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

A report on

Cwrt Rawlin Primary School
Cae Meillion
Caerphilly
CF83 1SN

Date of inspection: June 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.

Publication date: 23/08/2016

Context

Cwrt Rawlin Primary School is in Caerphilly. There are currently 365 pupils on roll aged between 3 and 11, including 45 in the part-time nursery. The school teaches its pupils in 12 classes, four of which are mixed-age classes.

Around 4% of pupils are eligible for free school meals, which is well below the national average of 20%. The school identifies around 14% as having additional learning needs, which is below the national average of around 25%. No pupils have statements of special educational needs. Nearly all pupils are of white British ethnicity and have English as their home language.

The school's last inspection was in 2011. The headteacher took up her post in September 2015.

The individual school budget per pupil for Cwrt Rawlin Primary School in 2015-2016 means that the budget is £2,882 per pupil. The maximum per pupil in the primary schools in Caerphilly is £5,191 and the minimum is £2,492. Cwrt Rawlin Primary School is 58th 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:

- Most pupils make at least good progress during their time at the school
- Many pupils apply their literacy and numeracy skills well across the curriculum
- Standards of pupils' behaviour and wellbeing are high
- Attendance rates compare well with those in similar schools
- The curriculum provides a wide range of rich and varied learning experiences
- All staff work together very well as a team to provide a caring and stimulating environment for all pupils
- Most teaching is good
- The school provides pupils with high levels of care, support and guidance

Prospects for improvement

The school's prospects for improvement are good because:

- The headteacher provides a clear strategic direction for the school
- Members of the governing body know and support the school well
- Self-evaluation procedures give an accurate picture of the school's strengths and areas for development
- The school improvement plan is a comprehensive and purposeful document
- There are effective partnerships that support pupils' learning and wellbeing effectively
- The school has a strong track record of bringing about improvement successfully

Recommendations

R1 Provide a clear framework that will enable pupils to develop their thinking skills as they move through the school

R2 Ensure that all teaching is consistently at least good

R3 Develop the role of the governing body in gathering first-hand evidence to hold the school to account effectively

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

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

Many pupils in the Foundation Phase develop their oracy skills well. Most listen carefully to adults and speak confidently. Many are keen to talk knowledgably about their work.

Nearly all pupils in key stage 2 have well-developed listening skills. They pay close attention to their teachers and listen to each other's contributions during class discussions. Most pupils speak clearly and confidently. In classes, they share ideas using appropriate vocabulary. When speaking with adults, they are polite and respectful. By the end of Year 6, many pupils are articulate.

Throughout the school, nearly all pupils read at a suitable level for their ability. Most pupils in the Foundation Phase make good progress in reading. They use their knowledge of letters and sounds to read accurately. Most use a range of strategies confidently to tackle unfamiliar words. The most able read fluently and expressively.

Nearly all pupils in key stage 2 read fluently, with expression and understanding. They state their reading preferences clearly and most are developing higher-order skills to infer what is occurring in their story books. They use non-fiction books and the internet to research topics and locate information quickly and methodically.

Throughout the school, the quality of pupils' writing is good and often excellent. They write for many different purposes, such as letters and diary entries. They create vivid descriptions of historical events like the Great Fire of London. Many pupils write with accurate spelling and punctuation. Many pupils in the Foundation Phase write neatly, forming letters correctly with consistent size and spacing. Many are beginning to join their letters in a cursive style.

In key stage 2, many pupils show a developing awareness of the purpose and intended audience for their writing, and adjust their style accordingly. Most write neatly and take pride in the presentation of their work. Around half of pupils in Year 6 use a variety of literary techniques successfully, such as metaphor and personification, to enhance their writing. When responding to Shakespeare's 'The Tempest', they use evocative vocabulary to create atmosphere, as in, 'Twisted, teased, treacherous trees. Demonic screams rush in my ears …'. Many pupils apply literacy skills effectively in a wide range of contexts. For example, in history lessons, they write diary entries that empathise sensitively with wartime evacuees.

