



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

A report on

**Sofrydd C.P. School
Sofrydd Road
Crumlin
Newbridge
Blaenau Gwent
NP11 5DW**

Date of inspection: September 2016

by

**Estyn, Her Majesty's Inspectorate for Education
and Training in Wales**

During each inspection, inspectors aim to answer three key questions:

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

Inspectors also provide an overall judgement on the school's current performance and on its prospects for improvement.

In these evaluations, inspectors use a four-point scale:

Judgement	What the judgement means
Excellent	Many strengths, including significant examples of sector-leading practice
Good	Many strengths and no important areas requiring significant improvement
Adequate	Strengths outweigh areas for improvement
Unsatisfactory	Important areas for improvement outweigh strengths

The report was produced in accordance with Section 28 of the Education Act 2005.

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Context

Sofrydd Primary School is close to the former mining village of Crumlin in Newbridge in the Blaenau Gwent local authority. It was established in 2006, following the amalgamation of the separate infant and junior schools. The school serves the local community with a very few pupils attending from further afield.

The school caters for children aged from three to eleven years. There are 156 pupils on roll, including 17 who attend the nursery part-time. There are single-age classes in the Foundation Phase and three mixed-age classes in key stage 2.

All pupils speak English as their home language. No pupils speak Welsh or another language as their first language. There are a very few pupils from minority ethnic groups. Around 29% of pupils are currently eligible for free school meals, which is above the national average. The school identifies 24% of pupils as having additional learning needs, many of whom have particularly complex needs. This is about the national average. A very few pupils have a statement of special educational needs.

The headteacher took up his post in December 2008. The school's last inspection was in March 2009.

The individual school budget per pupil for Sofrydd Primary School in 2016-2017 means that the budget is £4,465 per pupil. The maximum per pupil in the primary schools in Blaenau Gwent is £5,313 and the minimum is £3,665. Sofrydd Primary School is seventh out of the 19 primary schools in Blaenau Gwent 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 low starting points as they move through the school
- Most of them achieve particularly good standards in developing numeracy, and information and communication technology (ICT) skills
- Nearly all pupils develop a strong sense of wellbeing and are very happy in school
- The pupils develop their understanding of shared values very well
- Teachers plan a range of creative and stimulating learning experiences to meet the needs of all pupils
- The quality of teaching is good overall
- There are effective systems to track and monitor pupils' progress and to set suitable targets for improvement
- The school is an inclusive community with a clear, supportive and caring ethos
- The school is successful in raising pupils' attendance levels

Prospects for improvement

The school's prospects for improvement are good because:

- The headteacher provides strong, effective leadership
- All staff work together closely as a team
- The governing body supports the school and fulfils its statutory responsibilities well
- Leaders and managers know the school's strengths and priorities, and plan well for improvement
- There are comprehensive performance management arrangements for staff and they receive purposeful training opportunities as a result
- There is evidence of strong improvement since the last inspection
- Excellent partnerships with parents and the wider community have a positive impact on pupils' learning and wellbeing
- The school makes effective use of its resources for the benefit of pupils

Recommendations

- R1 Improve pupils' spelling, punctuation, handwriting and the presentation of their work
- R2 Develop the roles of the school and eco councils by giving members more responsibility
- R3 Improve opportunities for pupils in the Foundation Phase to choose activities and to develop more independence in their learning
- R4 Improve opportunities for older pupils to read in Welsh

What happens next?

The school will draw up an action plan, which shows how the school 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?

Good

Standards: Good

Most pupils join the school with skills that are below the expected level for their age. However, many pupils make good progress and achieve well by the end of key stage 2.

In Foundation Phase classes, most pupils learn new vocabulary at a steady pace. They gain confidence in using words that are new to them. By the end of the phase, many pupils enjoy engaging visitors in conversation and talk about their life in school with enthusiasm.

In key stage 2, most pupils make good progress in developing their oral skills, particularly when they discuss a topic with their partner. They listen and respond well to teachers' questioning. Many pupils make good progress in extending their vocabulary as they move through the school. However, they find it difficult to understand and use words that are beyond their day-to-day experience.

Across the school, most pupils make good progress in listening to staff and to each other, particularly when they work in pairs and groups.

