



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

A report on

**Tyn - y - Wern Primary
Heol yr Ysgol
Trethomas
Caerphilly
CF83 8FL**

Date of inspection: November 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

Tyn-y-Wern Primary School is in the Trethomas area of Caerphilly. There are currently 242 pupils on roll from the ages of three to eleven. There are two single-year classes, five mixed-year classes and a part-time nursery. The school also houses two mixed-year special needs resource bases, one in each key stage, for pupils with social and emotional difficulties from across the local authority.

Over the last three years, the average number of pupils eligible for free school meals is around 32%, which is above the national average of approximately 19%. About 32% have additional learning needs, which is above the national average of 25%. Very few pupils have a statement of special educational needs or are from an ethnic minority background. No pupils speak Welsh as a first language or receive support in English as an additional language. A very few pupils are in the care of the local authority.

The last inspection was in October 2009. The headteacher took up his post in November 2011.

The individual school budget per pupil for Tyn-y-Wern Primary School in 2016-2017 means that the budget is £3,746 per pupil. The maximum per pupil in the primary schools in Caerphilly is £4,854 and the minimum is £2,696. Tyn-y-Wern Primary School is ninth out of the 75 primary schools in Caerphilly 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 through the school in developing their literacy and numeracy skills
- Pupils performance has improved recently, placing the school currently in the higher 50% or top 25% of similar schools in literacy and numeracy in both key stages and in science in key stage 2
- Standards and provision in Welsh and in information and communication technology (ICT) are good
- Nearly all pupils behave very well in lessons and around the school
- The school's broad range of highly imaginative and stimulating learning experiences is an outstanding feature
- Teaching and assessment across the school are consistently effective
- The school is a happy and caring community

Prospects for improvement

The school's prospects for improvement are good because:

- The headteacher leads the school effectively and efficiently
- The deputy headteacher and the well-established senior management team support the headteacher well and carry out their responsibilities conscientiously and proficiently
- All teachers have clear roles and demonstrate a strong commitment to improving outcomes for pupils
- Governors provide supportive leadership and contribute fully to shaping the school's aims, vision and strategic direction
- Self-evaluation is systematic and largely based on first-hand evidence
- The school has a wide range of effective partnerships
- Financial management is efficient

Recommendations

- R1 Raise the levels of attainment of pupils eligible for free school meals
- R2 Improve the performance of boys in English in key stage 2
- R3 Ensure that all pupils present their work neatly and legibly
- R4 Improve attendance rates

What happens next?

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

Estyn will invite the school to prepare a written case study, describing the excellent practice identified during the inspection.

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

Most pupils, including those in the special needs resource bases, make good progress through the school in developing their literacy and numeracy skills from a low starting point, commensurate with their learning potential.

Throughout the school, most pupils develop good speaking and listening skills. Most listen attentively in assemblies and lessons, which supports their learning very well. In the Foundation Phase, younger pupils engage confidently in conversations with visitors and ask and respond to questions enthusiastically. By Year 2, most pupils share ideas eagerly in preparation for writing and offer clear explanations about their task. During key stage 2, most pupils develop an increasingly varied vocabulary and express their ideas clearly. For example, many Year 5 and Year 6 pupils engage thoughtfully in detailed discussions about the merits of instruction booklets and brochures in relation to persuasive writing.

Most pupils make good progress in developing their reading skills. In reception and Year 1, pupils develop a suitable awareness of letters and sounds. By Year 2, most read a range of texts with growing accuracy and fluency, taking good account of punctuation. They use a variety of reading strategies well. They develop a good awareness of the difference between fiction and non-fiction. Pupils in key stage 2 read for a wide range of purposes across the curriculum. Most have good recall of events in a story and talk knowledgeably about characters. By Year 6, many pupils work out the meaning of a word from the context. They pay good attention to punctuation, in order to read aloud expressively, and they know how to adapt their strategies to different situations. More able readers understand how authors use language to communicate characters' emotions and motivation.

Writing skills develop well throughout the school. In the Foundation Phase, pupils write for a wide range of purposes, including weather reports, instructions and recipes. Most pupils in reception develop clear letter formation and write simple sentences independently, for example about their work in the outdoor learning areas. By Year 2, most pupils write in sentences and use an increasingly wide vocabulary. In key stage 2, more able pupils create entertaining pieces of extended writing and experiment with punctuation for effect, for example when writing about the Great Fire of London. Most pupils' spelling is age-appropriate and mistakes are phonically plausible, for example when writing about the unique and endangered species on the Galapagos Islands. Overall, pupils write well across the curriculum in a wide range of forms and for a variety of purposes and audiences. However, handwriting and presentation in both key stages are variable.