Through the Foundation Phase, most pupils make good progress in mathematical development. They add two-digit numbers competently and add coins to make sums of money up to one pound. Many pupils develop quick and accurate mental

strategies to perform simple calculations. They measure and weigh carefully using metric units and read the time correctly from analogue and digital displays. Most recognise regular two-dimensional and three-dimensional shapes.

In key stage 2, most pupils make good progress in developing their mathematical skills. They read and write very large numbers and perform mental calculations quickly and accurately. They perform calculations that require the use of several operations correctly. Many sort shapes logically by referring to their properties, draw and read angles accurately and plot co-ordinates in four quadrants.

Across the school, many pupils apply numeracy skills well in a wide range of contexts. For example, pupils in Year 2 discover the combination that opens a padlocked treasure chest by doubling and halving sets of numbers. In key stage 2, pupils use their numeracy skills well when comparing the climates and topographies of Iceland and St Lucia. However, many pupils in key stage 2 do not have well-developed thinking skills, such as knowing how to quickly assemble ideas about a problem and then compare their similarities and differences.

Many pupils in the Foundation Phase make good progress in learning the Welsh words for colours, foods and items of clothing. When writing about Cinderella, they write a recipe for a magic potion in Welsh. Most answer confidently when asked simple questions about themselves, their likes and dislikes.

Pupils in key stage 2 continue their good progress in Welsh. By the end of the key stage, most pupils read Welsh texts fluently and with understanding. They write Welsh sentences about their holidays using the past tense correctly and with an extensive vocabulary based on the themes of their lessons.

Throughout the school, many pupils make good progress in developing their skills in information and communication technology (ICT) in order to support their learning across the curriculum.

Nearly all pupils with additional learning needs make good progress towards their individual targets.

In the Foundation Phase since 2012, pupils' attainment in literacy skills and mathematical development at the expected outcome has placed the school consistently in the higher 50% when compared with similar schools. At the higher-than-expected outcome, attainment generally places the school in the top 25%.

In key stage 2, pupils' attainment in English, mathematics and science at the expected level has fluctuated between placing the school in the higher 50% to the bottom 25%. Attainment at the higher-than-expected level has tended to place the school in the higher 50% but it dropped to the lower 50% last year.

There are very few pupils who are eligible for free school meals, which makes comparison of their performance with that of other pupils unreliable. However, they generally perform at least as well as other pupils.

For the past two years, the performance of boys as a group has tended to be below that of girls.

Wellbeing: Good

Most pupils understand the importance of eating and drinking healthily and taking regular exercise. For example, many pupils travel to school on foot or on their scooters and understand why this is good for them. Many participate in the school's wide range of physical activities, such as swimming, tennis and athletics.
Nearly all pupils make sensible choices about what and how they want to learn and reflect on their achievements with their teachers at the end of each lesson. Most pupils concentrate for sustained periods and engage well in tasks. Nearly all pupils behave well in lessons and around the school and show consideration for each other and adults.

Attendance rates are good and place the school in the higher 50% when compared with similar schools. Nearly all pupils arrive punctually.

Many pupils take on responsibilities enthusiastically and play a significant part in the school and wider community. For example, Year 6 'sport buddies' encourage younger pupils in exploring alternative playtime games. The good work of the junior road safety officers has resulted in safer parking by parents. The school council is highly effective and enables many pupils to feel valued and able to make important decisions about important aspects of school. For example, it has written and published the school's anti-bullying code.

Nearly all pupils develop good social and life skills and are able to work well with others and to solve problems. Opportunities for all pupils to influence broader aspects of school life, such as policies and the curriculum, are developing well. They have a strong sense of belonging to their local community and appreciate the role they have in contributing to it.

Key Question 2: How good is provision?	Good

Learning experiences: Good

The school provides a wide range of rich and varied learning experiences that meet the requirements of the National Curriculum and the locally agreed syllabus for religious education effectively. Teachers plan collaboratively to deliver imaginative and engaging activities that interest and motivate nearly all pupils to learn successfully. For example, pupils in Years 5 and 6 enjoy participating in their own EU referendum. This is effective in developing pupils' persuasive writing and oracy skills.

