



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

**A report on**

**Glyn-Gaer CP School  
Oxford Street Glyngae  
Gelligaer  
Hengoed  
CF82 8FF**

**Date of inspection: June 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:

<b>Judgement</b>	<b>What the judgement means</b>
<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 Section  
Estyn  
Anchor Court, Keen Road  
Cardiff  
CF24 5JW or by email to [publications@estyn.gov.wales](mailto:publications@estyn.gov.wales)

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**Publication date: 08/08/2017**

## Context

Glyn-Gaer Primary School is near Gelligaer in the local authority of Caerphilly. There are 235 pupils on roll aged between 3 and 11, including 38 who attend the part-time nursery. The school teaches its pupils in six single-year classes and two mixed-year classes.

Around 18% of pupils are eligible for free school meals, which is close to the national average of 19%. The school identifies around 15% of its pupils as having additional learning needs. This is slightly below the Wales average (20%). Nearly all pupils are of white British ethnicity and have English as their home language.

The headteacher took up her post in January 2008. Estyn last inspected the school in November 2009.

The individual school budget per pupil for Glyn-Gaer Primary School in 2016-2017 means that the budget is £3,083 per pupil. The maximum per pupil in the primary schools in Caerphilly is £4,854 and the minimum is £2,696. Glyn-Gaer Primary School is 46th out of the 75 primary schools in Caerphilly 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:

- Pupils are enthusiastic learners and nearly all make suitable progress and many make good progress
- In the Foundation Phase, most pupils make strong progress in developing their oracy skills
- Most pupils apply their skills in literacy and information and communication technology (ICT) effectively across the curriculum
- Pupils' behaviour in lessons and at break times is good
- Pupil voice groups have a positive impact on school life
- Stimulating lessons engage the interest of most pupils successfully
- The high level of care, support and guidance for pupils means that most feel safe and well cared-for
- The school is a vibrant community where all pupils are valued equally

### Prospects for improvement

The school's prospects for improvement are good because:

- The headteacher's clear vision for the direction of the school focuses securely on raising standards and ensuring pupils' wellbeing
- Governors know the school well and support the headteacher's vision successfully
- Leaders and managers use rigorous self-evaluation processes to develop an accurate understanding of the school's strengths and areas for improvement
- Development planning focuses well on raising standards and improving provision for pupils
- The school has a strong track record of securing improvements, for example in raising pupils' attainment in literacy
- There is a wide range of highly effective partnerships that enrich and support pupils' learning and wellbeing very successfully
- The school is an active member of a number of effective professional learning networks and shares good practice with other local schools well

## **Recommendations**

- R1 Improve the attainment of more able boys
- R2 Improve pupils' ability to read and speak the Welsh language
- R3 Ensure that pupils' involvement in assessing their own work and that of other pupils is 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

Most pupils enter the school with levels of skills, knowledge and understanding that are below those expected of pupils of a similar age. In particular, many pupils enter the Foundation Phase with poorly developed speaking skills. During their time at school, nearly all make suitable progress and many make good progress.

Most pupils in the Foundation Phase make strong progress in developing their oracy skills. Many listen well and respond to the attention they receive and make suitable progress in developing the ability to express themselves clearly. In key stage 2, nearly all pupils listen carefully in lessons. They pay close attention to their teachers and, when discussing topics in groups, they listen to their partners carefully. Most pupils make good progress in developing their speaking skills.

In the Foundation Phase, many pupils make good progress in learning to read. They acquire a strong understanding of the links between letters and sounds that enables them to read regular words clearly and accurately. They use picture cues well to enable them to understand their stories. Most older pupils make good progress in developing their reading skills. Their daily reading programme enables pupils to build well on their ability to read and understand increasingly difficult words. Many read clearly and with good expression. A minority in Year 6 are beginning to infer meaning in stories by 'reading between the lines'. Most use non-fiction books and the internet efficiently to seek specific information for their topics.

