Report on

Ysgol Cei Newydd
Maes Yr Ysgol
Newquay
Ceredigion
SA45 9TE

Date of inspection: March 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.

Context

Ysgol Gynradd Gymunedol Cei Newydd is a community primary school that is maintained by Ceredigion local authority. The school is situated in the centre of the village and it serves the village itself and the nearby rural area. The school is defined as an English-medium school but with significant use of Welsh. Children are admitted to the school at the beginning of the term following their fourth birthday. At present, there are 100 pupils between four and eleven years of age on roll and they are taught in four mixed-age classes. Pupil numbers have increased significantly during the last three years.

About 11% of pupils are eligible for free school meals at the school at present. Ten per cent of pupils come from Welsh-speaking homes. Eight pupils at the school have English as an additional language. There are about 23% on the additional learning needs register.

The school was last inspected in December 2009. The headteacher has been in post since January 2014, but was not present at the time of the inspection. The executive headteacher is on secondment from a nearby school and had been in post from the beginning of the week of the inspection. The individual school budget per pupil for Ysgol Gynradd Gymunedol Cei Newydd in 2014-2015 is £3,143. The maximum per pupil in primary schools in Ceredigion is £8,697 and the minimum is £3,038. Ysgol Gynradd Gymunedol Cei Newydd is in 46th position of the 51 primary schools in Ceredigion in terms of school budget per pupil.

Summary

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

Current performance

The school is adequate because:

- Many pupils make suitable progress in relation to their age and ability
- Most pupils have good speaking and listening skills
- Most pupils behave well and show respect for adults and their peers
- Many pupils concentrate well in lessons and take an interest in their work
- Many pupils' spelling and punctuation are correct
- Many lessons build successfully on previous learning
- Teachers mark pupils' work regularly and make positive comments

However:

- Pupils' outcomes do not compare well with those of pupils in similar schools
- Standards of attendance do not compare well with those of pupils in similar schools
- Pupils' presentation of work is not consistently good
- Teachers do not provide regular opportunities for pupils to work independently
- Teachers do not ensure regular opportunities for pupils to improve their work in response to their comments

Prospects for improvement

Prospects for improvement are good because

- The headteacher has put a number of valuable strategies and processes in place that focus specifically on raising standards
- The headteacher and staff co-operate effectively as a team
- Teachers make good use of information from self-evaluation processes to analyse performance and to set priorities
- There is a culture of improvement at the school
- The governing body's ability to challenge the school and operate as critical friends is developing well
- The school has effective processes for improving quality

Recommendations

R1 Raise pupils' outcomes by the end of the Foundation Phase and key stage 2

R2 Improve pupils' use of their numeracy skills across the areas in the Foundation Phase

R3 Raise the attendance level

R4 Ensure regular opportunities for pupils to improve their work in response to teachers' comments

R5 Develop staff's leadership responsibilities

What happens next?

The school will produce an action plan that shows how it will address the recommendations. The local authority will monitor the school's progress.

Main findings

Key Question 1: How good are outcomes?	Adequate

Standards: Adequate

On entry to the school, the basic skills of the majority of pupils vary greatly, and are below average in general. During their time at the school, many pupils make suitable progress in relation to their age and ability.

Across the school, most pupils have good speaking and listening skills. In the Foundation Phase, many pupils respond confidently to questions and use appropriate vocabulary. In key stage 2, many pupils listen attentively to the views of others during group discussions and enunciate clearly, for example when expressing an opinion on the features of a newspaper report.

In the Foundation Phase, many pupils read fluently and discuss what they have read confidently. Most use phonics strategies effectively to read unfamiliar words and use other clues about the context of the book to improve their understanding and fluency effectively. Many pupils make appropriate progress in developing their writing. By the end of the Foundation Phase, many write descriptions and poems that hold the reader's interest. For example, they create a description of Newquay by referring to all the attractions and things of interest to visitors. In general, many pupils' spelling and punctuation are correct.

In key stage 2, most pupils' reading is good. They discuss the characters and plot in their books in detail. They have the skills to help them to read with understanding. The majority of older pupils develop their research skills appropriately and skim and scan a text in order to find information quickly. Most of them write in a variety of contexts across the curriculum. The majority use punctuation, grammar and vocabulary effectively to create an effect and to hold the reader's attention regularly. For example, many convey the feeling of travelling on the Mimosa ship in the nineteenth century in a diary record.

