



*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**

**Glasllwch C.P. School  
Melbourne Way  
Newport  
NP20 3RH**

**Date of inspection: March 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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## Context

Glasllwch Community Primary School is in a residential area on the north side of the city of Newport. There are 210 pupils aged 4 to 11 years at the school, taught in seven single age classes.

Currently, 1% of pupils are entitled to free school meals. This is significantly below average for primary schools in the local authority and in Wales.

The school has identified 16% of pupils as having additional learning needs. This is lower than the average for primary schools in Wales.

Most pupils come from English-speaking homes. No pupils speak Welsh as a first language. Very few are from a minority ethnic background or learn English as an additional language. There were no exclusions during 12 months prior to the inspection.

The last inspection was in March 2008. The headteacher was appointed in September 2002.

The individual school budget for Glasllwch Primary School in 2013-2014 means that the budget is £3,215 per pupil. The maximum per pupil in the primary schools in Newport is £9,457 and the minimum is £2,804. Glasllwch Primary School is 37th out of 48 primary schools in Newport in terms of its school budget per pupil.

## Summary

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

### Current performance

The current performance of the school is excellent because:

- nearly all pupils make good progress and achieve well and many make outstanding progress particularly in developing their literacy skills;
- there is a consistent track record of high performance by pupils at the end of key stage 2 when compared with that in similar schools;
- pupils use their literacy skills at a consistently high standard across all curriculum areas;
- nearly all pupils are very articulate and confident learners and can identify effectively how well they have completed tasks and what they need to do to improve their work;
- the impact of the pupils' voice initiatives is considerable in promoting pupils' confidence, enjoyment of school and their enthusiasm for learning;
- standards of behaviour are exemplary; pupils are very well mannered and welcoming to visitors and show a high level of care for each other;
- rich learning experiences and highly effective teaching in all classes ensure that nearly all pupils are motivated and engaged;
- the quality of assessment and tracking of pupils' progress is outstanding; and
- the school's care and support of pupils is exceptional, especially the way in which staff develop pupils' self-esteem and attitudes to their learning.

### Prospects for improvement

The school's prospects for improvement are excellent because:

- the headteacher provides outstanding leadership and direction for the school;
- she has communicated a clear vision to staff, governors and parents about high expectations, which ensures that a relentless drive for improvement is firmly embedded into school life;
- there is a strong collaborative approach to leadership throughout the school, supported by robust management structures;
- the analysis of data is very detailed and the systems for tracking pupils' progress are very effective;
- the school has excellent procedures for self-evaluating and planning for improvement;
- there is a strong, professional learning culture among staff and the level of team-working in school improvement activities is very high;
- the governing body plans strategically and supports and challenges the school very effectively;
- positive partnership arrangements contribute well to the standards and wellbeing of pupils; and
- the school shares its practice very effectively with a range of school improvement partners.

## **Recommendations**

- R1 Improve pupils' Welsh writing skills in key stage 2
- R2 Improve pupils' ability to apply their numeracy skills across the curriculum
- R3 Improve the handwriting and presentation skills of a minority of pupils

### **What happens next?**

The school will draw up an action plan, which shows how it is going to address the recommendations. Estyn will invite the school to prepare a written case study, describing the excellent practice identified during the inspection.

## Main findings

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

Excellent

#### Standards: Excellent

During their time in school, nearly all pupils, including those with additional needs, and pupils of higher ability achieve well. They make at least the expected progress and many make outstanding progress, particularly in developing their literacy skills.

Nearly all pupils recall previous learning very well and they use this information very effectively to acquire new information and skills. They show very good knowledge and understanding of what they have learnt. Nearly all pupils' speaking and listening skills are exceptional throughout the school. From an early age, pupils respond very well to teachers' questions. They offer interesting and creative responses in the Foundation Phase and most pupils use very mature vocabulary, for example when describing their reaction to an imaginary robbery. Nearly all pupils have very good listening skills and they respond very well to stories and to the highly imaginative and stimulating prompts from teachers and teaching assistants. Pupils' speaking and listening skills in key stage 2 are very strong. Nearly all listen very attentively to adults and to each other and make observations that link well with previous comments from other pupils. By Year 6, nearly all pupils use spoken language very skilfully and speak articulately in extended sentences with precise and very effective use of language.