Overall most pupils make good progress in reading. Many have limited experience of books before they join the nursery and, as a result, they develop early reading skills relatively slowly. However, through the Foundation Phase, many pupils begin to make good progress in using phonic strategies to decode words. By the end of the phase, many pupils enjoy books and can predict what will happen next in a story. Many read at a level appropriate for their age, although only a few develop fluent reading skills. In key stage 2, many pupils develop their basic reading skills steadily, for example to research information. They enjoy guided reading sessions with their teacher that enable them to develop good understanding of the text. By the end of the key stage, most pupils are competent readers. They use a dictionary or thesaurus well to broaden their vocabulary, but their higher order skills are limited.

By the end of the Foundation Phase, most pupils convey their ideas in writing well at a level appropriate for their age. They make good attempts to spell words using their knowledge of letter sounds. The more able use effective vocabulary, for example when they describe a 'twirling, whirling snowflake'. In key stage 2, most pupils write well for a wide range of purposes, for example to compare a character's similarities and differences or to express emotion in poetry. The content of their writing is of good quality with interesting ideas and expressive vocabulary. However, across the school, pupils do not take enough care with spelling, punctuation and handwriting. They do not redraft work enough to improve its quality.

By the end of the Foundation Phase, most pupils develop particularly good skills in mathematics. In key stage 2, most pupils continue to make good progress in building further on their skills in mathematics lessons and they present their work in

mathematics neatly. They use their numeracy skills well in cross-curricular activities. For example, in Years 5 and 6, pupils learn about profit and loss during Enterprise Week when they plan a fund-raising activity.

Across the school, pupils make very good progress in developing their ICT skills. They gain confidence in using computers and tablets to access a wide range of applications that support their learning in other subjects. For example they collect data and use it purposefully to create different charts and graphs. All pupils make good progress in coding and creating computer programmes to move an electronic model.

Across the school, most pupils with additional learning needs respond well to the support that the school provides and they make good progress according to their ability. Those pupils with very complex needs make particularly good progress in learning the daily class routines and interacting with their classmates.

Most pupils make suitable progress in developing their Welsh language skills. They demonstrate good attitudes to learning the language and are confident in responding to basic questions orally. Many pupils communicate effectively with their peers in formal and informal situations. As they progress through the school, most pupils develop an appropriate range of vocabulary and gain confidence in writing.

At the end of the end of the Foundation Phase, pupils' performance at the expected outcome in literacy and mathematical development has generally shown an improving trend over the last four years, despite a dip in 2015. When compared with similar schools, performance at the expected outcomes has mostly placed the school in the top 50% over the last four years. Performance in 2016 placed the school in the top 25% for literacy and mathematical development at the expected and higher outcomes.

In 2016, pupils' performance at the end of key stage 2 at the expected level 4 in English, mathematics and science showed improvement from performance in the previous two years. Performance for the last four years has placed the school in the higher 50% for mathematics when compared with similar schools. Performance in English has been more variable, but placed the school in the higher 50% in 2016. Pupils' performance at the higher level 5 has varied notably from year to year.

Pupils eligible for free school meals, many of whom have very complex special educational needs, generally perform less well than other pupils in attaining the expected outcomes and levels at the end of the Foundation Phase and key stage 2.

Wellbeing: Good

All pupils feel safe in school and are confident that staff will deal promptly with any incidents or worries they have. Most pupils have positive attitudes to keeping healthy and they understand the need to eat and drink healthily and to take regular exercise. They have a sound understanding of how to stay safe on the internet.

Many pupils speak confidently with visitors and are very welcoming. Most have a good understanding of being part of a 'Rights Respecting School'. Pupils mention their rights and refer to their class charters frequently when interviewed about school life.

Most pupils behave well and show courtesy and collaboration when moving between classes. Pupils develop a strong sense of wellbeing and are very happy in school. Older pupils are particularly keen to take on responsibilities around the school. Many pupils attend extra-curricular clubs, and gardening is a popular activity.

The school council and eco council play an important role within the school community. They contribute effectively to fundraising activities and environmental projects respectively. However, council members' opportunities to take responsibility and ownership of their roles are limited.

Attendance rates have shown a steady improvement since the last inspection. In the most recent benchmarked figures, they placed the school in the higher 50% when compared with similar schools. Nearly all pupils have a good understanding of why it is important to attend school every day and they arrive at school punctually.

