



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

**A report on**

**Beaufort Hill Primary School  
Beaufort Hill  
Ebbw Vale  
Blaenau Gwent  
NP23 5QD**

**Date of inspection: July 2015**

**by**

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

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

**Key Question 1: How good are the outcomes?**

**Key Question 2: How good is provision?**

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

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

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

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

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

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**Publication date: 09/09/2015**

## Context

Beaufort Hill Primary School is in the village of Beaufort near Ebbw Vale in Blaenau Gwent local authority. There are 246 full-time pupils on roll, aged between 3 and 11 years. Fifty-two pupils attend the nursery class in the morning or the afternoon.

Nearly all pupils are of white British origin, and English is the first language for nearly all pupils. Around 20% of pupils are eligible for free school meals, which is similar to the national average.

The school indicates that about 28% of pupils have additional learning needs. This is higher than the national average. There are a few pupils with a statement of special educational needs.

The school was last inspected in 2010. The headteacher took up his post in January 2004.

The school budget per pupil for Beaufort Hill Primary School in 2014-2015 is £4,073. The maximum per pupil in primary schools in Blaenau Gwent is £6,278 and the minimum is £3,643. Beaufort Hill Primary School is 16th out of the 24 primary schools in Blaenau Gwent in terms of its school budget per pupil.

## Summary

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

### Current performance

The school's current performance is good because:

- Most pupils make positive progress in the standards they achieve and in their levels of wellbeing
- The school provides a suitably wide range of relevant and interesting learning experiences for pupils
- The quality of teaching is strong and supports effective learning
- The provision for caring, supporting and guiding pupils is successful
- The purposeful use of support staff is a strength at the school
- Staff use the indoor and outdoor learning environments creatively, ensuring that the building and grounds stimulate pupils' learning well

### Prospects for improvement

The school's prospects for improvement are good because:

- The headteacher, senior management team and governors provide a clear direction for the work of the school
- The school has a reliable track record of managing improvements over time
- The school's self-evaluation report is thorough and there are clear targets for improvement in the school development plan
- All staff are positive about improving their practices and take part actively in professional development and training, which has a positive impact on pupils' learning
- The governing body supports the school well

## Recommendations

- R1 Improve pupils' punctuation, spelling and presentation, especially in key stage 2
- R2 Refine curriculum planning to focus on purposeful tasks
- R3 Ensure that teachers challenge the more able pupils in line with their abilities
- R4 Ensure that the marking of pupils' work and assessment for learning strategies are consistent across 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

The majority of pupils begin school with levels of skills expected for their age. During their time at the school, most pupils make good progress.

In the Foundation Phase and in key stage 2, most pupils speak confidently and listen attentively. Throughout the Foundation Phase, many pupils listen proficiently and respond enthusiastically to their teachers and other pupils when discussing their work in pairs, groups and as a whole class. In key stage 2, most pupils speak sensibly to adults and other pupils using a broad range of vocabulary. A few use sophisticated vocabulary to elaborate upon their discussions eloquently. Most pupils listen attentively to group discussions and contribute sensibly to agreed decisions. They contribute to debates effectively and offer thought-provoking opinions, for example on the life of Martin Luther King.

Nearly all pupils' reading skills are developing well and in line with their abilities. By the end of the Foundation Phase, most are able to read with increasing fluency. They discuss and read books accurately, sensibly and with good expression. They express relevant opinions about the contents of stories and predict in detail what different characters are likely to do in a story. Nearly all of them enjoy retelling stories, including their own. They act out events and recall details with accuracy.

In key stage 2, most pupils read to a standard that is at least appropriate to their age and ability. A few readers in every class read very well. Most answer questions sensibly about the various types of texts that they read, which include facts on different decades of the twentieth century, fictional stories and autobiographies of famous sportsmen. They understand the purpose of factual books and share their views successfully during discussions, for example in their research about scientific matters and experiments, such as the conditions needed for bacteria to grow.