Pupils' reading skills develop very well in the Foundation Phase. Most pupils have a very good understanding of the relationships between sounds and letters and they can use this knowledge to good effect when tackling unfamiliar words. In key stage 2, pupils respond very well to the literature-based themes. Many have very good reading skills and they read a wide range of books for pleasure. Nearly all read accurately and fluently. Most pupils can extract relevant information from a range of texts and other sources very well. By Year 6, most skim and scan texts for information very effectively and use inference and deduction skills skilfully when creating a reasoned argument. More able pupils tackle complex fiction and non-fiction texts confidently at a level well above the average for their age. Nearly all pupils across the school develop very effective thinking skills. Most pupils identify questions they wish to research and set success criteria for their work.

Across the school, pupils' written work is of a very high standard. By Year 2, many pupils' writing is organised, imaginative and clear. They use their writing skills successfully in all areas of learning. They write very well using a variety of genres with accurate sentence structure and spelling. By Year 6, nearly all pupils write very well using a wide range of sentence structures and interesting vocabulary. They use a range of punctuation effectively to clarify meaning. Many write confidently and accurately in a variety of forms and express opinions, supported by reasons, very effectively. Many pupils consolidate and extend their writing skills very well to produce excellent extended pieces of writing across the curriculum, particularly in their history and geography projects. However, a minority of pupils do not take enough care with the presentation of their work and their handwriting.

Nearly all pupils develop their mathematical skills very effectively as they move through the school. In the Foundation Phase, many pupils collect information and transfer it onto a simple graph independently, for example in the context of sorting animals and in collating information about Wales. In key stage 2, nearly all pupils have very good mathematical skills. They calculate swiftly and accurately. Many pupils use these skills very effectively to solve problems, such as when Year 5 pupils work out successfully the combinations to open a locked bag. By Year 6, many pupils make very good use a range of mathematical skills, such as when working out the cost of new furniture for their classroom. However, across the school, pupils do not always use their numeracy skills at a level that matches their achievements in mathematics lessons in all curriculum areas.

Most pupils make good progress in gaining skills in the Welsh language. Many speak enthusiastically using a good range of vocabulary and respond to questions using familiar phrases and patterns. The majority are able to read simple Welsh texts with expression and understanding. By Year 6, many pupils write short pieces well using familiar vocabulary and sentence patterns, although few write extended pieces in Welsh independently.

Over the last two years, performance at the expected outcome 5 in the Foundation Phase in literacy and communication skills and mathematical development has moved the school from the top 25% to the lower 50% of similar schools. In key stage 2, in the last two years, performance at the expected level 4 in English, mathematics and science placed it in the top 25% of similar schools. In the previous two years, performance in English and mathematics placed the school in the lower 50% while performance in science varied, moving the school between the lower and higher 50% of similar schools.

Over the last two years, performance at the higher-than-expected outcome (outcome 6), in the Foundation Phase in language literacy and communication and mathematical development has placed the school in the top 25% of similar schools. Over the last four years, in key stage 2, performance at the higher-than-expected level (level 5), in all three subjects, has placed the school consistently in the top 25% of similar schools.

### **Wellbeing: Excellent**

Nearly all pupils enjoy school and feel safe and secure there. Pupils are confident that staff treat any concerns seriously and act upon these quickly and fairly. Nearly all pupils have a thorough knowledge about how to live healthily by eating a balanced diet and leading an active life.

Nearly all pupils are very polite and courteous and work extremely well with other pupils or on their own. Their behaviour is exemplary. They are very well mannered and welcoming to visitors and show a high level of care for each other.

Nearly all are highly motivated learners and contribute very effectively to how and what they learn through their contribution to the planning of class topics. They show a genuine pride in their achievements. Their ability to use feedback from staff to set

their own targets for improvement and evaluate their progress in meeting the targets is outstanding.

Pupils' attendance over the last four years has placed the school in the higher 50% of similar schools. Nearly all pupils arrive in school on time.