Key Question 2: How good is provision?	Good
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Learning experiences: Good

The school provides a wide range of creative and stimulating learning experiences to meet the needs of all pupils. Teachers' careful planning ensures appropriate coverage of the curriculum and suitable progression in pupils' learning. The school is making good progress in preparing for the implementation of the Digital Competency Framework. Teachers work together effectively to plan medium-term and long-term programmes of work. They plan topical activities that appeal to pupils. For example, in key stage 2, pupils have learned about the recent Olympic Games in Rio de Janeiro and have compared the geography of Wales with Brazil.

In the Foundation Phase, teachers plan purposeful tasks to help pupils settle after the summer holiday and are beginning to offer a wider choice of child-led activities. However, these opportunities are limited. The school plans well for pupils' use of the outdoor environment.

Teachers plan effectively to develop pupils' literacy, numeracy and ICT skills across the curriculum. They set a wide variety of activities to meet the needs of pupils, including those with additional learning needs. There is a suitable range of extra-curricular activity, for example a residential trip to an outdoor centre for older pupils.

The school promotes the language and culture of Wales well. There is a suitable focus on the use of Welsh in all classes throughout the day, although there are relatively few opportunities for reading. Pupils enjoy taking responsibility as the class helpwr heddiw and earn tocyn iaith for speaking Welsh during the day. Activities to promote the Welsh dimension include visits to the Senedd and an annual eisteddfod to celebrate St David's Day.

There is suitable provision to enable pupils to learn about sustainable development and the wider world through the wider curriculum. This enables pupils to develop their awareness of recycling, waste minimisation and supporting healthy lifestyles.

Teaching: Good

Staff create a very positive atmosphere in the school that encourages pupils to learn. Most teachers have good up-to-date subject knowledge and develop pupils' skills, knowledge and understanding well. Most teachers share clear learning objectives with pupils and generally manage pupils' behaviour effectively. Nearly all teachers use pace and time well to maintain the momentum of lessons. They intervene appropriately to remind pupils of key learning points and to keep them on task. They are confident in encouraging pupils to develop their independence, for example by planning work for pairs and groups. Teachers deploy teaching assistants effectively and they provide valuable support. Teachers focus well on ensuring that pupils produce a range of work with interesting content. However, they do not always ensure that pupils present their written work well enough.

The school uses effective systems to track pupils' progress and teachers set pupils suitable targets for improvement. Teachers monitor pupils' progress well and match work appropriately to meet pupils' learning needs. They give pupils useful oral and written feedback that helps pupils to know how well they are doing. Staff encourage pupils to assess their own learning using an appropriate range of strategies. Teachers have established these processes well across the school and they enable pupils to reflect on their performance effectively.

The school keeps parents well informed about their child's achievement, wellbeing and development through meetings and detailed written annual reports.

Care, support and guidance: Good

The school is a caring, supportive community that promotes pupils' health and wellbeing successfully. It provides purposeful opportunities for pupils to take exercise in a wide range of extra-curricular activities. The high level of care and effective working relationships between staff and pupils contribute strongly to pupils' wellbeing. Procedures for promoting good standards of behaviour are comprehensive and all staff implement them consistently.

School assemblies promote pupils' aspirations and provide purposeful opportunities for pupils to learn about people and events from a range of cultures and traditions. This encourages spiritual and moral reflection about their own beliefs and values and those of others. The school places worthwhile focus on promoting positive, shared values, such as honesty and respect, and celebrates these well, for example through its 'Golden Tree' awards for pupils.

The school liaises well with a wide range of outside agencies to ensure that pupils receive effective support and guidance. For example, the educational psychologist and outreach service visit on a regular basis and help the staff plan to meet pupils' individual needs. Working with these services enables the school to achieve its aim to be a fully inclusive school.

The school provides well-planned support for pupils with additional learning needs. Individual education plans and individual behaviour plans are relevant and clearly identify the needs of pupils. The school provides a suitable range of intervention

programmes to support learners in order for them to reach levels appropriate for their age. For example, the 'Circle of Friends' group helps individuals develop their social skills and self-esteem well.

