



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

A report on

**Bedwas Junior School
Church Street
Bedwas
CF83 8EB**

Date of inspection: March 2017

by

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

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

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

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

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

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

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

Every possible care has been taken to ensure that the information in this document is accurate at the time of going to press. Any enquiries or comments regarding this document/publication should be addressed to:

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Context

Bedwas Junior School is in the village of Bedwas near Caerphilly. The school has 167 pupils on roll aged between 7 and 11. There are six classes, including two with pupils from more than one year group.

Approximately 17% of pupils are eligible for free school meals, which is close to the national average of 19%. The school identifies around 26% of pupils as having additional learning needs, which is about the same as the national average (25%).

Most pupils live locally and nearly all are of white British ethnicity. No pupils speak Welsh at home.

The headteacher took up his post in 2011. The headteacher and deputy headteacher are also acting leaders at another primary school in Caerphilly. The school's last inspection was in May 2009.

The individual school budget per pupil for Bedwas Junior School in 2016-2017 means that the budget is £2,696 per pupil. The maximum per pupil in the primary schools in Caerphilly is £4,854 and the minimum is £2,696. Bedwas Junior School is 75th 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 school's current performance is good because:

- Nearly all pupils make good progress and achieve well
- Most pupils enjoy school, work hard and take pride in their work
- The behaviour of most pupils is very good
- The rates of attendance are high compared with similar schools
- The curriculum provides a wide range of stimulating experiences that engage pupils and stimulate their curiosity
- The quality of care and support for pupils is highly effective and pupils are safe, secure and ready to learn

Prospects for improvement

The school's prospects for improvement are good because:

- The headteacher has a clear vision for the school and sets high expectations for all members of the school community
- All staff share a strong team ethos and, as a result, the school is an effective learning community with a consistent approach to teaching and learning
- The governing body knows the school well and provides strong support and robust challenge
- Self-evaluation procedures are rigorous and provide leaders with an accurate basis on which to plan for improvement
- The school makes imaginative use of a range of specialist partners to enhance pupils' learning experiences
- The school manages its finances carefully and provides good value for money

Recommendations

- R1 Improve the attainment of boys and pupils eligible for free school meals in English
- R2 Provide more frequent opportunities for pupils to develop their independent problem-solving and decision-making skills across the curriculum
- R3 Extend further the existing partnership with the main feeder infant school

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
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Standards: Good

Most pupils enter the school with levels of skills, knowledge and understanding that are in line with those expected of pupils of a similar age. During their time at the school, nearly all make good progress and achieve well.

Many pupils have well developed oracy skills. They listen attentively to their teachers. In groups, most pupils listen carefully to one another's contributions and rarely interrupt. Most speak confidently and choose their words carefully to make their meaning clear. When speaking to adults, pupils are polite and respectful. They use specialist terms correctly when explaining their ideas. For example, in English lessons they use the terms 'imply' and 'infer' correctly.

Most pupils in Years 3 and 4 read competently. They read regular words accurately and know how to break down difficult words into smaller sections. They use dictionaries to find the meanings of new words and they are beginning to infer their meaning from the words around them. By Year 6, nearly all pupils are accomplished readers. They read aloud fluently and expressively. Many are enthusiastic readers and have favourite authors, such as Michael Morpurgo and Anthony Horowitz. Many pupils give coherent descriptions of setting, character and plot. More able pupils comment knowledgeably on a book's style, such as the author's use of metaphor and personification.

Throughout the school, most pupils write neatly with consistent letter formation. In Years 3 and 4, most pupils complete a suitable range of grammatical exercises and independent writing well. Many pupils spell regular words correctly. They use a suitable variety of punctuation marks well to make their meaning clear. In their independent writing, many pupils use thesauruses confidently to choose interesting adjectives to enliven their writing. By Year 6, most pupils write extensively in a wide range of contexts. Many adapt their style to suit their purpose and intended audience. For example, when writing a newspaper report, they describe the devastation of bomb-damaged schools and shops. In adventure stories, they write exciting passages, such as 'From deep inside, I mustered up the strength to take a leap of faith and step one foot onto the rusty engine.' Many pupils write effective diary entries in the character of a wartime evacuee.

Nearly all pupils make very good progress in developing their mathematical skills. In Years 3 and 4, they develop a sound understanding of place value and they add and subtract numbers up to a thousand correctly. Most check their answers regularly by performing inverse calculations. They divide numbers by grouping and by sharing. By Year 6, many pupils read, write and order numbers up to one million. They work neatly and accurately, solving word problems that require multi-step calculations. They convert fractions to decimals and percentages and plot the co-ordinates of two-dimensional shapes well. Most pupils apply their numeracy skills appropriately in many areas of the curriculum. For example, in their science investigations, pupils

measure accurately and present their findings clearly, choosing the most suitable graph for their purpose. In topic work, they calculate the differences in populations of Welsh counties.