Nearly all pupils develop relevant numeracy skills that fulfil the requirements of the national numeracy framework. For example, by Year 2 most pupils count to 100 forwards and backwards correctly and begin to understand place value and the four rules of number. They start to use standard units of measurement accurately. They

know the names and properties of various two and three-dimensional shapes, use different combinations of money to one pound and gather and interpret data successfully in a variety of forms. By Year 6, most pupils produce a good quality and quantity of mathematical work. They recognise numbers up to one million. They understand the relationship between decimals, fractions and percentages well. Most, especially the more able, develop a suitable range of mental mathematics strategies to reach correct answers quickly. They participate enthusiastically in problem-solving activities, which often relate to real-life situations, such as calculating ratios to provide a balanced diabetic diet. In both key stages, pupils' abilities to apply their mathematical skills across the curriculum develop well.

Nearly all pupils make good progress in developing their ICT skills. They use computers, tablets and other devices confidently to access a wide range of programs that support their learning well in other subjects. They use ICT purposefully to research and present their work, for example by creating persuasive videos, which combine and adapt information and images. All pupils make progress in coding, for example by creating their own computer games.

Most pupils make good progress in Welsh. In the Foundation Phase, many use a range of familiar greetings and phrases. They read simple stories fluently and with good expression. Standards of written work are good and develop progressively. For example, many younger pupils use speech bubbles to write a short dialogue about how they are feeling. In key stage 2, most pupils speak Welsh using a good vocabulary and they respond to open questions well. A majority speak confidently in both formal and informal situations. Older pupils read Welsh texts from their reading books fluently and are able to discuss the content. By Year 6, many pupils write for a range of audiences using a suitable range of vocabulary.

Over the last four years, at the end of the Foundation Phase and key stage 2, pupils' performance at both the expected and higher levels in literacy and mathematics, as well as in science in key stage 2, has varied and has often been below the average for similar schools. However, it has improved recently, placing the school currently in the higher 50% or top 25% of similar schools in literacy and numeracy in both key stages and in science in key stage 2. Girls perform consistently better than boys in English in key stage 2. Pupils eligible for free school meals generally perform less well than other pupils in both key stages.

Wellbeing: Adequate

Nearly all pupils are happy in school. They are aware of the importance of keeping safe and they know what to do to keep fit and healthy. Nearly all pupils understand how to use the internet safely. They participate enthusiastically in lessons and collaborate very well with other pupils. Nearly all are eager and excited to learn and thoroughly enjoy their daily activities. As a result, pupils work with sustained concentration and develop good self-confidence.

Nearly all pupils behave very well in lessons and around the school. They are extremely polite and well mannered. They arrive at school punctually. However, attendance rates have fluctuated over the last few years, placing the school in the lower 50% or bottom 25% of similar schools in three of the last four years. Pupils eligible for free school meals consistently attend less well than other pupils.

Pupils have a strong voice within the school and contribute to the decision-making process regularly and effectively. They relish the responsibilities they have and carry these out with confidence and maturity. The school council meets regularly and its contribution to school life is well developed. Many pupils are involved actively in the local community. For example, they have contributed to a campaign to keep open the local library, which the school uses often.

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

The school's broad range of highly imaginative and stimulating learning experiences is an outstanding feature. The curriculum engages pupils' interests exceedingly well and ensures continuity and progression in their learning. Cross-curricular themes, such as a project about the First World War and a study of African culture, provide a wealth of opportunities for pupils to use their core skills, for example through history, art and music.

Teachers plan pupils' learning experiences very thoroughly and pupils have regular opportunities to contribute their own ideas. This ensures that they have ownership of their own learning. In both key stages, planning ensures regular and effective use of the outdoor learning environment, which further enriches the curriculum.

Planning for the development of pupils' Welsh language skills is very good. As a result, the school has shared its expertise within the local consortium and has hosted training days for visiting staff. The Welsh dimension has a key place in the school's provision and effectively develops pupils' knowledge of Welsh culture and history. For example, the high quality work produced as part of the school's annual heritage project has a significant impact on raising pupils' overall achievement.

The school offers a wide variety of extra-curricular activities, which include sports, musical and creative opportunities. These broaden and enrich pupils' experiences very effectively. Additionally, visitors to the school and well-planned trips to places of interest, including an annual residential visit, enhance the curriculum, especially in history, geography and Welsh.