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

Learning environment: Good

The school places significant emphasis on the UN Rights of the Child and its role as a Rights Respecting School. This underpins the strong ethos of the school community. Many pupils are able to explain their rights as pupils of the school, highlighting values such as honesty, kindness, fairness and respect for truth. Staff encourage pupils to take on responsibilities, show initiative and develop an understanding of living in a caring community. All staff create an inclusive community with a clear, supportive and caring ethos. Many pupils are able to explain how the school promotes equal opportunities for everyone and agree that staff treat all pupils fairly. As a result, nearly all pupils enjoy school and feel included fully in the school and the wider community.

The school grounds are of high quality and are well maintained. There is a beneficial range of outdoor equipment and resources. The learning environment is a strong feature of the school and staff and pupils use it well for all aspects of school life. Pupils also make effective use of the forest school areas during lessons. Classrooms and corridors are bright and attractive, and filled with consistently good displays, which celebrate pupils' achievements and support learning well. A wide range of playground equipment provides pupils with additional purposeful opportunities for active play.

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

The headteacher provides strong and effective leadership with the purposeful support of the deputy headteacher. Together, they have a clear vision that focuses on developing an inclusive and caring school that has a very good relationship with its community. They share this vision well with staff, governors and parents. They promote high expectations among staff and pupils which have a positive impact on improving pupils' attainment and wellbeing. Nearly all teachers take responsibility for an area of the curriculum. They manage this work well and follow the school's guidelines appropriately.

All members of staff have clear job descriptions and they work effectively as a team. Senior leaders' arrangements for managing the performance of staff are well developed and effective. They identify relevant areas for further professional development and training. Regular staff meetings focus purposefully on improving pupil attainment and the school's progress in meeting its strategic priorities.

The governing body supports the school well and fulfils its statutory responsibilities effectively. The headteacher regularly provides the governing body with

comprehensive information about the school's work and its performance compared with that of similar schools. Governors have a strong understanding of the school's strengths and areas for improvement through regular meetings and frequent visits to the school. They provide an effective degree of challenge to the school leadership. The school responds very well to local and national priorities. The school has acted effectively to reduce the effect of poverty and deprivation on vulnerable pupils and to ensure high levels of attendance. The school is making good progress in preparing for the implementation of the Digital Competency Framework.

Improving quality: Good

The school has established effective processes to review the quality of its provision and the standards that pupils achieve. These include robust analysis of a broad range of pupil performance information, and regular scrutiny of pupils' work and lesson observations. All teachers contribute effectively to the school's self-evaluation processes. They monitor their subject areas well through book scrutiny, learning walks and peer observations, and they produce detailed action plans as a result.

The school makes effective use of the views of staff, pupils and parents as part of the self-evaluation process. Leaders and managers have a comprehensive understanding of the school's strengths and areas for improvement, for example the need to develop pupils' handwriting and spelling skills further. The current self-evaluation report is evaluative and provides an accurate overview of the school's standards and the quality of its provision and leadership.

There is a clear link between the outcomes of self-evaluation and the priorities in the school improvement plan. The plan focuses well on raising standards and improving provision for pupils. It outlines clear actions along with appropriate success criteria against which to monitor progress. Staff have a clear understanding of the priorities in the plan and their role in bringing about the desired outcomes. Recent successes include improvements in developing numeracy across the curriculum and improving pupils' knowledge of the world of work.

Partnership working: Excellent

Highly effective partnerships with parents, the local authority education and health services, specialist support services and the local community have a very positive impact on pupils' learning, wellbeing and attendance

The partnership with parents is very strong. The school actively encourages parents to become involved in their children's education through offering a wide range of activities for various groups. Parents respond very well to these opportunities. For example, parents of children with additional learning needs are able to access a well-attended weekly support group. This network enables these parents to help each other to manage their children's needs in school and at home. This has a very positive impact on the wellbeing of pupils and their parents and is a notable feature.

The wide range of extremely valuable links with local businesses and other organisations have a very positive influence on pupils' learning experiences. For example, the school has developed a partnership with a local business that enables

all pupils in the school to develop their computer programming skills very effectively. The project, funded by Communities First, enriches pupils' learning experiences very well and helps pupils to make very good progress in developing their ICT skills.