In both the Foundation Phase and key stage 2, many pupils write effectively. Most Foundation Phase pupils write letters and poetry, recount facts on plants and frogs and create posters. This shows a good understanding of sequencing events, imaginative storytelling and how to note specific facts on particular topics. They retell stories accurately in their own written styles both electronically and on paper. They use story maps to structure their creative writing sensibly.

In key stage 2, many pupils write in a suitable variety of forms, for example when writing instructions on how to grow potatoes, persuasive pieces about the effectiveness of various devices, reports on World War Two and pieces of adventurous fiction. Across the school, many pupils extend their writing in interesting ways, creating brochures on Wales and researching numerical facts on rollercoasters. They apply their literacy skills well in all areas of the curriculum. The spelling and punctuation of the majority of pupils across the school is accurate and in line with their age and level of ability, but is weak in the writing of too many pupils overall. The quality of handwriting and presentation of work is generally untidy, which detracts from the quality of the pupils' work, especially in key stage 2.

Most younger pupils in the Foundation Phase can count, order and sort numbers up to 20 correctly. They can identify shapes accurately, such as square, rectangle, triangle and circle. By the end of the Foundation Phase, many pupils measure time well when addressing challenges on different distances travelled and how long it takes to do so. Many bond whole numbers to 100 successfully. Many understand clearly the properties of three-dimensional shapes, such as cubes and cuboids, when describing the properties of everyday objects like tins and packaging in supermarkets. Many pupils are confident when applying mathematical concepts to analyse and solve problems in all areas of learning, such as using compass directions and creating pop-up cards.

Most pupils in key stage 2 use mathematical language correctly in a range of contexts. For example, older pupils use percentages of quantities accurately and explain clearly how they arrived at their answers. Most pupils have a sound understanding of how to present a range of data and interpret it to provide sensible explanations and conclusions. They choose their own methods of recording numerical data sensibly and explain thoroughly why they think that this is the most effective method to convey the information gathered.

Most pupils' standards in Welsh are appropriate. In the Foundation Phase, the majority of pupils achieve satisfactorily in lessons, listening suitably and responding occasionally to different situations. A few pupils in key stage 2 use incidental Welsh naturally and most make sufficient progress in gaining skills in the Welsh language.

In 2014, the percentage of pupils who achieved the expected outcome (outcome 5) at the end of the Foundation Phase places the school in the top 25% for literacy and in the upper 50% for mathematical development in comparison with similar schools. At the higher than expected outcome 6, the school is in the bottom 25% for literacy and mathematical development in 2014.

Over the last four years, performance at the end of key stage 2 in English at the expected level (level 4) has varied, moving the school between the upper 50% and bottom 25% when compared with similar schools. During the same period, performance in mathematics has also varied, moving the school between the top 25% and the bottom 25%. Performance in science has placed the school either in the upper 50% or bottom 50% of similar schools for the last four years.

At the higher-than-expected level 5, pupils' performance over the last four years in English has varied, moving the school between the top 25% and lower 50% of similar schools. In mathematics, performance has varied, moving the school between the upper 50% and the bottom 25%. Performance in science has placed the school either in the upper 50% or bottom 25% during the same period.

The performance of pupils eligible for free school meals tends to be below the performance of other pupils in both the Foundation Phase and key stage 2.

## **Wellbeing: Good**

Nearly all pupils are aware of the importance of health and fitness. They feel safe at school and know how to keep healthy by eating sensibly and taking physical exercise through regular sporting or other activities.

Most pupils have positive attitudes to learning and work well with others. They are polite and respectful towards adults and each other. Most pupils behave well in classes and around the school. Young leaders from key stage 2 supervise zones sensibly on the yards at break times. They assist younger pupils effectively by using sporting equipment and participating in different activities.

Members of the school council and eco committee take an active part in school life and make decisions that benefit all pupils. For example, they have organised litter picks and elected to use their budget to provide play equipment for use by pupils at break times.

Pupils in leadership roles communicate effectively with other pupils and the school community through their roles on various school groups, such as the digital leaders, the attendance forum and the 'Cryw Cymraeg'. Pupils represent the school well at local community events, such as in the local Remembrance Day service, choir performances at residential homes and food co-operative collections and food distribution.