Many pupils in the Foundation Phase speak confidently about number work. They are confident when counting in twos, fives and tens and are able to halve two-digit numbers successfully. However, a minority of pupils find it difficult to decide what operation is needed to solve a problem independently. Most pupils do not use the skills that they learn in numeracy lessons at the same level across the areas of learning.

In key stage 2, most pupils use their numeracy skills to solve mathematical problems in a variety of contexts. They have a sound understanding of measurement, shape, space and handling data. They solve real life problems that require them to apply a range of number skills. For example, they plan a timetable for cooking a St David's Day Meal and calculate the cost of buying the necessary ingredients.

Across the school, most pupils' presentation of work displays pride, although a lack of care when recording hinders some pupils' progress and accuracy in number work.

Most pupils enjoy learning Welsh and reply to instructions with understanding. In the Foundation Phase, many pupils understand an appropriate range of words and sentences and the majority are able to ask and answer simple questions confidently. By the end of key stage 2, most pupils have valuable reading and writing skills. However, a minority of pupils do not have confidence to participate in brief conversations about everyday subjects.

In the Foundation Phase over the last three years, the school's performance at the expected outcome has placed it in the lower 50% in comparison with similar schools in literacy and communication. The school's performance in mathematical development has varied, moving it between the bottom 25% and the top 25% over the same period.

The school's performance at the higher outcome over the last three years has varied, moving it between the bottom 25% and the top 25% in comparison with similar schools in literacy and communication and in mathematical development.

At the end of key stage 2, the school's performance at the expected level and the higher than expected level over the last four years has varied, moving it between the bottom 25% and the top 25% in every core subject in comparison with similar schools.

In general, the achievements of pupils who are eligible for free school meals are better than other pupils at the expected outcome and the higher outcome at the end of the Foundation Phase. At the end of key stage 2, the achievements of pupils who are eligible for free school meals are as good or better at the expected levels and the higher levels.

There is no significant pattern over time when comparing boys' performance with that of girls.

Wellbeing: Adequate

The school is a homely community in which all pupils feel safe. Most feel free to turn to staff or friends for help when necessary. They have a good understanding of how to keep safe on the internet. They understand the importance of taking regular physical exercise and eating and drinking healthily.

Most pupils behave well and show respect for adults and their peers. Many concentrate well in lessons and take an interest in their work. However, where there is a lack of challenge and pace in the lessons, a few pupils interrupt the work of others.

The school council, which also meets as an eco committee, plays an active part in school life. Members co-operate effectively with the school community, for example when planning an Easter Festival with the parent teacher association. They create posters to share information about their work and prepare a termly newspaper that includes contributions from pupils at the school. The school council collects ideas from pupils through the 'Ideas Envelope' effectively, and pupils are able to express

any concerns through the 'Worry Box'. In response to ideas from the school council, the school has set up a climbing wall for pupils' use.

Older pupils at the school read with younger pupils, which develops a sense of respect and care effectively. Pupils' entrepreneurial skills are developing well, for example when designing, creating and selling shopping bags.

For two of the last three years, pupils' attendance percentage has been lower than the average in similar schools. Most pupils arrive at school punctually.

Key Question 2: How good is provision?	Good

Learning experiences: Good

The school plans varied experiences that meet the requirements of the Foundation Phase, the National Curriculum and religious education. Comprehensive planning meets most pupils' needs effectively and ensures successful provision for mixed-age classes. The school provides beneficial extra-curricular activities that enrich pupils' experiences.

The school plans effectively for applying the Literacy and Numeracy Framework across the curriculum. Short-term planning builds on pupils' previous learning and staff capture their interest by making creative use of the facilities of a seaside community as a learning resource. For example, there are obvious opportunities for pupils to develop their skills in literacy, numeracy and information and communication technology (ICT) in the context of real life involving water, tourism and entrepreneurial activities. However, opportunities for developing number skills across the areas of learning in the Foundation Phase have not developed to the same extent.

Planning and provision for the Welsh dimension and the Welsh language are robust. By studying local history and the stories of famous Welsh people, pupils' understanding of their local area and the history and culture of Wales is developing effectively. For example, a whole-school study of the life and work of St David led to a visit to Llanddewi Brefi and a procession through Newquay to celebrate St David's Day.