The successful implementation of the National Literacy and Numeracy Framework ensures that the curriculum builds on pupils' skills as they move through the school. All teachers provide pupils with interesting and challenging opportunities to apply their skills appropriately within a range of contexts. This is a strength of the school. For example, Year 6 pupils apply their numeracy skills effectively in calculating profit and loss when planning a fruit tuck shop for the secondary school. Planning for ICT is developing well. However, opportunities for pupils to develop their thinking skills are limited. They are not encouraged to approach problems in a structured way.

Many well-supported extra-curricular activities enrich pupils' learning experiences well and have a positive impact on their wellbeing. For example, French and chess clubs complement the school's sports clubs.

The provision for Welsh is good. Most teachers encourage pupils to use Welsh in lessons and around school. Pupils identified as 'Welsh Helpers' help others in their class, promoting Welsh speaking and acting as role models. Teachers develop pupils' knowledge of Welsh culture and traditions purposefully through well-chosen themes and projects. Planned visits to Welsh places of interest and the study of famous local Welsh people give pupils a sense of pride in their Welsh heritage.

The school provides good opportunities for pupils to develop an understanding of environmental issues and sustainable development. Through projects such as 'walk to school week' and 'an hour without power', pupils understand the importance of caring for the environment. Their understanding of global citizenship is at an early stage of development, despite newly-formed links with a French school.

Teaching: Good

Nearly all teachers plan interesting lessons that build systematically on pupils' existing skills, knowledge and understanding. Many provide exciting opportunities that stimulate pupils' curiosity and promote their literacy and numeracy skills effectively. For example, they use ICT creatively to set the scene for a numeracy lesson that involves finding pirates' treasure. All teachers have positive working relationships with their pupils and establish calm, purposeful learning environments in their classes. Nearly all staff have good up-to-date subject knowledge and have high expectations of pupils. They challenge nearly all pupils to achieve well. Most teachers modify their teaching well to cater for the needs of pupils with different abilities. They use open-ended questions to extend pupils' understanding and language development effectively. Many teachers support pupils well through timely interventions that encourage pupils to think about how they can improve their work. Most promote the Welsh language well during lessons.

Nearly all teachers give helpful feedback to pupils during lessons and by marking their work purposefully. In the majority of classes where feedback is most effective, teachers' comments refer to the particular skill focus of the lesson and provide pupils with a clear idea of how to improve. Pupils' ability to evaluate their own progress, and that of other pupils, is developing appropriately.

The school makes good use of a wide range of information to measure and track pupils' progress. This provides staff with a broad overview of pupils' achievements and enables them to plan work that meets the needs of individuals. Reports to parents keep them well informed about their children's progress.

Care, support and guidance: Good

The school provides high levels of care, support and guidance. All pupils feel safe and secure in a supportive environment. Staff develop pupils' understanding of the benefits of healthy living and provide many opportunities for pupils to be physically active. The school makes appropriate arrangements for promoting healthy eating and drinking.

There is good provision for promoting pupils' spiritual development. Core values underpin the school's nurturing environment, encouraging pupils' moral and social development well. This enables pupils to reflect on how they can contribute to making the school a happy and well-ordered community. The school offers numerous opportunities that develop pupils' cultural development. Many take part in a wide range of musical and dramatic events in school and in the wider community.

In key stage 2, there is a strong focus on pupils' relationships and personal development. The programme tackles issues sensitively and pupils feel comfortable talking to staff about personal matters without undue embarrassment. Arrangements for safeguarding pupils meet requirements and give no cause for concern.

The school makes good use of a wide range of specialist services, such as the inclusion team and the impairment advisory teacher. These agencies work closely with staff to support the individual needs of pupils effectively. There are very effective procedures to promote good behaviour and regular attendance.