The school council and other pupil groups make highly valued contributions to school improvement. Representatives display mature and responsible attitudes and are regularly involved in making decisions. Members of the school council and the eco-committee represent other pupils' opinions very well. Members of the innovative 'Learning Squad' meet regularly to discuss and express their views on effective teaching and learning. They play an active role in designing and implementing their own action plans and improving the learning environments. They communicate their research projects and their findings to the senior leadership team and teaching staff, the governing body, their fellow pupils, parents and other Newport schools very maturely.

The impact of these groups and, in particular, the enthusiastic Learning Squad is considerable in promoting pupils' confidence, enjoyment of school and their enthusiasm for learning. For instance, their involvement with the innovative 'Frwythau Tutis' initiative develops their business and entrepreneurial skills very effectively. They are proud of their achievements and have great satisfaction in serving the school community well.

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

All teachers plan and deliver a rich and varied curriculum that meets the needs of all pupils, while developing literacy skills at an outstanding level. They ensure that, across the age range, pupils contribute very effectively to how and what they learn. As a result, innovative learning experiences engage pupils' interest and enthusiasm very well. Teachers plan highly effective opportunities for pupils to work together. As a result, pupils' ability to think maturely and give reasoned responses to moral and emotional dilemmas develops very effectively. Teachers' consistent approach to planning and attention to detail ensures that all pupils build successfully on previous learning as they move through the school. In both key stages, planning ensures regular and effective use of the outdoor learning environment, which further enriches the curriculum and impacts positively on pupils' learning. Many pupils benefit from a very wide range of extra-curricular activities.

Teachers plan exceptionally well for the development of pupils' literacy skills across the curriculum. Their imaginative and highly effective approach to developing pupils' writing skills delivers exceptional results. A wide range of information and communication technology (ICT) experiences link well across all areas of learning. Teachers provide good opportunities to develop pupils' numeracy and problem solving skills in well-structured and challenging mathematics lessons. However, opportunities to use these skills across the curriculum do not always match pupils' level of mathematical development sufficiently well.



Provision for the Welsh dimension, to promote pupils' understanding of the culture and heritage of Wales, is good. Provision for Welsh language development in the Foundation Phase successfully promotes pupils' use of the language in a variety of contexts. Provision in key stage 2 successfully promotes pupils' oral skills both within and outside Welsh lessons, for example through the weekly Welsh assembly, siop ffrwythau and the school radio. Provision to develop pupils' reading skills is appropriate, but it does not successfully develop their independent extended writing skills.

Teachers provide opportunities for pupils to learn about sustainable development and global citizenship extremely well. The dedicated, long-established eco committee is currently working towards the platinum award, having already achieved its third Green Flag. Pupils are actively encouraged to become involved in recycling and improving the school environment. The school also provides very good opportunities for pupils to learn about the lives of others in the world and their role and responsibilities as global citizens, with interesting and imaginative links to China and Lesotho.

### **Teaching: Excellent**

The quality of teaching is highly effective in all classes. All teachers expect pupils to achieve well and provide an appropriately high level of challenge in the work they set. This engages pupils very well. All teachers manage their classes exceptionally well and lessons are very well organised. All staff are closely involved in the planning process and everyone knows their particular area of responsibility in delivering high quality lessons. This is due to a highly effective culture of collaboration. Teaching assistants have very good subject knowledge and teaching skills and use these to make a strong contribution to the high standards achieved by pupils in all classes.

All teachers deliver lessons at a good pace and use a stimulating and creative variety of strategies and approaches to build well on what pupils know and can do. They involve pupils very effectively in setting success criteria for their work and in measuring how well they achieve these. All teachers use highly effective and brisk questioning to challenge pupils to achieve their potential. Across the school, all teachers regularly encourage pupils to discuss aspects of their work in pairs and groups. As a result, pupils respond with maturity and the impact of these opportunities on their literacy and thinking skills is extensive.

All teachers mark pupils' work very effectively. Their consistent approach to marking provides pupils with regular and exceptionally clear feedback on what they have done well and what they need to do next to improve their work. Self and peer assessment are very well established. As a result, pupils' ability to evaluate their progress and to set their own targets for improvement is outstanding.