Throughout the school, most pupils make strong progress in developing their skills in information and communication technology (ICT). All classes upload interesting blogs to the school website. In Years 3 and 4, most pupils use a wide range of software packages to present text, images and sound creatively. They add details to database packages and begin to use spreadsheets to record Victorian census data. Many older pupils create animations effectively. For example, they present the experiences of settlers in Patagonia in 1865. Most use the internet efficiently to search for information. They have a clear understanding of how to stay safe online.

Most pupils make good progress in learning the Welsh language. Most read simple Welsh books fluently and with good expression. In their writing, they use a wide vocabulary in well-understood sentence patterns to describe their likes and dislikes. They write in the past tense to recount their holidays. Most pupils speak clearly and engage in simple conversations, relying on familiar sentence patterns. However, most pupils are uncertain when asked to extend their answers.

Most pupils with additional learning needs respond well to the support they receive and make very good progress towards their personal targets.

Pupils' attainment at the expected level for the past two years in English, mathematics and science has risen, placing the school in the higher 50% when compared with similar schools. At the higher level, attainment in all subjects places the school consistently in the higher 50% or top 25% of similar schools. While there are fluctuations from year to year, girls as a group tend to do better than boys in terms of achieving the expected and higher levels of attainment. Pupils eligible for free school meals tend not to achieve as well as other pupils.

Wellbeing: Excellent

Standards of pupils' wellbeing are very high throughout the school. Nearly all pupils have a very clear understanding of the importance of eating and drinking well. They drink water throughout the day and snack on fruit during break times. They understand the benefits of vigorous exercise and participate enthusiastically in a wide range of physical activities, such as dance, gymnastics and sports clubs. They enjoy school, work hard and take pride in their work. Nearly all pupils feel safe in school and have a clear understanding of how to stay safe online.

Most pupils' behaviour is exemplary. Many refer knowledgeably to the school's single rule, which underpins the harmonious relationships that exist between all members of the school community. Pupils are courteous towards each other and to adults. They speak and listen confidently to adults and are happy to approach any member of staff should they have concerns. Most pupils have very positive attitudes towards school. They enjoy learning and they work highly effectively with each other. They show persistence and resilience when facing difficulties with their work. They have a very good understanding of how well they are doing in school. They refer knowledgeably to their own learning targets and to what they have to do to improve their work.

The contribution of pupils to the life and work of the school is very strong. Many contribute to decisions about what they learn in selected topics. For example, pupils in Year 6 chose to research the 1985 miners' strike in a project inspired by L. S. Lowry's painting of Six Bells Colliery. Pupils in all classes take active roles in writing blogs that they upload to the school website. This keeps parents well informed and supports pupils' learning well. The school and eco councils lead a number of significant projects. These include campaigning to preserve a local natural beauty site and developing a walk-to-school scheme. These worthwhile activities ensure that pupils' views and ideas make a positive difference to their school life and make a notable contribution to pupils' social and life skills. Many pupils take on a variety of extra responsibilities enthusiastically. For example, playtime 'buddies' ensure that no child feels excluded. The most diligent pupils are rewarded with a Tommy Cooper fez, which they wear proudly around the school.

Pupils' attendance rates have improved steadily over the last four years and now place the school in the top 25% when compared with similar schools. Nearly all pupils arrive punctually for the start of the school day.

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

The school provides a broad and balanced curriculum that meets the needs of all pupils well. Teachers plan thoroughly to ensure that all pupils experience a wide range of stimulating experiences that enhance their learning. There are effective arrangements in place that allow staff to plan together to ensure that learning experiences meet pupils' requirements well.

The school's provision for developing pupils' skills is comprehensive. Pupils have well-planned opportunities to develop their literacy, numeracy, ICT and creative skills across the curriculum. The curriculum incorporates a variety of innovative learning opportunities. For example, pupils work alongside specialists to learn Spanish and photography and to simulate the work of a forensic scientist.

The provision for the development of pupils' Welsh language skills is good. Teachers timetable regular Welsh lessons for pupils and follow a recently revised scheme of work that sets out clear expectations in terms of increasing language demands as pupils move through the school. There are also daily sessions where pupils lead their classmates in a series of Welsh language exercises. The school's curriculum promotes pupils' knowledge and understanding of Welsh heritage and culture well. For example, pupils visit Cyfarthfa Castle and Caerleon in their history topics.

