A report on

Lliswerry Primary School
Nash Road
Newport
NP19 4NG

Date of inspection: May 2017

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.

Publication date: 19/07/2017

Context

Lliswerry Primary School is in the city and county of Newport. There are 619 pupils on roll between the ages of 3 and 11, including 80 who attend the nursery on a part-time basis.

Approximately 21% of pupils are eligible for free school meals, which is just above the national average (19%). A majority of pupils are of white British ethnicity and come from homes where English is the main language. A very few pupils speak English as an additional language. No pupils speak Welsh at home.

The school identifies that 22% of pupils have additional learning needs. This is below the national average (25%). A very few pupils have statements of special educational needs. The school opened a learning resource base in September 2016 to cater for pupils with behaviour and learning needs.

The last inspection of the school was in May 2010. The headteacher took up her post in 2009.

The individual school budget per pupil for Lliswerry Primary School in 2016-2017 means that the budget is £3,259 per pupil. The maximum per pupil in the primary schools in Newport is £4,945 and the minimum is £2,865. Lliswerry Primary School is 29th out of the 44 primary schools in Newport in terms of its school budget per pupil.

Summary

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

Current performance

The current performance of the school is good because:

- Most pupils make good progress from their starting points
- Many pupils apply their literacy and information and communication technology (ICT) skills well across the curriculum
- Nearly all pupils have positive attitudes to keeping healthy and safe
- The school provides a wide range of interesting learning experiences that motivate and meet the needs of nearly all pupils
- Teachers' planning to develop pupils' literacy, numeracy and ICT skills is good
- Most teachers plan activities that motivate pupils successfully and use a good range of strategies to support their learning
- Teachers in the Foundation Phase offer worthwhile opportunities for pupils to use and develop their skills through a wide range of practical activities
- Provision for pupils with additional learning needs is effective and most make strong progress towards achieving their individual learning targets

Prospects for improvement

The school's prospects for improvement are good because:

- The headteacher has a clear vision for the school and sets high expectations for all members of the school community
- The school is a well-organised teaching and learning community
- Members of the leadership team work closely together to lead colleagues effectively
- Senior leaders know the school well and the school's self-evaluation of its strengths and areas for development is valid and accurate
- The school has a strong partnership with parents that supports pupils' progress and wellbeing effectively
- Strong links with the local community provide purposeful learning opportunities for pupils
- The school collaborates well with other schools, for example by sharing financial resources to support vulnerable learners

Recommendations

R1 Raise standards of pupils eligible for free school meals, particularly the more able

R2 Improve attendance

R3 Increase opportunities for pupils to apply their numeracy skills across the curriculum, particularly in lower key stage 2

R4 Provide an overview of the school's strengths and areas for development to help governors and parents to understand more clearly the school's improvement priorities

R5 Improve opportunities for pupils to have a say in the life and work of the school

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

A majority of pupils enter the school with literacy and numeracy skills below the levels expected for their age. As they move through the school, most pupils make good progress from their starting points.

In the Foundation Phase, most pupils listen well and speak clearly with good expression, for example when taking on roles of characters from a story. In key stage 2, nearly all pupils listen with interest to adults and other pupils. Most use their speaking skills effectively, for example when making presentations to their peers about famous people, such as Muhammad Ali.

Many pupils in the Foundation Phase read well. They talk about the books they like reading and can say what they think will happen next in stories They use a good range of strategies to help them read unfamiliar words, such as using the pictures and the sounds that letters make. They can explain the types of books they like reading, for example those that are funny or those by favourite authors. Most pupils in key stage 2 read fluently and with good understanding. Pupils in lower key stage 2 use non-fiction books effectively to locate information, for example by using the contents and index pages.

By the end of the Foundation Phase, many pupils write well at length for a good range of purposes. For example, they write well-structured instructions for making pancakes. They spell familiar words correctly and use their phonic knowledge effectively to help them to spell new or more difficult vocabulary. Nearly all pupils form letter shapes accurately, although too many make tall and small letters the same size. In key stage 2, many pupils write successfully across the curriculum. For example, in science lessons, they predict whether the children with the longest legs can jump further and they provide clear written explanations of their findings. Most pupils use a good vocabulary and spell accurately. Throughout the school, many pupils apply their literacy skills as effectively across the curriculum as they do in their English lessons.