The school carries out rigorous assessment and analyses the outcomes exceptionally thoroughly to identify targets for individuals and groups of pupils and plan appropriate intervention. Staff monitor pupils' progress against these targets very carefully and this results in measurable improved performance.

The school has robust procedures to ensure the accuracy of teacher assessments at the end of the Foundation Phase and key stage 2. The school keeps parents well

informed about their children's progress. Annual reports to parents are detailed and informative and set clear targets for improvement.

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

The quality of care, support and guidance is exceptional and contributes very effectively to the high standards of wellbeing and performance. The school has appropriate arrangements to promote healthy eating and drinking and provides regular opportunities for pupils to participate in physical activities. Strong links with specialist services such as the police and the school nurse contribute successfully to the pupils' understanding of healthy lifestyles and wellbeing.

All staff promote pupils' spiritual, moral and cultural development exceptionally well through all aspects of school life, including lessons, circle-time and assemblies. Their consistent and highly effective approach to themes such as 'Good to be me' and 'We are all equal' ensures that nearly all pupils are able to discuss scenarios and consider the opinions of others with a high degree of care and concern. Staff's commitment to implementing initiatives such as 'Habits of Mind' ensures that nearly all pupils develop their thinking skills and collaborative team working superbly. Strategies to promote excellent behaviour and discourage bullying are very well embedded and highly effective.

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

Provision for pupils with additional learning needs is a very strong feature of the school. Teachers identify pupils who may find learning more difficult or those with talents that need further development very early. Once identified, pupils and parents work together with the staff to deliver a wide range of highly beneficial intervention strategies, following the advice of specialist support services when required. The school deploys experienced teaching assistants who collaborate very closely with class teachers to monitor progress and maintain a challenging pace for learning. Teachers provide a highly effective challenge zone in all classes, which successfully extends learning for more able learners.

### **Learning environment: Good**

The school is a very happy, inclusive community. A climate of trust and mutual respect, where everyone is valued highly, is evident throughout the whole school. The school invites parents to share their own experiences of different faiths and cultures. This provides very good additional learning opportunities that support pupils' understanding of inclusion, tolerance and of 'real life' in the community. The consistent approach to the personal and social education programme, across all aspects of school life, ensures that this positive ethos permeates all areas of the curriculum and school life.

Pupils receive equal access to all areas of the school's provision. This ensures that they work with outstanding confidence, collaborate very well, and provide excellent support for each other in their learning. As a result, pupils are confident and are able

to share their thoughts and ideas very articulately. This contributes very effectively to the ethos of high expectation across all areas of the school.

Accommodation is of good quality and is sufficient for the number of pupils. It is secure and well maintained. Staff make good use of the accommodation to provide a welcoming and vibrant learning environment. Pupils' achievements are well promoted and celebrated in attractive wall displays. Staff ensure that classrooms and ancillary areas are well organised and that all pupils have access to good quality learning resources. Teachers make imaginative and creative use of many areas such as the communal area in Foundation Phase. There is direct access to spacious outdoor areas, designed specifically to meet the needs of pupils. The forest school area further enhances the environment. Resources throughout are of very good quality and meet pupils' needs very well.

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

The headteacher provides outstanding leadership and direction for the school. She has communicated a clear vision to staff, governors and parents about high expectations. This ensures a relentless drive for improvement, which is central to school life. As a result, highly effective management and leadership at all levels promote improvement very effectively.

An outstanding feature of the school is the approach to shared leadership. This promotes an exemplary professional learning culture throughout the school. All staff have well-defined roles and relevant job descriptions, which are reviewed regularly through performance management arrangements and tailored to drive forward school development priorities very well. Senior leaders use their management time very effectively to monitor and evaluate all aspects of school life thoroughly and robustly. This extends their strategic role and accountability very well. School leaders have shared this excellent practice through the Welsh Government's Lead/Emerging Partnership programme.

The governing body is highly effective in providing leadership to the school and holding the school to account. Governors have an excellent understanding of provision across the school and are persistent in seeking improvements in standards and quality. They use data very effectively to inform decisions and to hold school leaders to account. Governors make excellent use of their own innovative, online document management and information system to provide them with quick access to all relevant materials. The chair's involvement with national working groups has ensured that the governors' innovative procedures have been recognised and shared nationally.