The work of the eco council contributes suitably to pupils' understanding of sustainability. A good example of this is pupils' commitment to encouraging the local community to collect and recycle clothes. The school's link with a school in Patagonia develops a good understanding among pupils of global citizenship, as they compare and contrast characteristics and life in both countries.

Teaching: Adequate

There is a culture of co-operation between teachers and classroom assistants across the school, and all staff understand their roles and responsibilities.

In the majority of classes, teachers' expectations are clear and they plan activities that build successfully on pupils' previous learning. They hold nearly all pupils'

interest, not only in the subject being taught but also when developing their literacy and numeracy.

In a minority of classes, where teaching is not as good, there is a lack of pace in lessons and teachers do not hold pupils' interest. Teachers lead lessons too often and do not always provide opportunities for pupils to work independently. As a result, pupils, especially the more able ones, do not always achieve high enough standards.

Teachers mark pupils' work regularly and provide positive comments. Marking shows pupils where they could improve, but teachers do not always ensure that pupils respond to the advice that is given.

The school has adopted a new procedure to track pupils' progress recently. Teachers record the results of every pupil's assessments and specific tasks in an organised way. However, it is too early to see the effect of this on planning and on pupils' standards.

The reports that are presented to parents provide clear information about their children's achievements and progress and they meet statutory requirements.

Care, support and guidance: Good

Suitable policies and procedures ensure effective provision for health and wellbeing. The school makes appropriate arrangements to promote eating and drinking healthily. Lessons about living healthily are an integral part of the curriculum; for example, pupils in the Foundation Phase are able to identify and plan a healthy lunch box. The school ensures that pupils have regular opportunities to be active during the school week. For example, the school promotes the Clwb Cŵl (Cool Club) which provides physical opportunities for pupils during play times.

Staff foster pupils' spiritual, moral, social and cultural development regularly by providing regular collective worship assemblies and other valuable experiences, including sports workshops to promote racial tolerance and the anti-bullying week celebrations.

Early identification of pupils who have additional learning needs ensures effective provision for them. The school provides successful intervention groups and prepares individual education plans with clear targets that have been agreed with pupils and parents. These plans and interventions are reviewed regularly and have a positive effect on pupils' standards. Effective use is made of external agencies and specialist social and welfare services to support pupils.

The school has suitable strategies to deal with bullying and to manage pupils' behaviour, but they are not implemented regularly enough to ensure the commitment of all pupils in every lesson. Clear strategies for promoting attendance have been adopted recently, including effective use of the local authority's inclusion officer. However, provision has not led to a marked improvement in terms of attendance levels to date.

The school's arrangements for safeguarding pupils meet requirements and are not a cause for concern.

Learning environment: Good

There is a family ethos at the school and pupils enjoy their educational experiences. The school is an inclusive and welcoming community. All pupils have equal access to all aspects of school provision and the same opportunities to take part in the full life of the school.

Full use is made of the resources that are available in the community to add to the curriculum and enrich it. For example, in co-operation with the community council, the nearby forest is used to provide rich opportunities to study habitats.   There are appropriate arrangements for pupils to respect, celebrate and learn about diversity; for example, they study other religions and cultures through regular theme work.

Although the building is old and restricted in places, it is maintained well and the best use is made of all the facilities that are available to support learning. Classrooms are colourful and displays are motivating, and stimulate learning effectively. There are purposeful resources for the purposes of the curriculum. The outdoor area is used effectively to enrich experiences for pupils, and provision and facilities for hygiene meet statutory requirements.

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

Leadership: Good

Although she was not present at the school at the time of the inspection, the headteacher has succeeded in conveying her vision, which is based on promoting lifelong learning to staff, pupils, parents and governors effectively. Since her appointment, the headteacher has put a number of valuable strategies and processes in place, which focus specifically on raising standards. It is too early to see the real effect of this leadership regime on pupils' outcomes.

Particularly good support has been given to the executive headteacher in a short period of time, and she is succeeding well in maintaining the school and its work. The headteacher and all staff at the school co-operate effectively as a team. They make good use of self-evaluation processes to analyse performance and set priorities. All members of staff have a current job description, and their responsibilities have been defined clearly. Performance management is effective and is linked to the school's priorities and pupils' performance. There is a culture of improvement at the school that is challenging but supportive. All teachers take an increasing role in monitoring the quality of provision and pupils' standards of work. However, no transparent culture of accountability has been developed to hold leadership at all levels to account.