In the Foundation Phase, most pupils write legibly, developing a clear handwriting style. Older ones write for a range of purposes, often at length. Many plan their stories well to ensure they have a clear beginning, middle and ending. They use ambitious vocabulary. When their spelling is incorrect, it is a phonically plausible alternative. Most use basic punctuation marks appropriately. Most pupils in key stage 2 make strong progress in writing. Nearly all show an awareness of their intended audience, adapting their style according to their purpose for writing. For example, in the guise of a wartime evacuee they write touching letters to a billeting officer. When writing letters of complaint to a sweet manufacturer, their tone is forceful. Many use similes and personification effectively to enliven their descriptions. Their spelling is generally accurate and they punctuate their sentences correctly to make their meaning clear. Nearly all write neatly and take care when presenting their work.

Most pupils apply their literacy skills effectively when researching topics in history and geography. For example, they send covert emails to Anne Frank. They use scientific vocabulary appropriately when describing their simulation of impact craters on the moon.

In the Foundation Phase, most pupils make suitable progress in developing their skills in numeracy. They add numbers up to 100, divide two-digit numbers by single digit numbers, and solve word problems that involve more than one operation. They weigh and measure accurately using standard metric units and tell the time correctly

from analogue and digital displays. In key stage 2, many pupils apply their numeracy skills purposefully in a limited range of contexts. For example, in science investigations, they measure carefully and interpret the graphs that they make to draw appropriate conclusions.

Many Foundation Phase pupils respond appropriately to instructions in Welsh and begin to build a vocabulary of colours and numbers. Many pupils in key stage 2 read simple Welsh books hesitantly, but with adequate pronunciation. They use illustrations to help them understand the meaning of the text. Pupils write regularly in Welsh, practising useful sentence patterns and broadening their vocabulary. More able pupils write independently when compiling detailed descriptions of themselves and their friends. Throughout the school, pupils rarely use the language outside formal Welsh lessons and lack fluency when conversing in Welsh.

Many pupils in the Foundation Phase handle ICT equipment confidently. They send programmable robots around a set course and write fact files that describe the features of various minibeasts. In key stage 2, most pupils make good progress in developing their skills in ICT. They use a range of educational and commercial software confidently to combine text, images and animations when presenting their research into the Second World War. They use databases and spreadsheets to model the cost of party food from rival supermarkets, and they draw line and pie charts using ICT appropriately. They use their modelling skills effectively to transform two-dimensional shapes into three-dimensional ones.

Nearly all pupils with additional learning needs respond well to the support they receive and make good progress towards their individual targets.

In the Foundation Phase, pupils' attainment at the expected outcome in literacy and mathematical development generally places the school in the higher 50% when compared with similar schools. At the higher outcome, attainment is more variable, placing the school in the lower 50% or top 25% of similar schools.

In key stage 2, pupils' performance in English, mathematics and science at the expected level tends to place the school in the lower 50% or higher 50%. At the higher level, pupils' performance tends to place the school in the higher 50% and the bottom 25%.

Although the picture varies from year to year, girls tend to attain higher than boys in all areas of learning and subjects at the expected and higher levels.

In most recent years, pupils who are eligible for free school meals have tended to achieve less well than other pupils.

### **Wellbeing: Good**

Nearly all pupils feel safe and happy in school. They are confident that staff will support them in resolving any difficulties they experience. Most pupils understand the need to eat and drink healthily and to take regular exercise. Pupils of all ages have a sound understanding of how to stay safe on the internet.

Nearly all pupils' behaviour in lessons and during break times is very good. Pupils

are very polite and well mannered. They interact respectfully with each other and adults. This contributes purposefully to the calm and welcoming atmosphere within the school.

Nearly all pupils are well motivated to learn. They engage in tasks enthusiastically and most sustain their concentration well. Most pupils co-operate effectively and work well on shared tasks. They play a valuable role in shaping what and how they learn. For example, they decide which aspects of each term's topic interests them most and, through a well-understood approach to planning, they follow their own interests and satisfy their curiosity.