The school provides a wide range of clubs and creative activities for pupils during and after school. These enhance pupils' learning and develop pupils' interests effectively, for example by learning a musical instrument and developing coding skills in an ICT club. Visitors to the school, such as a comic-strip artist and a theatre company, extend and supports pupils' learning well.

The eco council raises pupils' awareness of sustainability concepts effectively by monitoring energy use, recycling and preventing littering by pupils. The school promotes pupils' understanding of global citizenship well through projects such as a comparative topic on Kenya and Wales.

Teaching: Good

Nearly all teachers have high expectations of pupils and challenge them to achieve well. All staff establish supportive working relationships with pupils and this contributes well to their progress and to their positive attitudes to learning. Teachers plan creatively to provide pupils with engaging activities that stimulate their curiosity. Most lessons build well on pupils' prior knowledge and understanding. However, lessons do not always encourage pupils to use their independent problem-solving skills enough.

Nearly all teachers set clear learning objectives that enable pupils to understand clearly how well they are performing. Many teachers use open-ended questioning skilfully to challenge pupils' thinking and to check their understanding. They use ICT creatively to present their lessons and to ensure that most lessons move forward at an appropriate pace. Teaching assistants give effective support in classes to pupils with additional needs.

Nearly all teachers provide pupils with helpful feedback during lessons by intervening sensitively at appropriate times. Teachers mark pupils' work purposefully. Pupils often reflect on their own progress towards their learning objectives and teachers comment helpfully on pupils' self-evaluations. This process is effective in enabling pupils to develop their critical thinking skills well. The school uses a suitable range of standardised tests to support teachers' assessments and uses an electronic system that allows teachers to track pupils' progress effectively. Teachers work with colleagues in other schools to ensure the accuracy of their assessments. Parents receive detailed annual reports on their child's progress which meet statutory requirements.

Care, support and guidance: Excellent

The strong, effective focus of the school on pupils' care and wellbeing is a particular strength of the school. The school has set up a nurture club for pupils who find lunchtimes difficult and nearly all pupils feel safe and well cared for. The school makes appropriate arrangements for promoting healthy eating and drinking. The school's provision to promote their spiritual, moral and social development is very effective, and this contributes successfully to the school's caring ethos and the excellent behaviour of nearly all pupils. Consequently, the school is a happy and very well-ordered community. The school provides highly creative cultural opportunities for its pupils, for example through learning modern dance and musical instruments. More than half of the pupils' play a musical instrument and many of those belong to the school orchestra.

All pupils are keen to take on responsibilities and influence directly the life of the school and the wider community. For example, the school choir and orchestra entertain regularly at a local care home. The school makes effective use of specialist services, such as a child support agency and a disability charity, to provide useful guidance for staff, pupils and parents of those with additional learning needs.

The emphasis on inclusion and respect for others is a prominent and successful feature of the school. The school promotes clear values effectively and pupils have an admirable understanding of the importance of respecting one another and themselves. In personal and social education sessions, the school emphasises the importance of promoting racial tolerance and challenging homophobia well.

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

Provision for pupils with additional learning needs is of high quality and enables these pupils to make very good progress towards their personal targets. The school is highly effective in ensuring early intervention when issues arise in pupils' learning and development. Staff track pupils' progress regularly and use the information very skilfully to plan suitable activities that link directly into teachers' weekly planning. All teachers and teaching assistants provide pupils with clear, useful verbal feedback. This helps pupils to understand how well they are doing and how they can improve their work. The school keeps parents well informed and fully involved in setting and reviewing their child's individual education plans.

Learning environment: Good

The school is a fully inclusive and tolerant community where all pupils have equal value. Staff, leaders and managers have a strong commitment to meeting the needs of pupils, especially those with additional needs. The school provides a warm and welcoming environment with very strong arrangements to support pupils' wellbeing and safety and to prevent bullying, harassment or discrimination.

The school buildings are well maintained and have a good range of resources, including ICT, which meets the needs of all pupils. Classrooms have attractive displays and provide an effective environment that is conducive to learning. The school makes good use of its outdoor area to support the delivery of the curriculum and to develop pupils' social and creative skills. For example, the installation of an artificial grass surface and an outdoor performance area provides stimulating opportunities for playtime activities.