Pupils' overall attendance rates have tended to place the school in the higher 50% when compared to similar schools over the last five years. Nearly all pupils arrive punctually for lessons.

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

The school provides a wide range of learning experiences of good quality for pupils that enrich and enhance their education. Teachers plan a broad and balanced curriculum with a positive emphasis on developing pupils' literacy and numeracy skills. However, teachers plan too many tasks in literacy and topic work and this limits the opportunities for pupils to write at length in specific tasks.

Nearly all pupils have many opportunities to use their numeracy and information and communication technology (ICT) skills. The school provides a wide range of ICT programs on tablets and laptops to set out data and create graphs in the Foundation Phase. Extra support for pupils with additional learning needs in numeracy and literacy enables most to make good progress.

The provision for pupils' Welsh language development is good and many staff use Welsh incidentally and regularly with pupils. There are systematic and effective opportunities for pupils to learn about their locality, the history and culture of Wales. Pupils visit Welsh landmarks and places in the local community to enhance their learning experiences further.



The school offers a worthwhile range of extra-curricular activities, for example ICT club, athletics and a multi-skills club. The school takes part in a range of sporting events, providing pupils with many useful opportunities to develop their skills and to experience competitive games.

The school promotes sustainable development and global citizenship positively across the curriculum. It has very good links with a school in Uganda, providing opportunities for pupils to think as global citizens. It has a well-established eco-committee, which has undertaken effective improvements, for example in recycling, picking up litter and saving energy. The school provides pupils with positive experiences to grow their own vegetables in the school allotment and they use these to make their own soups and stews. This gives them a good understanding of sustainable lifestyles and healthy eating.

### **Teaching: Good**

Teachers and support staff work well to ensure that pupils are motivated and engage well in their learning activities. All adults create a purposeful working atmosphere within the classrooms and outdoors. They respond with interest to pupils' answers and give effective encouragement to them. Support staff enrich the experiences of groups and individuals consistently well and this is a strength of the school.

Staff manage behaviour well by setting out clear expectations about what is acceptable. Lessons are well organised and progress at a very good pace. Teachers share learning objectives effectively with pupils. They use a wide range of stimulating resources thoughtfully. Sound subject knowledge, skilful questioning and a variety of teaching methods gain most pupils' interest very well. However, tasks planned for the more able pupils do not always offer them enough challenge and the work produced by these pupils is not always as good as it could be.

Teachers generally use assessment purposefully to identify pupils who need additional support. They track pupils' progress in detail using an electronic tracking system. Teachers provide regular opportunities for pupils to assess their own work and that of their peers. However, marking varies in quality too much. It identifies the next steps in pupils' learning through agreed targets for improvement, but the impact of marking and assessment for learning strategies are inconsistent across the school.

Reports to parents are informative and meet statutory requirements. They identify pupils' attainments against the literacy and numeracy framework and identify clear targets for improvement.

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

The school provides a safe and caring environment and there is a clear ethos of respect. The support and guidance offered to pupils result in nearly all of them feeling safe in school and knowing where to go if they are worried or upset. Nearly all pupils support their peers and play a valuable role in helping them express their feelings. The school has appropriate arrangements to promote and encourage healthy eating, drinking and regular exercise.

The school provides many good opportunities for pupils to develop their social, moral, spiritual and cultural development. These arrangements contribute well to pupils' all-round development and wellbeing and support their learning purposefully. For example, Year 2 pupils recently played in a string orchestra in the Birmingham Symphony Hall and all key stage 2 pupils play brass, string and percussion instruments.

The school sets out clear expectations of pupils' behaviour and staff promote these consistently in all classes. The school deals effectively with any rare incidents of bullying.

There are effective systems for identifying pupils who need extra support with their work. Staff plan and co-ordinate the provision well and there are good links with specialist external agencies. Teachers evaluate and update individual education plans regularly. The school involves parents and carers fully in the process. Targets are clear and pupils have full access to all areas of the curriculum. The school uses teaching assistants very well to support teaching and to provide effective intervention programmes to help pupils to develop their literacy and numeracy skills when they fall behind. Procedures for reporting on additional learning needs meet statutory requirements.