Staff promote education for sustainable development well. Pupils understand that saving energy and reducing waste are ecologically and financially beneficial. Members of the eco committee make an important contribution. Nearly all pupils benefit from studying a wide range of other countries and cultures. As a result, they develop a good understanding of life in the wider world.

Teaching: Good

All teachers prepare lessons thoroughly. Most provide regular opportunities for pupils to think for themselves and to make their own choices about what and how they learn. This encourages independent and co-operative learning very successfully and is a strong feature of the best lessons.

All teachers have high expectations and use a suitable range of teaching approaches. They conduct lessons at a lively pace and use praise and encouragement effectively. They establish positive working relationships with pupils and manage their behaviour very well. In most classes, they match activities to pupils' abilities and needs appropriately. In all classes, teaching assistants support pupils' learning well.

The school uses a suitable range of relevant standardised assessments to measure how well pupils achieve. Staff record this information carefully using their own tracking system in conjunction with an electronic commercial tool. This enables them to monitor pupils' progress closely, to identify where support is required and to set accurate and challenging attainment targets.

Nearly all teachers across the school use assessment for learning strategies well. Pupils regularly engage in self and peer assessment activities and have specific short-term targets to help move their learning forward. All teachers mark pupils' work systematically and most follow the school's marking code consistently to ensure that pupils know how to improve their work.

Annual reports to parents are detailed and informative and meet statutory requirements. They contain specific targets in the core subjects and a place for pupils to evaluate their year's work. Parents appreciate the personalised nature of the reports, as well as the regular opportunities they have to meet teachers to discuss their child's progress.

Care, support and guidance: Good

The school is a happy and caring community, which nurtures pupils' awareness of their own and others' individuality and potential successfully. Pupils are safe and well cared for and the school provides very good opportunities for them to develop healthy habits and lifestyles. There are appropriate arrangements for promoting healthy eating and drinking. An effective pupil buddy system is in place if pupils are worried or upset. The school's arrangements for safeguarding meet requirements and give no cause for concern.

Staff foster pupils' spiritual, moral, social and cultural development well. Assemblies and experiences, such as commemorating Armistice Day and creating a special remembrance corner in the forest school, reinforce pupils' understanding of spiritual and moral principles.

The school, particularly through a recently established working party, promotes regular attendance and punctuality vigorously by providing a wide range of rewards and incentives. Staff manage and monitor pupils' behaviour very effectively.

There are very effective arrangements to support pupils who are vulnerable or have additional learning needs. Staff identify such pupils swiftly and sensitively. Teachers and well-trained support assistants meet their needs well, both within the classroom and through a range of relevant intervention programmes. Along with the school's very good links with specialist agencies, the provision ensures that nearly all identified pupils make good progress in line with their needs and abilities.

The school houses two special needs resource bases for a small number of pupils with specific social and emotional needs, including a majority from other local schools. The sensitive and highly individualised education that pupils receive in these classes supports their learning and wellbeing extremely well.

Learning environment: Good

The school provides a supportive and inclusive ethos, where everyone is valued, regardless of their gender, race, faith or social background. Staff promote equal opportunities well and oppose any form of discrimination, stereotyping or oppressive behaviour. As a result, nearly all pupils respect other people's beliefs and cultural traditions and are keen to help those less fortunate than themselves.

The buildings and grounds are well maintained and secure. The accommodation is of good quality and is sufficient for the number of pupils on roll, although class sizes are large. High quality displays enhance the learning environment and celebrate pupils' work very effectively. They demonstrate extremely well the wide range of learning opportunities that pupils experience. The school has developed its outdoor spaces, such as the playgrounds and the forest school area, successfully to enhance pupils' learning and recreation.

Pupils have access to a broad range of appropriate learning resources for all subject areas. There is sufficient ICT equipment to ensure that pupils develop up-to-date digital skills.

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

The headteacher leads the school effectively and efficiently. He has high expectations and a clear vision for the future. He is very proactive in moving the school forward through many successful innovations in recent years. In particular, he has developed an engaging and enriching curriculum, for example in history and art. The deputy headteacher and the well-established senior management team support the headteacher well and carry out their responsibilities conscientiously and proficiently. They lead performance management effectively, which involves all teachers and support staff. Appraisal targets, for example in mathematics, link appropriately to pupils' performance and the school development plan.

All teachers have clear roles, linked to aspects of the curriculum and school management. They work together well, meet regularly and share good practice with colleagues and other schools. They demonstrate a strong commitment to improving outcomes for pupils. As a result, most pupils make at least the expected progress through each key stage.