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

The headteacher has established a strong vision and strategic direction for the school. The clear leadership structure enables all members of staff to contribute effectively to raising standards and promoting the school's values. There is a culture of aspiration among staff and they have high expectations of themselves and of the pupils. The headteacher and the deputy headteacher, particularly in the role of inclusion manager, have a strong impact on developing the quality of learning and outcomes for pupils.

All staff have clear roles and responsibilities. Staff at all levels promote high standards and ensure that the curriculum is engaging and delivered successfully. Regular staff and senior leadership team meetings ensure a clear focus on pupils' progress and school development priorities.

The school is a very effective learning community, characterized by a strong team ethos. The very good use of coaching and mentoring is ensuring consistency in teaching, learning and behaviour management across the school. The school's arrangements for managing staff performance are robust and effective.

The school responds well to national and local priorities, for example by placing the National Literacy and Numeracy Framework at the core of its teaching.

The governing body supports the school very effectively and provides a good level of challenge. For example, governors have questioned whether leaders could improve further the strategies for developing boys' reading skills. Governors know the school well, for example through detailed reports from the headteacher and meetings with the school council. Governors take part in a programme of planned visits and they record their findings and follow up any issues purposefully. They have a secure understanding of the school's strengths and areas that require improvement.

Improving quality: Good

The school's procedures for self-evaluation are thorough and well established. Most staff have a clear understanding of the school's strengths and areas for improvement, particularly with regard to pupil outcomes. The rigorous process to assess performance includes detailed analysis of information on pupil outcomes, lesson observations and scrutiny of pupils' work. Leaders consider carefully the views of external agencies, governors and parents. For example, the school has changed its approach to sex and relationships education due to parental feedback. Teachers and teaching assistants contribute effectively to discussions in staff meetings and they comment on the school development plan to evaluate its progress. As a result, the self-evaluation report provides an honest and accurate picture of the school and the school development plan drives forward improvement purposefully.

Leaders use the findings from self-evaluation to determine relevant priorities for school improvement. The school development plan has a manageable number of targets, which focus on raising standards and enhancing provision. The improvement actions identify appropriate timescales and responsibilities clearly and indicate how to measure progress. The school has a good track-record of improvement planning. For example, it has continued to develop the leadership opportunities for all teachers and is raising the levels of attainment of pupils eligible for free school meals.

Partnership working: Excellent

The school has a wide range of effective partnerships that make a strong contribution to improving pupils' standards and wellbeing. For example, a successful project with a local production company enabled specialists to work with pupils on digital

animations. This has contributed effectively to raising standards in ICT. Collaboration with a locally-based forensic scientist led to the creation of a 'crime scene' which pupils investigated. This provided interesting opportunities, led by an expert, for pupils to develop their scientific and problem solving skills. The school makes good use of its contacts with members of the community who have specialist skills. For example, a commercial photographer teaches pupils digital imaging skills using ICT. This culminated in a photography project that linked pupils in all classes with older members of the school community

Parents support the school well and there is good communication and partnership with them. The school website is a useful source of information for parents. The provision of family learning workshops within the school are beneficial and enable parents to support their children's learning purposefully.

The school engages very actively with other schools to build on its own good practice by sharing expertise and by learning from them. There is close, joint planning and support for learning with another school in Caerphilly. Staff undertake reciprocal observations of their teaching and subsequent reflection brings about improvements in their teaching. This is supporting the professional learning of staff and the development of the curriculum very well. All members of staff gain from coaching, mentoring and collaborating with staff from a neighbouring school. The many benefits include a deeper understanding of curricular innovations and a valuable increase in their capacity as leaders and managers. There are strong links and a high level of collaboration with the partner secondary school and the cluster group of primary schools that helps to ensure smooth transition from one school to the next. However, links with the school's feeder infants school are not fully developed. The school works effectively with partner schools to ensure consistency and accuracy in teachers' assessments.

Members of staff work well in partnership with the local authority and specialists, such as educational psychologists and health professionals, to promote pupils' wellbeing and learning.

Resource management: Good

The school has sufficient qualified and experienced teachers and support staff to meet the needs of all pupils well. Teaching assistants provide valuable support to teachers through targeted interventions for individuals and small groups of pupils. These have a positive influence on improving pupils' outcomes.

The headteacher and governing body manage the school's budget well and ensure that spending and resources match the priorities of the school improvement plan.

There are good arrangements for managing teachers' performance. As a result, all staff benefit from relevant training which links to the school's needs and priorities. All teachers have sufficient time for planning, preparation and assessment and staff use the time to work purposefully together in teams. The school is an effective learning community. .