The school responds successfully to national priorities. The Literacy and Numeracy Framework receives good attention in the school's schemes of work and the school plans effectively to ensure equal opportunities for all pupils.

Members of the governing body are enthusiastic and take a strategic role in the life and work of the school. By visiting the school regularly, monitoring teaching and scrutinising books, they have a good understanding of the school's standards. They receive detailed reports about the school's performance from the headteacher and, as a result, their understanding of how the school performs in comparison with the schools in the family and similar schools is developing well. Their ability to challenge the school and act as critical friends is developing well.

Improving quality: Good

The school has effective processes for improving quality. Leaders use a range of direct information to support their analysis of the school's performance. This includes analysing data, listening to learners, observing lessons, scrutinising work, collecting parents' views and probing reviews by external agencies. As a result, the self-evaluation report is concise and conveys a clear picture of strengths and specific aspects that need to be improved.

All teachers have an active role in the self-evaluation process. They have a suitable awareness of performance data and of pupils' progress. They co-operate well and come to agreed judgements. The self-evaluation process has led to improvements, for example in raising the standard of spelling in English.

There is an obvious link between the outcomes of the self-evaluation process and the priorities in the school improvement plan. The number of areas to be improved is manageable and targets focus on improving pupils' outcomes. Suitable strategies for improvement have been developed, as well as suitable monitoring arrangements. The plan has been costed carefully and all staff and members of the governing body are completely clear about their responsibilities for implementing it. However, priorities are not always quantitative enough, which hinders the school's ability to be thorough enough when monitoring progress at times.

Partnership working: Good

The school has a good range of partnerships, which have a positive effect on pupils' learning. There is a strong relationship with parents. The school includes them in school activities and provides useful information to help them to assist with their child's learning at home, for example literacy and numeracy workshops. Through termly fairs and other activities, parents contribute considerable funds to the school. This financial support is used purposefully to provide additional resources and expanding experiences for pupils. The school is supported annually to provide a series of water activities for pupils at the seaside. As a result, pupils know and respect the local area and its resources well.

The school has strong links with the local community. Pupils contribute regularly to services in the chapel and the church. The school benefits greatly from links with the lifeboat and the sea life centre, and pupils' wellbeing is enriched as a result of the partnership with the bowling club and the football club.

The school maintains strong partnerships with a variety of local authority agencies and with the consortium. This has a positive effect on pupils' attendance, wellbeing and attainment. The local authority's monitoring and challenge visits have a very

positive effect on the school's strategies and management processes. The school works purposefully with schools in the cluster and with the secondary school to standardise and moderate work. All teachers at the school are part of this process. As a result, they have a sound understanding of the expected standards at the end of the Foundation Phase and key stage 2.

The school has a successful relationship with the nursery group, which ensures that children settle quickly as they start in the Foundation Phase. There are strong links with the two secondary schools to which pupils transfer, and effective arrangements are in place to prepare pupils for the next stage in their education. For example, pupils work on a transition project in the summer term and follow up this work during their first term in the secondary school.

Resource management: Adequate

The school has plenty of staff who have suitable qualifications and makes effective use of their expertise to deliver the Foundation Phase and the National Curriculum. Support staff are used well to raise standards in literacy and numeracy.

The school responds to staff training needs appropriately through performance management processes, and teachers use their planning, preparation and assessment time appropriately. Staff training supports the school's priorities. The school has an effective network of professional practice with schools in the cluster, and this has had a positive effect on pupils' standards and attainment in their spelling.

The governing body and the headteacher monitor and manage expenditure carefully. Although there is a considerable sum in reserve at present, the school has a detailed plan to address the surplus in the budget. Leaders make financial decisions in line with the school's needs and priorities and ensure that an appropriate supply of resources is available to respond to pupils' needs. The school makes appropriate use of the deprivation grant to raise the attainment and wellbeing of vulnerable pupils. For example, the school ensures that these pupils do not miss out on extra-curricular activities

Considering pupils' outcomes over time, the school provides adequate value for money.