The school council and other pupil voice groups have a very positive impact on school life. For example, the school council organises the purchase of new playground equipment. This has contributed to improved behaviour at break times. Digital leaders help teachers by trialing new ICT applications for the school and developing the skills of younger pupils. The pupil executive committee has undertaken a successful safeguarding audit which resulted in midday supervisors receiving training. Many pupils take part in a range of community events, such as Caerphilly Dance Day and Glyn-Gaer Bake-off. Pupils participate in activities with older generations, such as gardening. Overnight camping activities develop pupils' social and independence skills well.

Pupils have a good understanding about why it is important to attend school. Nearly all pupils arrive in school punctually. Attendance rates show an overall improvement since the last inspection when compared with those of similar schools. The dip in attendance last year relates predominantly to the impact of a health epidemic in the locality.

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

Teachers plan stimulating learning experiences that engage the interest of most pupils successfully. Thematic work provides a strong context for the development of their skills, knowledge and understanding. Teachers make effective use of the outdoors to enhance learning experiences, especially in the Foundation Phase. Planning for the development of pupils' literacy and numeracy skills is comprehensive in most classes and teachers monitor the provision for these skills carefully. Activities provide worthwhile opportunities for pupils to apply many skills across the curriculum. For example, pupils in key stage 2 receive opportunities to write informative accounts of a visit to a Second World War museum in history and find differences in duration of flight times in geography. However, pupils have opportunities to apply only a limited range of their numeracy skills across the curriculum. Teachers plan effectively for the development of pupils' ICT skills.

The school makes effective use of visitors and visits to places of interest to enrich pupils' understanding of Welsh heritage and culture, for example visits to Caerleon, the Royal Mint, the National Museum of Welsh life and the Senedd. The good range of extra-curricular activities plays a valuable role in engaging pupils and their parents in learning. For example, a visit to London promotes the cultural development of



pupils well.

Arrangements for providing focused support for those pupils who require additional support in literacy and numeracy are very effective.

The school provides beneficial activities to develop pupils' knowledge and understanding of sustainable living and global citizenship. For example, the eco committee promotes recycling and energy conservation actively. The study of other religions and countries, which includes an effective link with a school in Uganda, develops pupils' awareness of life in the wider world very well.

### **Teaching: Good**

In all classes, teachers plan activities that enthuse and motivate pupils well. All staff maintain positive working relationships with pupils and have high expectations for their behaviour and achievement. They manage their classes well and ensure that pupils behave appropriately. Classroom assistants make a valuable contribution to supporting all pupils, especially those with additional learning needs. Most teachers set clear objectives that enable pupils to know what their teachers expect them to do during lessons. Teachers vary the pace of lessons skilfully to maintain pupils' interest and engagement. They adopt a suitable range of teaching methods that are appropriate to the activity, and the majority use interactive whiteboards skilfully to make their explanations clear. Many teachers promote pupils' thinking skills and understanding well through the skilful use of open-ended questions. Most teachers provide regular opportunities for pupils to develop their skills in literacy and ICT. However, they do not enable pupils to apply their numeracy skills in a wide enough range of contexts.

During lessons, teachers intervene at appropriate times to check on pupils' understanding and progress. They give helpful feedback that enables pupils to make good progress towards the lesson's objectives. Most teachers write helpful comments in pupils' books. These praise good work and point out how pupils can improve their work further. However, the contribution that pupils make to assessing their own work and that of others varies too much from class to class. Teachers know their pupils well. They check progress regularly and use an electronic tracking scheme that enables staff to identify quickly any pupil whose progress is slower than expected. Consequently, staff provide timely and relevant support for pupils who may be struggling.

Reports to parents are clear, detailed and informative and they meet statutory requirements.

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

The high level of care and good working relationships between staff and pupils contributes strongly to establishing a caring and supportive community that promotes pupils' wellbeing very successfully. As a result, pupils feel safe and well cared for. The school implements a wide range of effective incentives and rewards to improve attendance, such as the monthly raffle draw for pupils with full attendance. The school makes appropriate arrangements for promoting healthy eating and drinking.