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

### **Learning environment: Good**

The school is a vibrant community with a warm, family atmosphere. Staff encourage pupils to treat others with care and to show them respect whatever their gender, race or background, and this ensures an inclusive ethos.

The school provides an environment where pupils feel safe and secure. There are effective arrangements to support pupils' health and wellbeing, as well as to encourage all pupils' involvement in the school and the wider community. The school environment is clean and orderly. All areas in the building have a good range of resources to support pupils' learning well. Displays in classrooms and across the school generally reflect and celebrate pupils' work. The sensible organisation of the year groups is effective.

Outdoor learning resources enrich pupils' learning and promote enjoyable and exciting activities. The school has very stimulating outdoor areas, which extend pupils' learning experiences imaginatively. They provide flexible learning spaces, allowing pupils to make independent choices in their own learning.

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

The headteacher and newly-formed leadership team provide sound and effective leadership. They work well together and have a clear, focused understanding of their roles and responsibilities to improve the work of the school. Senior leaders share clear, agreed aims for improving the quality of provision and raising standards. The team ensures that there is a clear focus on pupils' achievements and on progress towards meeting school development priorities.

Regular meetings of all staff and their active involvement in school development planning provide good opportunities for them to contribute to shaping the strategic direction of the school. All members of staff are fully aware of new policies and practices and participate eagerly in regular, well-structured staff meetings.

Leaders purposefully challenge and support staff to improve their own practice through well-established performance management meetings and annual reviews. They have successfully implemented a range of new initiatives that are having a positive impact on pupils' outcomes, most notably by restructuring the provision for mathematics to improve pupils' reasoning skills. This has improved outcomes in mathematics for most pupils.

The governing body meets regularly and fulfils all statutory requirements. Governors know the school well, through detailed reports from the headteacher and their regular visits. They have a good awareness of the school's current strengths and areas for improvement. They support the headteacher well and are beginning to develop their monitoring role through participation in focused learning walks and evaluating their observations with staff.

The school has responded well to national priorities. It works very effectively as a professional learning community and has successfully led regional primary schools in the development of an effective self-evaluation tool to improve online assessments.

### **Improving quality: Good**

The school's self-evaluation process is robust, involves all staff and draws on a wide range of data, book scrutiny and lesson observations. The school takes good account of performance trends over time, particularly the performance of different groups of learners. It identifies strengths and ways forward skilfully and the analysis links directly to the priorities and actions within the school development plan.

The effective school development plan details succinctly relevant timescales, key personnel, monitoring arrangements and costs. The review and monitoring of the targets and actions in this document is well established and identifies successfully the impact of initiatives on raising standards for all pupils. As a result, the school is able to identify specific, relevant priorities for the school's future development.

The headteacher and the senior leadership team have established a purposeful and focused timetable of self-evaluation activities. All staff, including teaching assistants,

participate actively in peer lesson observations. This has successfully developed a culture where all staff feel valued and supported in their professional development. Staff make valuable contributions to the self-evaluation process through evaluating their own performance and identifying areas for improvement. These contribute effectively to the whole-school development plan and individual performance management targets.

### **Partnership working: Good**

The school communicates well with parents. An active parents' association supports the school well and has contributed financially to providing outdoor play equipment for pupils.

The school has a good relationship with a wide range of partners within the local community who contribute to improving outcomes for pupils. These include a very successful partnership with a local construction firm that has made valuable contributions to the development of the outdoor area for Foundation Phase pupils. This has provided pupils with the opportunity to investigate wildlife in a bug hotel and to plant and grow their own vegetables in the allotment area.

Pupils from across the school have worked well with a local food co-operative. They have taken ownership of the responsibility for collecting the fruit and vegetable orders from parents and staff. They order the food from the local shop, organise payments and distribute the goods. This worthwhile experience is beneficial in developing their awareness of the world of work and the importance of a healthy diet.

Partnership working with local authority agencies and clusters of schools is effective. Teachers collaborate purposefully to moderate pupils' work and to share good practice, resulting in improvements to the quality of learning. Pupils benefit from a good range of curriculum-based activities during transition weeks with the local secondary schools. This ensures a smooth transfer to the next stage of the pupils' learning.