Most pupils develop their numeracy skills successfully as they move through the Foundation Phase. For example, they understand how to double two-digit numbers. In the Foundation Phase, pupils make good use of numeracy skills in practical contexts. For example, when reading 'The Lighthouse Keeper's Lunch', they sequence Mr Grinling's day by matching digital times to his activities. In key stage 2, many pupils' mathematical skills are good. Nearly all pupils in Years 5 and 6 apply these skills well in their topic work, for example, when using a range of budgets to plan a wedding party. However, younger pupils in key stage 2 do not use a range of numeracy skills often enough outside mathematics lessons.

Most pupils' ICT skills are good. They apply these well across the curriculum. For example, in the Foundation Phase, they create animated stories about The Billy

Goats Gruff. Pupils in key stage 2 use ICT skills successfully in a wide range of contexts, including using coding to create games in virtual worlds.

Most pupils' Welsh language skills develop appropriately as they move through the Foundation Phase. Nearly all pupils in the Foundation Phase follow instructions in Welsh appropriately. Many can answer simple questions using familiar sentence patterns, for example when talking about their families and their pets. By the end of key stage 2, the majority of pupils use the present and past tense independently when speaking. They extend their sentences successfully, for example by saying where they went on holiday and what they saw. More able pupils write very effective autobiographies in Welsh. Nearly all pupils read their written work well with appropriate pronunciation. However, many are less confident reading unfamiliar texts in Welsh.

Pupils needing additional support to improve their literacy and numeracy skills make good progress and most reach the expected levels for their age.

At the end of the Foundation Phase, pupils' performance at the expected outcome in literacy and mathematical development over the past four years generally places the school in the top 25% or higher 50% when compared with similar schools. Performance of pupils at the higher outcome in literacy tends to place the school in the higher 50% for literacy, but in the lower 50% for mathematical development.

At the end of key stage 2, pupils' performance at the expected and higher level in English, mathematics and science has usually placed the school in the higher 50% when compared to similar schools.

Pupils eligible for free school meals tend to do as well as other pupils in achieving the expected outcomes at the end of the Foundation Phase. However, they tend not to do as well as other pupils in achieving the higher outcomes at the end of the Foundation Phase or the expected and higher levels at the end of key stage 2.

Wellbeing: Adequate

Nearly all pupils have positive attitudes to keeping healthy and safe. They understand the need to eat healthily, to take regular exercise and to stay safe when using the internet.

Most pupils behave well in class and around the school. Nearly all are polite and courteous to adults and to each other. They work well together and are keen to learn. They settle quickly to tasks and concentrate well during lessons. Most pupils have a say in what they learn in their topic work. For example, pupils in Years 5 and 6 have opportunities to choose the focus of their learning on the Second World War. Many pupils' problem-solving skills develop effectively and many are aware of what they need to do to improve their work.

Members of the school council are beginning to make a useful contribution to school life. For example, they have chosen new games for pupils to use at playtime and pupils' behaviour on the yard has improved. A majority of pupils have worthwhile opportunities to take on extra responsibilities, for example as the 'Busy Llissy' news

team. These pupils create a termly newsletter to give information about school events to the school community. Pupils take part in a range of activities within the local community, such as collecting food for people in need at harvest time.

Pupils' attendance rates have improved over the last four years. However, the school remains in the bottom 25% when compared with similar schools. Nearly all pupils arrive punctually for the start of the school day.

Key Question 2: How good is provision?	Good

Learning experiences: Good

The school provides a wide range of interesting learning experiences that motivate nearly all pupils well. Teachers' planning is very comprehensive and supports effective teaching and learning well. Teachers in the Foundation Phase offer worthwhile opportunities for pupils to use and develop their skills through a wide range of practical activities. An interesting range of extra-curricular clubs, such as gardening, science and sewing, enhance the curriculum well for pupils of all ages.