The school benefits financially from its relationship with a neighbouring primary school. The funding enables the deputy headteacher to have a non-teaching role, which benefits all pupils, especially those with additional learning needs. The school uses specific grants such as the Pupil Deprivation Grant effectively to provide additional support to enhance the wellbeing of pupils who are eligible for free school meals.

In view of the standards pupils achieve and the overall quality of provision, the school provides good value for money.

Appendix 1: Commentary on performance data

There are very small cohorts in many of the years of Foundation Phase performance data available for this school. Where this is the case, we do not include a table of performance data.

6762323 - Bedwas Junior

Number of pupils on roll	167
Pupils eligible for free school meals (FSM) - 3 year average	16.0
FSM band	3 (16%<FSM<=24%)

Key stage 2

	2013	2014	2015	2016
Number of pupils in Year 6 cohort	44	40	42	43
Achieving the core subject indicator (CSI) (%)	86.4	92.5	92.9	90.7
Benchmark quartile	3	2	3	2
English				
Number of pupils in cohort	44	40	42	43
Achieving level 4+ (%)	88.6	92.5	95.2	93.0
Benchmark quartile	3	3	2	2
Achieving level 5+ (%)	36.4	45.0	47.6	46.5
Benchmark quartile	3	2	2	2
Welsh first language				
Number of pupils in cohort	*	*	*	*
Achieving level 4+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematics				
Number of pupils in cohort	44	40	42	43
Achieving level 4+ (%)	90.9	95.0	95.2	93.0
Benchmark quartile	3	2	2	2
Achieving level 5+ (%)	43.2	45.0	47.6	51.2
Benchmark quartile	2	2	2	1
Science				
Number of pupils in cohort	44	40	42	43
Achieving level 4+ (%)	90.9	95.0	97.6	95.3
Benchmark quartile	3	3	2	2
Achieving level 5+ (%)	36.4	47.5	50.0	51.2
Benchmark quartile	3	2	2	1

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

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

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

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

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

Appendix 2

Stakeholder satisfaction report

Responses to learner questionnaires

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

	Number of responses Nifer o ymatebion	Agree Cytuno	Disagree Anghytuno	
I feel safe in my school.	122	122 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	122	120 98%	2 2%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	122	121 99%	1 1%	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	122	122 100%	0 0%	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.	122	122 100%	0 0%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	122	122 100%	0 0%	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.	122	122 100%	0 0%	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.	122	121 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.	122	122 100%	0 0%	Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol.
		90%	10%	
I have enough books, equipment, and computers to do my work.	122	122 100%	0 0%	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.	121	117 97%	4 3%	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	122	114 93%	8 7%	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	31 91%	2 6%	0 0%	1 3%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		62%	34%	3%	1%		
My child likes this school.	34	28 82%	5 15%	0 0%	1 3%	0	Mae fy mhentyn yn hoffi'r ysgol hon.
		72%	26%	1%	0%		
My child was helped to settle in well when he or she started at the school.	34	27 79%	5 15%	1 3%	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.	34	28 82%	6 18%	0 0%	0 0%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	35%	3%	1%		
Pupils behave well in school.	34	25 74%	9 26%	0 0%	0 0%	0	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		47%	48%	4%	1%		
Teaching is good.	34	25 74%	9 26%	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	28 82%	6 18%	0 0%	0 0%	0	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.	34	18 53%	16 47%	0 0%	0 0%	0	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%	0 0%	1 3%	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	22 65%	12 35%	0 0%	0 0%	0	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		59%	38%	2%	0%		
My child is safe at school.	34	26 76%	7 21%	0 0%	1 3%	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'.	32	21 66%	8 25%	0 0%	1 3%	2	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		55%	39%	4%	2%		

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
I am kept well informed about my child's progress.	34	17 50%	17 50%	0 0%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		49%	41%	9%	2%		
I feel comfortable about approaching the school with questions, suggestions or a problem.	34	28 82%	5 15%	0 0%	1 3%	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.	34	24 71%	9 26%	0 0%	1 3%	0	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.	34	27 79%	5 15%	1 3%	0 0%	1	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		57%	40%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	32	22 69%	5 16%	0 0%	1 3%	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.	34	20 59%	14 41%	0 0%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		54%	39%	6%	1%		
The school is well run.	34	28 82%	5 15%	0 0%	1 3%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	34%	4%	2%		

Appendix 3

The inspection team

Mr Christopher Dolby	Reporting Inspector
Mr Gregory Owens	Team Inspector
Mr David Jenkins	Lay Inspector
Mr John Ivins	Peer Inspector
Mr Paul Warren (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.