Governors provide supportive leadership and contribute fully to shaping the school's aims, vision and strategic direction. They know about the school's performance and provision and have a good understanding of its strengths and areas for development. They visit the school regularly, for example to undertake learning walks with pupils and teachers, linked to their areas of interest. They also meet frequently with staff in

school-focused meetings. This represents good practice. Governors attend all necessary mandatory training events and ensure the school fulfils all statutory requirements, although the procedure for making complaints is in need of revision.

The school addresses local and national priorities well, such as the successful implementation of the national literacy and numeracy framework.

Improving quality: Good

Self-evaluation is systematic and largely based on first-hand evidence. The school uses a wide range of information to assess its successes and areas for improvement. Leaders and managers analyse and interpret this evidence well to make accurate and well-considered judgements about the school's performance and future needs.

Nearly all staff participate beneficially in the process of monitoring, evaluating and planning for improvement. Procedures include careful analysis of information about pupils' performance and progress, scrutinising pupils' work and visiting lessons. Teachers undertake these activities across all subjects and share their findings regularly and widely. This helps to reinforce the high quality of the curriculum and the strong team ethos within the school. The involvement of pupils and governors in the self-evaluation process is a further strong feature. This has led to such changes as the production of a revised child-friendly school motto. In addition, parents have appropriate opportunities to express their views and opinions about the school, for example through regular questionnaires.

The school development plan is a well-constructed and comprehensive document, which identifies key priorities, quantifiable targets, success criteria, actions and timescales. All staff know and understand very well the priorities for improvement and are involved in helping to achieve them, for example by engaging with parents as frequently as possible.

Partnership working: Good

A wide range of effective partnerships have a very positive effect on pupils' achievement and wellbeing. There are good relationships with parents and they receive regular information about the school and their children's achievements, for example through consultation evenings, newsletters and electronic means of communication. The 'Tyn-y-Wern Troopers' association contributes valuably to school life, particularly by raising funds for additional resources.

The school is an integral part of the local community. Links with local businesses and organisations are varied and have an important effect on the development of pupils' social understanding and key skills. They help to foster a sense of belonging and respect for the local area. For example, the local history society has supported the school with its heritage projects over a sustained period. This has a major influence on the development of pupils' literacy and numeracy skills, as well as helping the school to enhance the learning environment.

Partnership arrangements with other local schools are effective and the sharing of good practice within the cluster is a notable feature. Strong links exist with pre-school groups, which ensure that most pupils enter the nursery class confidently and willingly. Successful transition arrangements with the local high school prepare most pupils well for the next stage of their education. Regular moderation and standardisation procedures within the school and the local cluster ensure accuracy and continuity in the assessment of pupils' learning. The school frequently provides valuable placements for students from teacher training institutions and local colleges, which benefits both the school and the trainees.

Resource management: Good

The school has an appropriate number of suitably qualified and experienced staff, all of whom make a valuable contribution to pupils' learning and wellbeing. As a result, nearly all pupils enjoy school and learn successfully. The deputy headteacher oversees the performance and progress of newly qualified teachers and students appropriately. Support staff undertake a variety of important roles effectively, for example in the nursery and as part of the forest school programme.

All staff participate in regular in-house and external training events, linked to their individual needs and school priorities. The recent focus on mathematics, for example, has led to higher standards and increased integration of numeracy across the curriculum. Day-to-day administrative routines operate efficiently and the arrangements for teachers' planning, preparation and assessment time are appropriate. In addition, members of the senior management team receive a suitable amount of time to undertake their leadership duties.

The school manages its accommodation and resources well. Financial management is efficient and spending decisions reflect school priorities closely. The budget is balanced and the headteacher, business manager and governing body monitor expenditure rigorously. Current plans for spending the pupil deprivation grant focus appropriately on enriching vulnerable pupils' learning and tackling underachievement in literacy and numeracy through the prudent deployment of staff and resources. As a result, nearly all targeted pupils make at least the expected progress.

Due to the standards that pupils achieve, the high quality of the provision and the effective leadership and management, the school provides good value for money.