The school responds well to local and national priorities. The Foundation Phase is well established, and initiatives for improving pupils' literacy skills and their wellbeing are very effective. The school's commitment to the development of pupils' voice initiatives is outstanding. Members of a variety of pupil led participation groups play an active role in communicating research projects and their findings to school leaders, staff, parents and other Newport schools.

### **Improving quality: Excellent**

The school has excellent procedures for self-evaluating and planning for improvement. The process is fully embedded and has resulted in consistently high standards over a number of years. Senior leaders have a very clear knowledge of the school's strengths and areas that can improve. All adults continually reflect on their own practice by evaluating the school's impact on pupils' learning and wellbeing. Staff share best practice very effectively within teams. This supports newer members of staff very well.

The self-evaluation process focuses clearly on pupil outcomes and includes a thorough analysis of performance data, regular monitoring of provision and a review of all aspects of school life. School leaders use the rigorous pupil tracking system very purposefully to identify targets for individuals and groups of pupils, and plan high quality intervention. They monitor their progress very carefully. All staff are fully involved in the process and the views of governors, parents and pupils inform the process very well. Pupils' input into the self-evaluation process through the 'Learning Squad' is outstanding. Members have shared their research projects with teachers from other Newport schools. As a result, the self-evaluation document accurately reflects the school's current position.

The school development plan is a clear and detailed document that links very well to the outcomes of the self-evaluation. Leaders ensure that targets within the school development plan have measurable success criteria and an appropriate allocation of resources. Teachers, governors and pupils produce very detailed action plans and, as a result, there is a clear focus on identified priorities. Pupils are currently carrying out an action research project on the impact of breakfast on concentration to support their bid to have a breakfast club. Senior leaders and members of the governing body monitor progress against on-going targets meticulously and make necessary interim adjustments. The school has a very good track record of maintaining and improving standards and provision.

### **Partnership working: Good**

The school works very well with a wide range of partners and this enriches pupils' learning and wellbeing. A good example of this is the partnership with the local gymnastics club, which enhances physical development opportunities for younger pupils. There are strong links with parents that make a valuable contribution to extending pupil experiences, especially with regard to their understanding of different cultures and religions. There are strong links with local churches and clergy. The school keeps all stakeholders very well informed about school life through newsletters, the website and its open door policy.

Teachers ensure that comprehensive transition arrangements between cluster partnership schools support continuity and progression for pupils as they move to their next stage of education. Similarly, the school plans sessions for new entrants to attend before they start school, which ensures that these pupils settle quickly in the reception class.

Teachers meet regularly with colleagues in cluster schools to ensure a secure moderation of pupils' work in the Foundation Phase and English, mathematics and science in key stage 2, and to develop a portfolio of standardised work in Welsh. They work very well with staff from other schools, often sharing aspects of good practice. A very strong feature in partnership working is in the school's involvement with the Welsh Government's Lead/Emerging Practitioners project. The partnership is beneficial in developing staff's leadership skills and their ability to self-evaluate their own practice. Staff from the school contribute regularly to local authority training initiatives.

### **Resource management: Excellent**

School leaders and other staff manage all resources very efficiently. School leaders deploy well-qualified teachers and teaching assistants very effectively to make best use of their time, expertise and experience. The school manages the deployment of highly effective teaching assistants to cover teacher planning preparation and assessment time and supervisory duties extremely well. This ensures a consistent approach to teaching and learning and provision for support and guidance.

School leaders manage the budget very effectively and efficiently. Senior leaders, including the school administrative officer, monitor and evaluate expenditure carefully. A comprehensive review of heating, energy and waste management by staff and pupils has led to reduced waste and a more efficient use of resources. As a result, the school is well resourced for learning, including up-to-date ICT equipment, which staff and pupils use very effectively.

The school's spending links carefully to its plans for improvement. Governors monitor the spending very effectively and challenge members of the senior leadership team robustly on the use of resources.

In view of the outstanding achievement by pupils, the high quality of provision and effective leadership, the school provides excellent value for money.