There is effective provision to encourage pupils to make healthier choices at break time and lunchtime and also to participate in a wide range of extra-curricular clubs to promote their health and fitness.

The school makes good use of specialist agencies to provide advice and support on a range of issues. This includes developing strategies to encourage families to support pupils' learning. The school's arrangements for safeguarding pupils meet requirements and give no cause for concern.

The provision for pupils with additional learning needs is highly effective. The additional learning needs co-ordinator provides leadership of good quality and supports all members of staff successfully. There are clear systems to identify pupils who need extra support quickly. Pupils with additional learning needs have full access to the curriculum. Staff provide support of high quality to help pupils develop their literacy and numeracy skills. They monitor pupils' progress thoroughly. Individual education plans are detailed and have clear targets for improvement. They focus on the needs of the pupils very well. This allows nearly all pupils who have additional needs to make good or very good progress.

### **Learning environment: Good**

The school is a vibrant community where staff value all pupils equally. There is a welcoming and caring ethos, which focuses well on creating a positive learning environment for pupils. Staff and pupils show mutual respect and concern for one another, regardless of gender, social background, race or faith. Staff promote respect for diversity and racial equality successfully, for example through assemblies, discussions about current events and personal and social education.

Staff make effective use of the indoor and outdoor space to support teaching and learning, including several convenient intervention and nurture rooms. Classrooms are of a good size and well presented to support learning. There are well-resourced outdoor areas for pupils in the Foundation Phase that encourage pupils to learn through experience and to develop independence in their learning. There are ample resources of good quality that meet the needs of all pupils with good opportunities for the use of ICT across the school.

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

The headteacher has a very clear vision for the future direction of the school. Senior leaders focus securely on raising standards and ensuring the wellbeing of pupils. The headteacher provides highly effective leadership, and staff and governors support her well. All staff have clearly-defined roles and responsibilities and they work closely together within a strong team ethos. They meet regularly to focus purposefully on school development priorities. There are efficient procedures for managing the performance of staff, who have targets that align well with school priorities and their individual professional development priorities.

The school has responded well to meeting national priorities, such as implementing the Literacy and Numeracy Framework. This enables teachers to plan effectively and for pupils to acquire key skills in a way that builds successfully on what they already know, understand and can do. The principles of Foundation Phase learning are securely in place and enable pupils to learn regularly through direct, hands-on experiences.

Members of the governing body know the school well and support the headteacher's vision effectively. They have a sound understanding of how well the school is performing compared with other schools. They make regular visits to the school to monitor the priorities in the school development plan and receive detailed information from the headteacher about pupils' progress. Governors challenge the school robustly on its attendance record and on progress towards targets identified for individual classes, for example.

### **Improving quality: Good**

The school uses a wide range of first-hand evidence to evaluate its standards and provision rigorously. As a result, leaders and managers have an accurate understanding of the school's strengths and areas for improvement. Parents and pupils have regular opportunities to express their opinions. As a result of pupils' views, the school has changed the way teachers develop pupils' spelling skills and this has had a positive impact on pupils' enjoyment of writing.

Leaders track the outcomes of monitoring activities effectively and ensure that teachers and support staff make the necessary changes to their practice. For example, they have adapted the way they teach problem-solving in mathematics as a result of monitoring provision.

The school development plan is clear and concise, and identifies a manageable number of areas for improvement, which focus well on raising standards and improving provision for pupils. It has clear targets for improvement and leaders allocate funding and responsibilities for actions suitably to each priority. Leaders measure progress against them regularly. Focused staff meetings provide leaders and teachers with appropriate opportunities to evaluate the school's progress towards achieving its improvement priorities.

### **Partnership working: Good**

The school has a wide range of highly effective partnerships that enrich and support pupils' learning and wellbeing very successfully. The school has a positive relationship with its parents and keeps them well informed on school initiatives through electronic communications, newsletters and curriculum workshops. For example, an ICT workshop has made parents aware of how they can help to keep their children safe when using the internet. The parent-teacher association makes a valuable contribution in helping the school to provide additional learning experiences for pupils, such as Japanese drumming sessions.