There are robust systems to identify pupils with additional learning needs and personalised intervention programmes respond to the needs of the pupils appropriately. Staff track the progress of pupils with additional learning needs carefully and use the information to provide effective support. As a result, most pupils make good progress towards their individual targets.

Learning environment: Good

There is a happy, caring and calm ethos throughout the school. It is an inclusive community that recognizes and celebrates diversity well. The promotion of equality of opportunity and a sense of wellbeing for all is evident in the work of the school.

The school provides a welcoming learning environment for pupils with well-ordered areas for teaching and learning. There are attractive displays that celebrate pupils' work and achievements and displays that promote the curriculum and pupil voice throughout the school. The buildings are in a good state of repair and the site is secure. There is a well-stocked library and a well-equipped ICT suite, which staff use well to support pupils' learning.

Both the Foundation Phase and key stage 2 have a good range of resources that meet the needs of all pupils. Outdoor classroom areas are spacious, well designed and easily accessible. The school benefits from an extensive outdoor space with a large grassed area, a forest school section and a separate sports hall.

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

Leadership: Good

In the short time since taking up her post, the headteacher has successfully provided stable leadership to the school and has set firm foundations for securing further improvement. She provides clear strategic direction for the school, based on a strong commitment to raising standards and improving pupils' wellbeing. She communicates clearly her high expectations to staff, governors, pupils and parents, and challenges underperformance appropriately.

There is effective teamwork across the school. There is a strong senior leadership team, supported by staff with specific responsibilities. Leaders at all levels contribute effectively to the school's strategic direction. They have a clear understanding of how well the school's performance compares with that in similar schools and make a valuable contribution to monitoring provision across the curriculum.

Robust performance management arrangements for all staff support school improvement priorities well. As a result, many staff have received training that has contributed positively to improving the standard of pupils' skills in ICT and Welsh.

The school addresses national and local priorities effectively. For example, it is preparing well for the new curriculum and the digital competency framework.

Governors support the school well and have a sound understanding of the performance of pupils compared with other similar schools. They know its strengths, shortcomings and future priorities through the headteacher's detailed reports and their learning walks around the school. They undertake their duties conscientiously, manage finances diligently and support the school well. However, the role of the governing body in gathering first-hand evidence to hold the school to account effectively is underdeveloped.

Improving quality: Good

The school has robust procedures for self-evaluation and planning for improvement. Regular monitoring of provision and standards through listening to learners, analysis of performance data, lesson observations and detailed scrutiny of pupils work ensures a clear focus on raising standards of teaching, learning and wellbeing. These activities give senior leaders an accurate picture of the school's strengths and areas for development. They use the outcomes from self-evaluation effectively to inform school improvement priorities.

Subject leaders carry out regular reviews of the areas for which they are responsible and formulate purposeful action plans for improvements. The opinions and ideas of pupils and parents gathered through questionnaires, surveys and regular parents' forums also inform the process appropriately. Governors' involvement in whole-school self-evaluation is at an early stage of development.

The school improvement plan has a manageable number of priorities and is a comprehensive and purposeful document. It sets out the school's priorities effectively with clear actions, relevant timescales and suitable staff linked to appropriate responsibilities. It takes into account the professional development needs of staff as well as budgetary requirements and identifies success criteria based on quantitative targets, where relevant.

Previous improvement plans have led to notable improvements in the standards of Welsh and the development of ICT skills across school.

Partnership working: Good

The school works effectively with many partners who contribute to supporting pupils' learning and wellbeing. The partnership with parents is strong. The school holds regular class assemblies and well-attended concerts. Many parents appreciate the workshops that support them in helping their children with reading, writing and mathematics. The quality of communication between school and home is good.

There are close links with local playgroups. Pre-school pupils visit the school prior to starting in the nursery class, which ensures that they are familiar with their new surroundings. Transfer arrangements to the secondary school are strong and ensure a smooth transition to their next stage of learning.

The partnership with the local cluster of schools is effective. Staff collaborate effectively on training activities and co-operate in moderating and confirming the accuracy of teachers' assessments. The school works well with many local authority services, including the peripatetic music service, which it uses very effectively to support pupils' musical abilities through tuition in a wide variety of instruments.