## Appendix 1

### Commentary on performance data

In 2013, the percentage of Foundation Phase pupils who achieved the expected outcomes (outcome 5) in language literacy and communication, mathematical development and personal and social skills is below the average for the family of schools. Over the last two years, performance at the expected outcome 5 in literacy and communication skills and mathematical development has moved the school from the top 25% to the lower 50% of similar schools.

In 2013, the percentage of pupils who achieved the higher outcome (outcome 6) is above the average for the family of schools in all three areas. When compared with the relative performance levels of similar schools, the school's performance has been in the top 25% for language literacy and communication and for mathematical development for the last two years. It has been in the higher 50% for personal and social development during this period.

In 2013, the percentage of key stage 2 pupils who achieved the expected level 4 in English, mathematics and science is amongst the highest in the family of schools. In the last two years, performance in all three subjects has placed the school in the top 25% of similar schools. In the previous two years, performance in English and mathematics placed the school in the lower 50% while performance in science varied, moving the school between the lower and higher 50% of similar schools.

In 2013, the performance of pupils who achieved the higher level 5 in English, mathematics and science is also among the highest in the family of schools. Over the past four years, performance at the higher level has consistently placed the school in the top 25% of similar schools.

There has been no significant difference between the achievement of boys and girls or between the performance of pupils entitled to free school meals and other pupils during recent years.

## 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.	117	117 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	116	114 98%	2 2%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	117	108 92%	9 8%	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	117	113 97%	4 3%	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
		98%	2%	
There are lots of chances at school for me to get regular exercise.	117	116 99%	1 1%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	116	114 98%	2 2%	Rwy'n gwneud yn dda yn yr ysgol.
		96%	4%	
The teachers and other adults in the school help me to learn and make progress.	117	117 100%	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.	117	116 99%	1 1%	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.	117	107 91%	10 9%	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.	117	114 97%	3 3%	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.	114	102 89%	12 11%	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	117	105 90%	12 10%	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.	19	12 63%	6 32%	1 5%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	18	16 89%	2 11%	0 0%	0 0%	0	Mae fy mhentyn yn hoffi'r ysgol hon.
		72%	26%	1%	0%		
My child was helped to settle in well when he or she started at the school.	18	13 72%	5 28%	0 0%	0 0%	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.	19	13 68%	5 26%	1 5%	0 0%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	19	12 63%	7 37%	0 0%	0 0%	0	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	46%	4%	1%		
Teaching is good.	19	13 68%	4 21%	0 0%	0 0%	2	Mae'r addysgu yn dda.
		60%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	19	15 79%	4 21%	0 0%	0 0%	0	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		63%	34%	1%	0%		
The homework that is given builds well on what my child learns in school.	19	8 42%	10 53%	0 0%	0 0%	1	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.	19	15 79%	2 11%	0 0%	0 0%	2	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		58%	34%	3%	1%		
My child is encouraged to be healthy and to take regular exercise.	19	11 58%	7 37%	1 5%	0 0%	0	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.	19	11 58%	7 37%	1 5%	0 0%	0	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'.	15	5 33%	8 53%	0 0%	2 13%	0	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		50%	35%	4%	1%		



	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 am kept well informed about my child's progress.	19	6 32%	10 53%	2 11%	1 5%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		49%	41%	8%	2%		
I feel comfortable about approaching the school with questions, suggestions or a problem.	19	13 68%	4 21%	0 0%	2 11%	0	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.	19	8 42%	8 42%	1 5%	1 5%	1	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		44%	39%	7%	2%		
The school helps my child to become more mature and take on responsibility.	19	13 68%	5 26%	0 0%	0 0%	1	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		55%	39%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	16	7 44%	4 25%	1 6%	0 0%	4	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		42%	34%	4%	1%		
There is a good range of activities including trips or visits.	19	9 47%	5 26%	3 16%	0 0%	2	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	39%	5%	1%		
The school is well run.	19	13 68%	6 32%	0 0%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		60%	33%	3%	2%		

## Appendix 3

### The inspection team

Mr Edward Goronwy Morris	Reporting Inspector
Mrs Buddug Mai Bates	Team Inspector
Andrea Louise Davies	Lay Inspector
Ms Jeannette Loveridge	Peer Inspector
Mrs C Jackson	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.