Appendix 1: Commentary on performance data

6672295 - YSGOL GYMUNEDOL CEI NEWYDD

Number of pupils on roll	86
Pupils eligible for free school meals (FSM) - 3 year average	11.2
FSM band	2 (8%<FSM<=16%)

Foundation Phase

	2012	2013	2014
Number of pupils in Year 2 cohort	13	8	8
Achieving the Foundation Phase indicator (FPI) (%)	76.9	75.0	87.5
Benchmark quartile	4	4	3
Language, literacy and communication skills - English (LCE)			
Number of pupils in cohort	*	8	8
Achieving outcome 5+ (%)	*	75.0	87.5
Benchmark quartile	*	4	3
Achieving outcome 6+ (%)	*	25.0	25.0
Benchmark quartile	*	3	4
Language, literacy and communication skills - Welsh (LCW)			
Number of pupils in cohort	13	*	*
Achieving outcome 5+ (%)	76.9	*	*
Benchmark quartile	4	*	*
Achieving outcome 6+ (%)	38.5	*	*
Benchmark quartile	1	*	*
Mathematical development (MDT)			
Number of pupils in cohort	13	8	8
Achieving outcome 5+ (%)	76.9	75.0	100.0
Benchmark quartile	4	4	1
Achieving outcome 6+ (%)	61.5	25.0	50.0
Benchmark quartile	1	3	1
Personal and social development, wellbeing and cultural diversity (PSD)			
Number of pupils in cohort	13	8	8
Achieving outcome 5+ (%)	76.9	87.5	100.0
Benchmark quartile	4	4	1
Achieving outcome 6+ (%)	23.1	37.5	87.5
Benchmark quartile	4	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.

6672295 - YSGOL GYMUNEDOL CEI NEWYDD

Number of pupils on roll	86	
Pupils eligible for free school meals (FSM) - 3 year average	11.2	
FSM band	2	(8%<FSM<=16%)

Key stage 2

	2011	2012	2013	2014
Number of pupils in Year 6 cohort	10	12	17	7
Achieving the core subject indicator (CSI) (%)	80.0	100.0	94.1	85.7
Benchmark quartile	3	1	1	3
English				
Number of pupils in cohort	10	12	17	7
Achieving level 4+ (%)	90.0	100.0	94.1	85.7
Benchmark quartile	2	1	2	4
Achieving level 5+ (%)	60.0	25.0	17.6	57.1
Benchmark quartile	1	4	4	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	10	12	17	7
Achieving level 4+ (%)	80.0	100.0	94.1	85.7
Benchmark quartile	4	1	2	4
Achieving level 5+ (%)	50.0	33.3	29.4	42.9
Benchmark quartile	1	3	4	2
Science				
Number of pupils in cohort	10	12	17	7
Achieving level 4+ (%)	90.0	100.0	100.0	85.7
Benchmark quartile	3	1	1	4
Achieving level 5+ (%)	40.0	58.3	23.5	42.9
Benchmark quartile	2	1	4	2

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

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The benchmark quartile compares the performance of one school against others who have similar levels of pupils with free school meals (FSM). FSM is used as a proxy of social deprivation in schools. This allows a comparison of the performance of a school against others who are in the same FSM category, and who might therefore have a similar intake of pupils from deprived backgrounds.
A school in benchmark quartile 1 is in the highest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are higher than many other schools with similar levels of pupils from deprived backgrounds. A school in benchmark quartile 4 is in the lowest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are lower than many other schools with similar levels of pupils from deprived backgrounds.

Further information is available from the Welsh Government My Local School website at the link below.
http://mylocalschool.wales.gov.uk/index.html?lang=eng

Appendix 2

Stakeholder satisfaction report

Responses to learner questionnaire

Denotes the benchmark – this is a total of all responses to date since September 2010.