The school occupies an important place within the local community and acts as a focal point for family events. Community groups meet outside school hours, such as when keep-fit classes use the sports hall. Many pupils participate in activities that represent the school in the community. For example, they take part in a version of 'The Tempest' with the Shakespeare for schools festival. Community and parent volunteers contribute very successfully to improving the quality of provision for pupils, such as by listening to readers and running sports clubs.

The school has well-established links with further education providers and teacher training institutions whose students often bring fresh ideas into the school. This makes a useful contribution to teachers' professional development within the school.

Resource management: Good

The school deploys its teaching and support staff successfully to ensure good coverage of the curriculum. All staff work very well together as a team to provide a caring and stimulating learning environment for all pupils

There are robust arrangements for managing the performance of all staff, which leads to relevant training opportunities. For example, support with the Welsh language has enabled less-experienced members of staff to improve the effectiveness of their lessons.

Arrangements for teachers' planning, preparation and assessment time are successful. The involvement of teachers in networks of professional practice is developing and beginning to contribute effectively to improving aspects of provision. For example, staff joined with other schools in a project to improve writing using drama, which resulted in improved standards of writing for older pupils. There is a good range of learning resources and staff use the accommodation very effectively to enhance pupils' learning.

Governors monitor the school's budget appropriately and deploy the school's spending in line with the priorities identified in the school improvement plan and the professional development needs of staff. The school makes good use of its Pupil Deprivation Grant to improve the literacy, numeracy and wellbeing of targeted pupils through specific learning interventions.

In view of the good progress made by pupils and the consistently strong features of the provision, the school provides good value for money.

Appendix 1: Commentary on performance data

6762376 - Cwrt Rawlin Primary School

Number of pupils on roll	367
Pupils eligible for free school meals (FSM) - 3 year average	3.6
FSM band	1 (FSM<=8%)

Foundation Phase

	2012	2013	2014	2015
Number of pupils in Year 2 cohort	46	48	45	45
Achieving the Foundation Phase indicator (FPI) (%)	100.0	93.8	97.8	97.8
Benchmark quartile	1	2	2	2
Language, literacy and communication skills - English (LCE)				
Number of pupils in cohort	46	48	45	45
Achieving outcome 5+ (%)	100.0	95.8	100.0	97.8
Benchmark quartile	1	2	1	2
Achieving outcome 6+ (%)	45.7	52.1	62.2	57.8
Benchmark quartile	1	1	1	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	46	48	45	45
Achieving outcome 5+ (%)	100.0	95.8	97.8	97.8
Benchmark quartile	1	2	2	2
Achieving outcome 6+ (%)	34.8	56.3	55.6	46.7
Benchmark quartile	2	1	1	2
Personal and social development, wellbeing and cultural diversity (PSD)				
Number of pupils in cohort	46	48	45	45
Achieving outcome 5+ (%)	100.0	97.9	100.0	100.0
Benchmark quartile	1	3	1	1
Achieving outcome 6+ (%)	78.3	77.1	77.8	68.9
Benchmark quartile	1	2	2	3

The Foundation Phase indicator (FPI) represents the percentage of pupils achieving outcome 5 or above in PSD, LCE/LCW, and MDT in combination.

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

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

6762376 - Cwrt Rawlin Primary School

Number of pupils on roll		367
Pupils eligible for free school meals (FSM) - 3 year average		3.6
FSM band		1 (FSM<=8%)