Teachers' use the literacy and numeracy framework well to develop pupils' literacy, and numeracy skills. For example, the school provides effective opportunities for pupils to develop their reading skills through regular phonic and group reading sessions that match well to pupils' abilities. Planning to develop pupils' ICT skills is good and ensures that most pupils make strong progress as they move through school. However, a minority of teachers provide too many worksheets for pupils to record their work, for example in science. This limits the amount and quality of writing that pupils produce.

The school provides good opportunities for pupils to develop their Welsh language skills. Many teachers use Welsh regularly throughout the day. Nearly all teachers plan activities that interest pupils and give them valuable opportunities to speak and write in Welsh, although opportunities for pupils to read in Welsh are limited. The school curriculum offers a wide range of learning experiences that help pupils learn about life in Wales. For example, pupils in the Foundation Phase locate castles on a map of Wales and research facts about Snowdonia.

The school offers good opportunities for pupils to learn about looking after the environment. For example, pupils in Year 2 find out how long different items of litter take to break down in the sea. Members of the eco-committee organise the recycling of Christmas cards and batteries. Teachers plan worthwhile opportunities for pupils to learn about the lives of people from other cultures, such as during the school's annual cultural diversity week.

Teaching: Good

Nearly all teaching ensures that pupils make good progress. Teachers plan activities that motivate pupils effectively and, as a result, most pupils engage well with their learning. Many teachers use a good range of strategies to support pupils. These include providing opportunities for pupils to work together in pairs and small groups. In the Foundation Phase, most teachers provide a good range of activities for pupils

to access independently. These enhance pupils' learning well. Nearly all teaching assistants contribute very effectively to the progress pupils make in lessons and during intervention sessions. For example, they provide good support to pupils in reading sessions by asking questions that extend pupils' thinking.

Many teachers provide feedback to pupils that helps them to improve their work. They show pupils what they have done well and explain the next steps in their learning. The majority of teachers ensure that pupils respond to this feedback, for example by improving their writing. Most teachers provide purposeful opportunities for pupils to assess their own and other pupils' learning. The school collects a wide range of assessment information. Nearly all teachers use this effectively to plan appropriate provision for pupils, for example those in need of additional support or those that are more able.

Annual reports to parents contain useful information about the progress pupils make and what they need to do to improve.

Care, support and guidance: Good

The school's provision for pupils' spiritual, moral, social and cultural development is good. Regular school assemblies provide excellent opportunities for pupils to reflect on relationships, their own beliefs and the natural world. For example, class assemblies about tadpoles help pupils to reflect on how change is a positive part of life. The school makes appropriate arrangements for promoting healthy eating and drinking.

The school has a consistent approach to behaviour management that nearly all staff use appropriately. However, the school's approach to sanctions does not always encourage pupils to reflect on their actions appropriately. The school has adopted a suitable range of policies and systems to improve attendance, including employing a family engagement officer. This has had a beneficial impact on ensuring that nearly all pupils arrive at school on time and has improved attendance rates. However, the school continues to have attendance rates that are lower than those of other similar schools.

Pupils receive appropriate support to help their emotional development through use of a wide range of specialist services, such as educational psychologists and school counselling services. There are also strong links with the police community support officer who provides effective guidance to pupils, for example about how they can keep safe, including online.

Provision for pupils with additional learning needs is good. Teachers identify pupils needing support at an early stage and develop individual plans to outline the help that they need. These plans contain relevant targets for improvement in language that pupils understand. The school provides a well-organised programme of interventions that support pupils' literacy, numeracy and emotional development well. As a result, nearly all pupils make good progress from their starting points. The school opened a learning resource base during this academic year to support pupils with behaviour and learning needs. This is at an early stage of development and it is too soon to evaluate the impact on the standards that pupils achieve.

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

Learning environment: Good

The school is a vibrant community in which all pupils feel valued. The caring ethos encourages pupils to develop tolerance, respect and understanding of each other. Staff are effective in recognising and celebrating a wide range of pupils' achievements. They promote equality of opportunity well.

The school makes good use of its accommodation to provide a safe, welcoming and stimulating learning environment, with well-resourced classrooms and spacious areas for outdoor learning. There are attractive displays that celebrate pupils' work and achievements successfully. The school makes very good use of its extensive grounds to support learning, with forest areas, large sports fields and adventure activity areas.