	Number of responses Nifer o ymatebion		Agree Cytuno	Disagree Anghytuno		
I feel safe in my school.	46		46	0		Rwy'n teimlo'n ddiogel yn fy ysgol.
			100%	0%		
			98%	2%		
The school deals well with any bullying.	46		41	5		Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			89%	11%		
			92%	8%		
I know who to talk to if I am worried or upset.	46		41	5		Rwy'n gwybod pwy i siarad ag ef/â hi os ydw I'n poeni neu'n gofidio.
			89%	11%		
			97%	3%		
The school teaches me how to keep healthy	45		43	2		Mae'r ysgol yn fy nysgu i sut i aros yn iach.
			96%	4%		
			97%	3%		
There are lots of chances at school for me to get regular exercise.	46		41	5		Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			89%	11%		
			96%	4%		
I am doing well at school	46		41	5		Rwy'n gwneud yn dda yn yr ysgol.
			89%	11%		
			96%	4%		
The teachers and other adults in the school help me to learn and make progress.	46		44	2		Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddysgu a gwneud cynnydd.
			96%	4%		
			99%	1%		
I know what to do and who to ask if I find my work hard.	46		44	2		Rwy'n gwybod beth I'w wneud a gyda phwy i siarad os ydw I'n gweld fy ngwaith yn anodd.
			96%	4%		
			98%	2%		
My homework helps me to understand and improve my work in school.	45		41	4		Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol.
			91%	9%		
			91%	9%		
I have enough books, equipment, and computers to do my work.	45		38	7		Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
			84%	16%		
			95%	5%		
Other children behave well and I can get my work done.	45		15	30		Mae plant eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
			33%	67%		
			77%	23%		
Nearly all children behave well at playtime and lunch time	45		25	20		Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
			56%	44%		
			84%	16%		

Response to the parent questionnaire

Denotes the benchmark – this is a total of all responses to date 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.	32	18 56%	10 31%	3 9%	1 3%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	32	20 62%	10 31%	0 0%	0 0%	2	Mae fy mhlentyn yn hoffi'r ysgol hon.
		73%	25%	1%	0%		
My child was helped to settle in well when he or she started at the school.	32	21 66%	11 34%	0 0%	0 0%	0	Cafodd fy mhlentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		72%	26%	1%	0%		
My child is making good progress at school.	32	21 66%	6 19%	2 6%	1 3%	2	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	32	14 44%	12 38%	1 3%	1 3%	4	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		46%	45%	4%	1%		
Teaching is good.	32	17 53%	10 31%	3 9%	1 3%	1	Mae'r addysgu yn dda.
		60%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	32	19 59%	8 25%	2 6%	0 0%	3	Mae'r staff yn disgwyl i fy mhlentyn weithio'n galed ac i wneud ei orau.
		63%	33%	1%	0%		
The homework that is given builds well on what my child learns in school.	32	16 50%	9 28%	3 9%	1 3%	3	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhlentyn yn ei ddysgu yn yr ysgol.
		47%	40%	6%	1%		
Staff treat all children fairly and with respect.	32	14 44%	13 41%	1 3%	2 6%	2	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		58%	33%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	32	15 47%	14 44%	2 6%	0 0%	1	Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		59%	36%	2%	0%		
My child is safe at school.	32	17 53%	13 41%	1 3%	0 0%	1	Mae fy mhlentyn yn ddiogel yn yr ysgol.
		66%	31%	1%	0%		
My child receives appropriate additional support in relation to any particular individual needs'.	32	14 44%	11 34%	2 6%	1 3%	4	Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		50%	34%	4%	1%		
I am kept well informed about my child's progress.	32	13 41%	13 41%	3 9%	1 3%	2	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		49%	40%	8%	2%		

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
I feel comfortable about approaching the school with questions, suggestions or a problem.	32	19 59%	8 25%	2 6%	2 6%	1	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		62%	31%	4%	2%		
I understand the school's procedure for dealing with complaints.	32	13 41%	13 41%	2 6%	0 0%	4	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		45%	39%	7%	2%		
The school helps my child to become more mature and take on responsibility.	31	15 48%	12 39%	2 6%	0 0%	2	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		56%	38%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	28	11 39%	5 18%	2 7%	1 4%	9	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		43%	33%	4%	1%		
There is a good range of activities including trips or visits.	32	14 44%	15 47%	1 3%	0 0%	2	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		54%	38%	5%	1%		
The school is well run.	32	19 59%	8 25%	2 6%	1 3%	2	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	32%	3%	2%		

Appendix 3

The inspection team

Mr Eifion Lloyd Watkins	Reporting Inspector
Mrs Buddug Mai Bates	Team Inspector
Mrs Deris Davies Williams	Lay Inspector
Rhian Elin Williams	Peer Inspector
Catryn Lawrence (Acting Headteacher)	Nominee

Copies of the report

Copies of this report are available from the school and from the Estyn website (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
- 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.