Appendix 1: Commentary on performance data

6762385 - Tyn-Y-Wern Primary

Number of pupils on roll	232
Pupils eligible for free school meals (FSM) - 3 year average	32.2
FSM band	5 (32%<FSM)

Foundation Phase

	2013	2014	2015	2016
Number of pupils in Year 2 cohort	31	31	30	30
Achieving the Foundation Phase indicator (FPI) (%)	80.6	83.9	86.7	83.3
Benchmark quartile	3	3	2	2
Language, literacy and communication skills - English (LCE)				
Number of pupils in cohort	31	31	30	30
Achieving outcome 5+ (%)	87.1	83.9	90.0	86.7
Benchmark quartile	3	3	2	2
Achieving outcome 6+ (%)	16.1	19.4	23.3	33.3
Benchmark quartile	4	4	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	31	31	30	30
Achieving outcome 5+ (%)	90.3	90.3	90.0	93.3
Benchmark quartile	2	2	2	1
Achieving outcome 6+ (%)	12.9	16.1	26.7	33.3
Benchmark quartile	4	4	3	1
Personal and social development, wellbeing and cultural diversity (PSD)				
Number of pupils in cohort	31	31	30	30
Achieving outcome 5+ (%)	96.8	100.0	93.3	90.0
Benchmark quartile	2	1	3	3
Achieving outcome 6+ (%)	32.3	64.5	50.0	63.3
Benchmark quartile	3	1	2	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.

6762385 - Tyn-Y-Wern Primary

Number of pupils on roll	232
Pupils eligible for free school meals (FSM) - 3 year average	32.2
FSM band	5 (32%<FSM)

Key stage 2

	2013	2014	2015	2016
Number of pupils in Year 6 cohort	31	36	33	24
Achieving the core subject indicator (CSI) (%)	67.7	83.3	84.8	91.7
Benchmark quartile	4	3	3	1
English				
Number of pupils in cohort	31	36	33	24
Achieving level 4+ (%)	67.7	88.9	87.9	95.8
Benchmark quartile	4	2	3	1
Achieving level 5+ (%)	12.9	27.8	21.2	41.7
Benchmark quartile	4	3	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	31	36	33	24
Achieving level 4+ (%)	83.9	88.9	87.9	95.8
Benchmark quartile	3	2	3	1
Achieving level 5+ (%)	22.6	30.6	24.2	33.3
Benchmark quartile	4	3	4	2
Science				
Number of pupils in cohort	31	36	33	24
Achieving level 4+ (%)	90.3	91.7	97.0	100.0
Benchmark quartile	3	2	1	1
Achieving level 5+ (%)	19.4	25.0	27.3	33.3
Benchmark quartile	4	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.	100	98 98%	2 2%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	100	87 87%	13 13%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	100	97 97%	3 3%	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	100	94 94%	6 6%	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.	99	97 98%	2 2%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	100	99 99%	1 1%	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.	100	96 96%	4 4%	Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddysgu a gwneud cynnydd.
		99%	1%	
I know what to do and who to ask if I find my work hard.	100	95 95%	5 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.	100	90 90%	10 10%	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.	100	96 96%	4 4%	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.	100	58 58%	42 42%	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	99	75 76%	24 24%	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.	23	10 43%	12 52%	1 4%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	34%	3%	1%		
My child likes this school.	23	11 48%	11 48%	1 4%	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.	22	12 55%	9 41%	1 5%	0 0%	1	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.	23	11 48%	11 48%	1 4%	0 0%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		62%	35%	3%	1%		
Pupils behave well in school.	21	5 24%	15 71%	1 5%	0 0%	2	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		47%	48%	4%	1%		
Teaching is good.	23	10 43%	13 57%	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.	22	12 55%	10 45%	0 0%	0 0%	1	Mae'r staff yn disgwyl i fy mhentyn 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.	20	8 40%	12 60%	0 0%	0 0%	3	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.	20	10 50%	8 40%	2 10%	0 0%	3	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.	22	10 45%	12 55%	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.	20	12 60%	8 40%	0 0%	0 0%	3	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'.	19	5 26%	12 63%	1 5%	1 5%	4	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		55%	39%	4%	1%		

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
I am kept well informed about my child's progress.	23	4 17%	19 83%	0 0%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		49%	41%	8%	2%		
I feel comfortable about approaching the school with questions, suggestions or a problem.	23	12 52%	9 39%	1 4%	1 4%	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.	22	8 36%	12 55%	1 5%	1 5%	1	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.	22	12 55%	10 45%	0 0%	0 0%	1	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.	19	5 26%	12 63%	2 11%	0 0%	4	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.	22	7 32%	15 68%	0 0%	0 0%	1	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		54%	39%	6%	1%		
The school is well run.	21	11 52%	8 38%	2 10%	0 0%	2	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	34%	3%	2%		

Appendix 3

The inspection team

Peter David Ellis	Reporting Inspector
Nicola Davies	Team Inspector
Sarah Botterill	Lay Inspector
David Kenneth Davies	Peer Inspector
Stephen Noel	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.