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

Leadership: Good

The headteacher has a clear vision for the school and sets high expectations for all members of the school community. Teachers and teaching assistants work together successfully to ensure that pupils are well motivated, enjoy their learning and make good progress.

Members of the leadership team have clear roles and responsibilities. They work closely together and support colleagues effectively. This has a positive impact on raising the quality of teaching and the achievement of pupils. School leaders implement purposeful performance management processes for all staff. There are regular staff and leadership meetings that focus clearly on improving pupils' standards and addressing school priorities.

The school responds appropriately to national and local priorities. For example, it has implemented the Foundation Phase curriculum successfully and this is supporting the development of independent learning skills of younger pupils.

In many ways, governors support the school well. The majority make regular visits to school and report their findings to colleagues and school staff. Senior leaders give governors a large amount of information about the strengths of the school and areas in need of development. However, the lack of clear, overall evaluations on the outcomes of improvement actions means that governors are not fully able to provide appropriate and effective challenge to school leaders.

Improving quality: Good

Senior leaders know the school very well and the school's self-evaluation of its strengths and areas for development is valid and accurate. All teaching staff carry out a suitable range of monitoring procedures, including analysis of information on pupil performance, lesson observations and scrutiny of pupils' work. However, the school does not take as much account of the views of pupils as it could.

The school improvement plan is a purposeful and realistic document. Priorities in the plan link appropriately to the findings of the school self-evaluation report and to areas for development identified by curriculum leaders. School leaders use the plan successfully to focus on raising standards of teaching and learning, for example in literacy and mathematics. However, the success criteria for actions are not always specific enough to allow leaders to make evaluations of the overall impact on pupils' outcomes in order to share them with governors and the wider school community.

Staff are committed to improving the quality of their teaching and receive effective professional development opportunities. There is a strong sense of teamwork in which staff share good practice with each other and this has a positive effect on improving teaching. The school has met the recommendation to raise curriculum standards from the previous inspection well. However, improving pupil attendance remains a priority for the school.

Partnership working: Good

The school has a number of many valuable partnerships that support pupils' attainment and wellbeing effectively. The partnership with parents is strong and the employment of a family engagement officer has developed this further. Leaders implement a well-established programme of events and initiatives to involve parents in their children's learning and the work of the school. For example, the school has put in place workshops to help parents support their children's reading and mathematical development.

Strong links with the local community provide purposeful learning opportunities for pupils. For example, visits to a local nature reserve stimulate pupils' interest successfully in understanding different eco systems. An effective partnership with local professional sports clubs helps the school to promote healthy eating and exercise successfully.

The school collaborates well with other schools, for example by sharing financial resources to develop a 'team around the cluster'. This enables the school to draw upon additional expertise to support vulnerable pupils. Leaders work closely with the local secondary school to ensure that all pupils transfer smoothly to the next stage of their education. For example, pupils take part in music, sport and drama activities that help them to see the move to secondary school as a positive one. Teachers work well with other schools to moderate pupils' work and to agree standards. As a result, they make valid and reliable assessments of pupils' attainment.

Resource management: Good

The school is a well-organised teaching and learning community. Senior leaders deploy teachers and teaching assistants effectively, making good use of the wide range of expertise of the staff. Staff benefit from regular training opportunities that link well to priorities for school improvement. The management of staff performance is thorough and effective.

The headteacher manages the school finances carefully and directs spending appropriately to the school's priorities and the needs of pupils. The governing body

considers extensive information on spending to ensure value for money. The school seeks out additional sources of funding well. For example, the parents' association has provided wet weather clothing for pupils, which means that they are able to access outdoor learning experiences in all weather conditions.

The school uses its pupil deprivation grant appropriately, for example, by employing a family engagement officer to improve pupils' attendance and punctuality. However, the school's use of the grant has not focused well enough on ensuring that all pupils eligible for free school meals, including those that are more able, achieve as well as they could.

In view of the good progress made by most pupils and the overall quality of provision and leadership, the school provides good value for money.

