan	Nominee

## Copies of the report

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