There are purposeful arrangements for more able pupils to work together with others from a neighbouring primary school to develop their literacy skills. For example, the group is currently studying 'Macbeth'. This helps pupils to develop their language skills and self-esteem, and to broaden their horizons.

The school works closely with the local 'Flying Start' provider to establish partnerships with families before their children enter the school so that they settle quickly into the nursery class. Through a well-established programme of activities, the school ensures that pupils are confident about their transition to secondary schools. Teachers also work effectively with teachers from local secondary and primary schools to ensure effective moderation of pupils' work.

Resource management: Good

The school has a suitable range of well-qualified teachers and support staff to meet pupils' needs. It provides a wide-range of training for all staff in response to areas identified for improvement through the performance management process and the school development plan. For example, there is useful training in developing their digital competence and promoting pupils' use of Welsh in the school.

There are effective arrangements for teachers' planning, preparation and assessment time. The school also provides appropriate management time for all teachers so that they can carry out their curriculum duties effectively. For example, they have time to monitor progress against the priorities in their action plans.

The school makes very effective use of the pupil deprivation grant to raise the standards and wellbeing of pupils eligible for free school meals. For example, the school employs skilled teaching assistants to deliver effective intervention programmes to boost the achievement of this group of pupils. In addition, the school funds enrichment activities for them that include swimming and educational visits.

The headteacher and governing body manage the school's finances efficiently. They allocate resources appropriately to prioritise for improvement and they plan well for future anticipated spending needs. In view of the standards achieved by pupils and the overall quality of provision, the school provides good value for money.

Appendix 1: Commentary on performance data

6772179 - SOFRYDD PRIMARY

Number of pupils on roll	162
Pupils eligible for free school meals (FSM) - 3 year average	34.2
FSM band	5 (32%<FSM)

Foundation Phase

	2013	2014	2015	2016
Number of pupils in Year 2 cohort	16	18	22	22
Achieving the Foundation Phase indicator (FPI) (%)	87.5	88.9	81.8	90.9
Benchmark quartile	2	1	3	1
Language, literacy and communication skills - English (LCE)				
Number of pupils in cohort	16	18	22	22
Achieving outcome 5+ (%)	87.5	88.9	81.8	90.9
Benchmark quartile	2	2	3	1
Achieving outcome 6+ (%)	25.0	27.8	18.2	45.5
Benchmark quartile	3	3	4	1
Language, literacy and communication skills - Welsh (LCW)				
Number of pupils in cohort	*	*	*	*
Achieving outcome 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving outcome 6+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematical development (MDT)				
Number of pupils in cohort	16	18	22	22
Achieving outcome 5+ (%)	87.5	88.9	81.8	90.9
Benchmark quartile	3	2	4	1
Achieving outcome 6+ (%)	31.3	22.2	18.2	36.4
Benchmark quartile	2	3	4	1
Personal and social development, wellbeing and cultural diversity (PSD)				
Number of pupils in cohort	16	18	22	22
Achieving outcome 5+ (%)	100.0	94.4	95.5	100.0
Benchmark quartile	1	3	3	1
Achieving outcome 6+ (%)	43.8	44.4	36.4	77.3
Benchmark quartile	2	2	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.

6772179 - SOFRYDD PRIMARY

Number of pupils on roll	162
Pupils eligible for free school meals (FSM) - 3 year average	34.2
FSM band	5 (32%<FSM)

Key stage 2

	2013	2014	2015	2016
Number of pupils in Year 6 cohort	6	19	16	21
Achieving the core subject indicator (CSI) (%)	100.0	84.2	87.5	85.7
Benchmark quartile	1	2	2	2
English				
Number of pupils in cohort	6	19	16	21
Achieving level 4+ (%)	100.0	84.2	87.5	90.5
Benchmark quartile	1	3	3	2
Achieving level 5+ (%)	50.0	26.3	37.5	23.8
Benchmark quartile	1	3	2	3
Welsh first language				
Number of pupils in cohort	*	*	*	*
Achieving level 4+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematics				
Number of pupils in cohort	6	19	16	21
Achieving level 4+ (%)	100.0	89.5	93.8	95.2
Benchmark quartile	1	2	2	1
Achieving level 5+ (%)	50.0	26.3	25.0	33.3
Benchmark quartile	1	3	4	2
Science				
Number of pupils in cohort	6	19	16	21
Achieving level 4+ (%)	100.0	89.5	93.8	95.2
Benchmark quartile	1	3	2	1
Achieving level 5+ (%)	50.0	31.6	31.3	33.3
Benchmark quartile	1	3	3	2

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

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

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

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

Further information is available from the Welsh Government My Local School website at the link below.