Appendix 1: Commentary on performance data

6802321 - Lliswerry Primary School

Number of pupils on roll	576
Pupils eligible for free school meals (FSM) - 3 year average	21.5
FSM band	3 (16%<FSM<=24%)

Foundation Phase

	2013	2014	2015	2016
Number of pupils in Year 2 cohort	55	75	70	75
Achieving the Foundation Phase indicator (FPI) (%)	80.0	93.3	88.6	90.7
Benchmark quartile	3	1	3	2
Language, literacy and communication skills - English (LCE)				
Number of pupils in cohort	55	75	70	75
Achieving outcome 5+ (%)	90.9	93.3	95.7	93.3
Benchmark quartile	1	2	1	2
Achieving outcome 6+ (%)	27.3	36.0	38.6	38.7
Benchmark quartile	2	1	2	2
Language, literacy and communication skills - Welsh (LCW)				
Number of pupils in cohort	*	*	*	*
Achieving outcome 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving outcome 6+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematical development (MDT)				
Number of pupils in cohort	55	75	70	75
Achieving outcome 5+ (%)	89.1	97.3	90.0	94.7
Benchmark quartile	2	1	3	2
Achieving outcome 6+ (%)	20.0	24.0	20.0	29.3
Benchmark quartile	3	3	4	3
Personal and social development, wellbeing and cultural diversity (PSD)				
Number of pupils in cohort	55	75	70	75
Achieving outcome 5+ (%)	92.7	100.0	98.6	96.0
Benchmark quartile	3	1	2	3
Achieving outcome 6+ (%)	32.7	45.3	52.9	54.7
Benchmark quartile	3	3	3	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.

6802321 - Lliswerry Primary School

Number of pupils on roll		576
Pupils eligible for free school meals (FSM) - 3 year average		21.5
FSM band		3 (16%<FSM<=24%)

Key stage 2

	2013	2014	2015	2016
Number of pupils in Year 6 cohort	66	61	61	62
Achieving the core subject indicator (CSI) (%)	89.4	88.5	98.4	93.5
Benchmark quartile	1	3	1	2
English				
Number of pupils in cohort	66	61	61	62
Achieving level 4+ (%)	90.9	90.2	98.4	96.8
Benchmark quartile	2	3	1	1
Achieving level 5+ (%)	37.9	50.8	45.9	50.0
Benchmark quartile	2	1	2	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	66	61	61	62
Achieving level 4+ (%)	93.9	91.8	98.4	95.2
Benchmark quartile	1	2	1	2
Achieving level 5+ (%)	39.4	45.9	44.3	51.6
Benchmark quartile	2	1	2	1
Science				
Number of pupils in cohort	66	61	61	62
Achieving level 4+ (%)	98.5	95.1	98.4	95.2
Benchmark quartile	1	2	2	2
Achieving level 5+ (%)	42.4	47.5	41.0	50.0
Benchmark quartile	1	1	2	1