### **Resource management: Good**

The school has enough suitably-qualified and experienced staff to deliver the curriculum. Leaders deploy teaching and support staff effectively to meet the needs of pupils and to make best use of staff expertise. All teachers and teaching assistants benefit from a comprehensive and relevant programme of professional development, which makes a positive impact on pupils' outcomes and the quality of provision.

The school makes good use of its available finance and manages its budget well. There are notable links between the efficient allocation of funding and the improvement in pupils' outcomes. The indoor and outdoor accommodation is well organised and effectively meets the needs of the pupils. Leaders make beneficial use of the pupil deprivation grant to improve outcomes for targeted pupils, for example by funding the provision of digital technology to develop pupils' oracy skills and wellbeing.

Networks of professional development in school and with partners are well developed and are having a worthwhile impact on the quality of provision and standards for pupils.

Given the standards achieved by pupils, the consistent quality of provision and effective leadership, the school provides good value for money.

## Appendix 1: Commentary on performance data

### 6772277 - Beaufort Hill Primary

Number of pupils on roll	246
Pupils eligible for free school meals (FSM) - 3 year average	20.8
FSM band	3 (16%<FSM<=24%)

#### Foundation Phase

	2012	2013	2014
<b>Number of pupils in Year 2 cohort</b>	31	31	33
<b>Achieving the Foundation Phase indicator (FPI) (%)</b>	90.3	83.9	93.9
Benchmark quartile	1	2	1
<b>Language, literacy and communication skills - English (LCE)</b>			
Number of pupils in cohort	31	31	33
Achieving outcome 5+ (%)	96.8	90.3	97.0
Benchmark quartile	1	2	1
Achieving outcome 6+ (%)	32.3	12.9	21.2
Benchmark quartile	2	4	4
<b>Language, literacy and communication skills - Welsh (LCW)</b>			
Number of pupils in cohort	*	*	*
Achieving outcome 5+ (%)	*	*	*
Benchmark quartile	*	*	*
Achieving outcome 6+ (%)	*	*	*
Benchmark quartile	*	*	*
<b>Mathematical development (MDT)</b>			
Number of pupils in cohort	31	31	33
Achieving outcome 5+ (%)	93.5	83.9	93.9
Benchmark quartile	2	3	2
Achieving outcome 6+ (%)	16.1	9.7	9.1
Benchmark quartile	3	4	4
<b>Personal and social development, wellbeing and cultural diversity (PSD)</b>			
Number of pupils in cohort	31	31	33
Achieving outcome 5+ (%)	93.5	96.8	100.0
Benchmark quartile	3	2	1
Achieving outcome 6+ (%)	22.6	25.8	18.2
Benchmark quartile	3	4	4

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.

**6772277 - Beaufort Hill Primary**

Number of pupils on roll	246
Pupils eligible for free school meals (FSM) - 3 year average	20.8
FSM band	3 (16%<FSM<=24%)

**Key stage 2**

	2011	2012	2013	2014
<b>Number of pupils in Year 6 cohort</b>	32	29	29	27
<b>Achieving the core subject indicator (CSI) (%)</b>	87.5	89.7	79.3	88.9
Benchmark quartile	2	2	4	2
<b>English</b>				
Number of pupils in cohort	32	29	29	27
Achieving level 4+ (%)	87.5	89.7	82.8	88.9
Benchmark quartile	2	2	4	3
Achieving level 5+ (%)	43.8	34.5	31.0	48.1
Benchmark quartile	1	2	3	1
<b>Welsh first language</b>				
Number of pupils in cohort	*	*	*	*
Achieving level 4+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
<b>Mathematics</b>				
Number of pupils in cohort	32	29	29	27
Achieving level 4+ (%)	93.8	96.6	79.3	92.6
Benchmark quartile	1	1	4	2
Achieving level 5+ (%)	28.1	34.5	27.6	18.5
Benchmark quartile	3	2	3	4
<b>Science</b>				
Number of pupils in cohort	32	29	29	27
Achieving level 4+ (%)	93.8	96.6	89.7	88.9
Benchmark quartile	2	2	3	3
Achieving level 5+ (%)	37.5	13.8	37.9	7.4
Benchmark quartile	2	4	2	4