<http://mylocalschool.wales.gov.uk/index.html?lang=eng>

Appendix 2

Stakeholder satisfaction report

Responses to learner questionnaires

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

	Number of responses Nifer o ymatebion		Agree Cytuno	Disagree Anghytuno	
I feel safe in my school.	80		80 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
			98%	2%	
The school deals well with any bullying.	80		65 81%	15 19%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			92%	8%	
I know who to talk to if I am worried or upset.	80		77 96%	3 4%	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	80		77 96%	3 4%	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
			97%	3%	
There are lots of chances at school for me to get regular exercise.	80		69 86%	11 14%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			96%	4%	
I am doing well at school	80		78 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.	79		79 100%	0 0%	Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddsygu a gwneud cynnydd.
			99%	1%	
I know what to do and who to ask if I find my work hard.	80		76 95%	4 5%	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.	77		72 94%	5 6%	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.	80		72 90%	8 10%	Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
			95%	5%	
Other children behave well and I can get my work done.	79		64 81%	15 19%	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	80		73 91%	7 9%	Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
			84%	16%	

Responses to parent questionnaires

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

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
Overall I am satisfied with the school.	34	23 68%	11 32%	0 0%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	34	29 85%	5 15%	0 0%	0 0%	0	Mae fy mhentyn yn hoffi'r ysgol hon.
		73%	26%	1%	0%		
My child was helped to settle in well when he or she started at the school.	33	28 85%	5 15%	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.	34	25 74%	8 24%	1 3%	0 0%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		62%	34%	3%	1%		
Pupils behave well in school.	33	11 33%	20 61%	2 6%	0 0%	1	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		47%	48%	4%	1%		
Teaching is good.	34	26 76%	8 24%	0 0%	0 0%	0	Mae'r addysgu yn dda.
		61%	36%	2%	0%		
Staff expect my child to work hard and do his or her best.	34	25 74%	9 26%	0 0%	0 0%	0	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		65%	34%	1%	0%		
The homework that is given builds well on what my child learns in school.	31	11 35%	16 52%	4 13%	0 0%	2	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.
		49%	43%	6%	2%		
Staff treat all children fairly and with respect.	34	22 65%	11 32%	1 3%	0 0%	0	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		60%	35%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	34	24 71%	10 29%	0 0%	0 0%	0	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		60%	37%	2%	0%		
My child is safe at school.	33	26 79%	7 21%	0 0%	0 0%	0	Mae fy mhentyn yn ddiogel yn yr ysgol.
		66%	32%	2%	1%		
My child receives appropriate additional support in relation to any particular individual needs'.	33	17 52%	15 45%	1 3%	0 0%	1	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		56%	39%	4%	1%		
I am kept well informed about my child's progress.	33	20 61%	11 33%	2 6%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		49%	41%	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.	34	26 76%	8 24%	0 0%	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.	31	16 52%	14 45%	1 3%	0 0%	3	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.	31	22 71%	9 29%	0 0%	0 0%	2	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		58%	40%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	27	9 33%	17 63%	1 4%	0 0%	7	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.	34	17 50%	13 38%	2 6%	2 6%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		54%	39%	6%	1%		
The school is well run.	34	21 62%	13 38%	0 0%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		62%	33%	3%	2%		

Appendix 3

The inspection team

Mrs Rosemary Lloyd Lait	Reporting Inspector
Ms Rosemarie Wallace	Team Inspector
Mrs Catherine Mary Jenkins	Lay Inspector
Mr Huw Rees	Peer Inspector
Mr Robert Reeves (Headteacher)	Nominee

Copies of the report

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

Year groups, the Foundation Phase and key stages

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

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

Primary phase:

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

Secondary phase:

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

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

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

Glossary of terms – Primary

Foundation Phase indicator (FPI)

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

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

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

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

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

The core subject indicator (CSI)

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

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

- English or Welsh first language
- mathematics
- science

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

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

All-Wales Core Data sets

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

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

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