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

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

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

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

Appendix 2

Stakeholder satisfaction report

Responses to learner questionnaires

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

	Number of responses Nifer o ymatebion		Agree Cytuno	Disagree Anghytuno		
I feel safe in my school.	95		90	5		Rwy'n teimlo'n ddiogel yn fy ysgol.
			95%	5%		
			98%	2%		
The school deals well with any bullying.	93		81	12		Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			87%	13%		
			92%	8%		
I know who to talk to if I am worried or upset.	95		90	5		Rwy'n gwybod pwy i siarad ag ef/â hi os ydw I'n poeni neu'n gofidio.
			95%	5%		
			97%	3%		
The school teaches me how to keep healthy	94		90	4		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.	94		91	3		Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			97%	3%		
			96%	4%		
I am doing well at school	95		90	5		Rwy'n gwneud yn dda yn yr ysgol.
			95%	5%		
			96%	4%		
The teachers and other adults in the school help me to learn and make progress.	95		94	1		Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddysgu a gwneud cynnydd.
			99%	1%		
			99%	1%		
I know what to do and who to ask if I find my work hard.	94		93	1		Rwy'n gwybod beth I'w wneud a gyda phwy i siarad os ydw I'n gweld fy ngwaith yn anodd.
			99%	1%		
			98%	2%		
My homework helps me to understand and improve my work in school.	93		77	16		Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol.
			83%	17%		
			90%	10%		
I have enough books, equipment, and computers to do my work.	95		88	7		Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
			93%	7%		
			95%	5%		
Other children behave well and I can get my work done.	91		57	34		Mae plant eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
			63%	37%		
			77%	23%		
Nearly all children behave well at playtime and lunch time	90		60	30		Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
			67%	33%		
			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.	48	26 / 54%	21 / 44%	0 / 0%	1 / 2%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		62%	34%	3%	1%		
My child likes this school.	48	30 / 62%	16 / 33%	2 / 4%	0 / 0%	0	Mae fy mhlentyn 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.	48	32 / 67%	15 / 31%	1 / 2%	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.	47	30 / 64%	16 / 34%	1 / 2%	0 / 0%	0	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
		61%	35%	3%	1%		
Pupils behave well in school.	48	8 / 17%	32 / 67%	3 / 6%	2 / 4%	3	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		47%	48%	4%	1%		
Teaching is good.	47	26 / 55%	19 / 40%	1 / 2%	0 / 0%	1	Mae'r addysgu yn dda.
		61%	37%	2%	0%		
Staff expect my child to work hard and do his or her best.	48	26 / 54%	19 / 40%	1 / 2%	0 / 0%	2	Mae'r staff yn disgwyl i fy mhlentyn weithio'n galed ac i wneud ei orau.
		64%	34%	1%	0%		
The homework that is given builds well on what my child learns in school.	48	23 / 48%	15 / 31%	6 / 12%	2 / 4%	2	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.
		49%	43%	7%	2%		
Staff treat all children fairly and with respect.	47	24 / 51%	17 / 36%	5 / 11%	0 / 0%	1	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		59%	35%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	48	22 / 46%	19 / 40%	2 / 4%	0 / 0%	5	Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		59%	38%	2%	0%		
My child is safe at school.	48	27 / 56%	18 / 38%	1 / 2%	1 / 2%	1	Mae fy mhlentyn yn ddiogel yn yr ysgol.
		66%	32%	2%	1%		
My child receives appropriate additional support in relation to any particular individual needs'.	48	25 / 52%	16 / 33%	2 / 4%	1 / 2%	4	Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		55%	39%	5%	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 am kept well informed about my child's progress.	47	24 / 51%	19 / 40%	2 / 4%	2 / 4%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		48%	41%	9%	2%		
I feel comfortable about approaching the school with questions, suggestions or a problem.	48	24 / 50%	23 / 48%	1 / 2%	0 / 0%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		62%	31%	5%	2%		
I understand the school's procedure for dealing with complaints.	48	15 / 31%	24 / 50%	1 / 2%	1 / 2%	7	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		48%	42%	8%	2%		
The school helps my child to become more mature and take on responsibility.	48	25 / 52%	22 / 46%	0 / 0%	1 / 2%	0	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		57%	40%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	47	15 / 32%	17 / 36%	3 / 6%	1 / 2%	11	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		52%	41%	5%	1%		
There is a good range of activities including trips or visits.	48	19 / 40%	25 / 52%	1 / 2%	2 / 4%	1	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	39%	6%	1%		
The school is well run.	48	26 / 54%	19 / 40%	1 / 2%	0 / 0%	2	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	34%	4%	2%		

Appendix 3

The inspection team

Jane McCarthy	Reporting Inspector
Alison Price	Team Inspector
Andrew Herbert	Team Inspector
Nicola Davies	Team Inspector
Andrea Louise Davies	Lay Inspector
Michael Fryer	Peer Inspector
Sherry Saunders	Nominee

Copies of the report

Copies of this report are available from the school and from the Estyn website (www.estyn.gov.wales)

Year groups, the Foundation Phase and key stages

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

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

Primary phase:

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

Secondary phase:

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

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

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

Glossary of terms – Primary

Foundation Phase indicator (FPI)

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

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

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

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

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

The core subject indicator (CSI)

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

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

- English or Welsh first language
- mathematics
- science

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

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

All-Wales Core Data sets

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

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

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