Key stage 2

	2012	2013	2014	2015
Number of pupils in Year 6 cohort	44	44	49	46
Achieving the core subject indicator (CSI) (%)	93.2	100.0	89.8	93.5
Benchmark quartile	2	1	3	3
English				
Number of pupils in cohort	44	44	49	46
Achieving level 4+ (%)	93.2	100.0	89.8	93.5
Benchmark quartile	3	1	4	3
Achieving level 5+ (%)	52.3	54.5	55.1	43.5
Benchmark quartile	2	2	2	3
Welsh first language				
Number of pupils in cohort	*	*	*	*
Achieving level 4+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematics				
Number of pupils in cohort	44	44	49	46
Achieving level 4+ (%)	93.2	100.0	91.8	93.5
Benchmark quartile	3	1	3	3
Achieving level 5+ (%)	59.1	50.0	59.2	47.8
Benchmark quartile	1	2	1	3
Science				
Number of pupils in cohort	44	44	49	46
Achieving level 4+ (%)	93.2	100.0	91.8	93.5
Benchmark quartile	3	1	4	4
Achieving level 5+ (%)	52.3	50.0	57.1	47.8
Benchmark quartile	2	2	2	3

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.	101		99 98%	2 2%		Rwy'n teimlo'n ddiogel yn fy ysgol.
			98%	2%		
The school deals well with any bullying.	101		93 92%	8 8%		Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			92%	8%		
I know who to talk to if I am worried or upset.	101		96 95%	5 5%		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	101		98 97%	3 3%		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.	101		95 94%	6 6%		Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			96%	4%		
I am doing well at school	101		98 97%	3 3%		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.	101		97 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.	101		100 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.	101		81 80%	20 20%		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.	101		93 92%	8 8%		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.	101		59 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		86 87%	13 13%		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.	150	99 66%	51 34%	0 0%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	149	107 72%	41 28%	1 1%	0 0%	0	Mae fy mhlentyn 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.	150	104 69%	45 30%	1 1%	0 0%	0	Cafodd fy mhlentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		72%	26%	1%	0%		
My child is making good progress at school.	149	76 51%	68 46%	4 3%	1 1%	0	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
		62%	34%	3%	1%		
Pupils behave well in school.	146	65 45%	77 53%	4 3%	0 0%	4	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		48%	47%	4%	1%		
Teaching is good.	149	71 48%	74 50%	4 3%	0 0%	1	Mae'r addysgu yn dda.
		61%	36%	2%	0%		
Staff expect my child to work hard and do his or her best.	147	87 59%	59 40%	1 1%	0 0%	2	Mae'r staff yn disgwyl i fy mhlentyn weithio'n galed ac i wneud ei orau.
		65%	34%	1%	0%		
The homework that is given builds well on what my child learns in school.	142	55 39%	77 54%	9 6%	1 1%	8	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhlentyn yn ei ddysgu yn yr ysgol.
		49%	43%	6%	2%		
Staff treat all children fairly and with respect.	143	70 49%	67 47%	6 4%	0 0%	7	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.	145	74 51%	67 46%	3 2%	1 1%	5	Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		60%	37%	2%	0%		
My child is safe at school.	150	92 61%	58 39%	0 0%	0 0%	0	Mae fy mhlentyn yn ddiogel yn yr ysgol.
		66%	31%	2%	1%		
My child receives appropriate additional support in relation to any particular individual needs'.	130	54 42%	68 52%	8 6%	0 0%	19	Mae fy mhlentyn 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.	149	55 37%	78 52%	16 11%	0 0%	1	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		49%	41%	8%	2%		

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
I feel comfortable about approaching the school with questions, suggestions or a problem.	146	85 58%	51 35%	10 7%	0 0%	4	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.	123	41 33%	65 53%	16 13%	1 1%	27	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.	144	66 46%	77 53%	1 1%	0 0%	6	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.	104	44 42%	53 51%	6 6%	1 1%	41	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.	145	75 52%	64 44%	6 4%	0 0%	5	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		55%	39%	6%	1%		
The school is well run.	149	96 64%	53 36%	0 0%	0 0%	1	Mae'r ysgol yn cael ei rhedeg yn dda.
		62%	33%	3%	2%		

Appendix 3

The inspection team

Christopher Ian Dolby	Reporting Inspector
Aileen Patricia Brindley	Team Inspector
Andrea Louise Davies	Lay Inspector
Christine Jackson	Peer Inspector
Tara Lloyd	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.