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		99 99%	1 1%	Rwy'n teimlo'n ddiogel yn fy ysgol.
			98%	2%	
The school deals well with any bullying.	100		89 89%	11 11%	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		98 98%	2 2%	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.	100		86 86%	14 14%	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.	99		98 99%	1 1%	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		99 99%	1 1%	Rwy'n gwybod beth I'w wneud a gyda phwy i siarad os ydw I'n gweld fy ngwaith yn anodd.
			98%	2%	
My homework helps me to understand and improve my work in school.	100		85 85%	15 15%	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		95 95%	5 5%	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		67 67%	33 33%	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	100		69 69%	31 31%	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.	28	13 46%	13 46%	2 7%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		64%	33%	3%	1%		
My child likes this school.	28	18 64%	10 36%	0 0%	0 0%	0	Mae fy mhentyn yn hoffi'r ysgol hon.
		73%	25%	1%	0%		
My child was helped to settle in well when he or she started at the school.	28	16 57%	11 39%	1 4%	0 0%	0	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		73%	26%	1%	0%		
My child is making good progress at school.	25	10 40%	15 60%	0 0%	0 0%	3	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		63%	34%	3%	1%		
Pupils behave well in school.	27	8 30%	15 56%	3 11%	1 4%	1	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		48%	47%	4%	1%		
Teaching is good.	26	8 31%	16 62%	2 8%	0 0%	2	Mae'r addysgu yn dda.
		62%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	27	12 44%	15 56%	0 0%	0 0%	1	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		65%	33%	1%	0%		
The homework that is given builds well on what my child learns in school.	22	6 27%	12 55%	3 14%	1 5%	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.
		50%	42%	6%	2%		
Staff treat all children fairly and with respect.	26	11 42%	12 46%	3 12%	0 0%	2	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		61%	34%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	26	10 38%	13 50%	3 12%	0 0%	1	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		61%	37%	2%	0%		
My child is safe at school.	28	12 43%	15 54%	1 4%	0 0%	0	Mae fy mhentyn yn ddiogel yn yr ysgol.
		67%	31%	1%	0%		
My child receives appropriate additional support in relation to any particular individual needs'.	18	6 33%	12 67%	0 0%	0 0%	8	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		56%	38%	4%	1%		
I am kept well informed about my child's progress.	28	6 21%	11 39%	9 32%	2 7%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		50%	40%	8%	2%		

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
I feel comfortable about approaching the school with questions, suggestions or a problem.	28	15 54%	11 39%	2 7%	0 0%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		63%	31%	4%	2%		
I understand the school's procedure for dealing with complaints.	24	10 42%	10 42%	4 17%	0 0%	3	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		49%	42%	8%	2%		
The school helps my child to become more mature and take on responsibility.	26	9 35%	16 62%	1 4%	0 0%	1	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		58%	39%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	18	7 39%	10 56%	1 6%	0 0%	7	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		53%	41%	5%	1%		
There is a good range of activities including trips or visits.	27	10 37%	14 52%	3 11%	0 0%	1	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		55%	38%	5%	1%		
The school is well run.	27	12 44%	14 52%	1 4%	0 0%	1	Mae'r ysgol yn cael ei rhedeg yn dda.
		62%	33%	3%	2%		

## Appendix 3

### The inspection team

Nicholas Jones	Reporting Inspector
Margaret Erica Lonsdale	Team Inspector
Sarah Botterill	Lay Inspector
James Ridley	Peer Inspector
Phillip Brookman	Nominee

## Copies of the report

Copies of this report are available from the school and from the Estyn website ([www.estyn.gov.uk](http://www.estyn.gov.uk))

### Year groups, the Foundation Phase and key stages

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

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

Primary phase:

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

Secondary phase:

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

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

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

## **Glossary of terms – Primary**

### **Foundation Phase indicator (FPI)**

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

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

- literacy, language and communication in English or Welsh first language
- mathematical development
- 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.