The school works effectively with the local secondary schools. Well-established transition arrangements ensure that pupils are confident to move on to the next stage

in their education. Effective moderation processes ensure that the assessment of pupils' work is accurate at the end of the Foundation Phase and key stage 2.

The school is an active partner in a number of groups of primary schools that are working collaboratively to improve pupil achievements in English and mathematics. This is having a positive impact on the standards of writing in the school.

The school has strong links within the local community, including local businesses and churches. For example, links with a local supermarket enable the school to provide seasonal activities such as making Easter bonnets for younger pupils and their parents.

### **Resource management: Good**

Leaders deploy staff and resources efficiently to make the best use of their expertise and experience. Performance management targets link closely to the school development plan and identify opportunities for the training and development of all staff. For example, staff have received training to support their teaching of reading and mathematics. The school makes suitable arrangements for teachers' planning, preparation and assessment time

The school promotes effective opportunities for professional learning that link well to the school's strategic priorities and the personal development of staff. The school takes an active part in effective professional learning networks and shares good practice with other local schools. For example, teachers lead training, and share strategies with other schools in the teaching of mathematics.

Governors monitor the school's budget efficiently and challenge the school well on its use of its resources. They ensure careful use of the school's budget in order to improve provision for reading. The school allocates its Pupil Deprivation Grant well to provide targeted and purposeful support for disadvantaged learners. This is having a positive impact on the literacy and numeracy skills of the targeted pupils.

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

## Appendix 1: Commentary on performance data

### 6762380 - GLYN-GAER PRIMARY SCHOOL

Number of pupils on roll	236
Pupils eligible for free school meals (FSM) - 3 year average	16.9
FSM band	3 (16%<FSM<=24%)

#### Foundation Phase

	2013	2014	2015	2016
<b>Number of pupils in Year 2 cohort</b>	31	16	25	31
<b>Achieving the Foundation Phase indicator (FPI) (%)</b>	90.3	93.8	96.0	90.3
Benchmark quartile	1	1	1	2
<b>Language, literacy and communication skills - English (LCE)</b>				
Number of pupils in cohort	31	16	25	31
Achieving outcome 5+ (%)	90.3	100.0	100.0	93.5
Benchmark quartile	2	1	1	2
Achieving outcome 6+ (%)	41.9	31.3	36.0	35.5
Benchmark quartile	1	2	2	3
<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	16	25	31
Achieving outcome 5+ (%)	90.3	93.8	96.0	90.3
Benchmark quartile	2	2	2	3
Achieving outcome 6+ (%)	32.3	37.5	36.0	38.7
Benchmark quartile	2	1	2	2
<b>Personal and social development, wellbeing and cultural diversity (PSD)</b>				
Number of pupils in cohort	31	16	25	31
Achieving outcome 5+ (%)	96.8	100.0	100.0	96.8
Benchmark quartile	2	1	1	3
Achieving outcome 6+ (%)	48.4	56.3	40.0	54.8
Benchmark quartile	2	2	4	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.

**6762380 - GLYN-GAER PRIMARY SCHOOL**

Number of pupils on roll 236  
 Pupils eligible for free school meals (FSM) - 3 year average 16.9  
 FSM band 3 (16%<FSM<=24%)

**Key stage 2**

	2013	2014	2015	2016
<b>Number of pupils in Year 6 cohort</b>	29	29	31	32
<b>Achieving the core subject indicator (CSI) (%)</b>	82.8	89.7	87.1	90.6
Benchmark quartile	3	2	3	2
<b>English</b>				
Number of pupils in cohort	29	29	31	32
Achieving level 4+ (%)	86.2	93.1	90.3	93.8
Benchmark quartile	3	2	3	2
Achieving level 5+ (%)	20.7	37.9	25.8	43.8
Benchmark quartile	4	2	4	2
<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	29	29	31	32
Achieving level 4+ (%)	82.8	93.1	90.3	90.6
Benchmark quartile	4	2	3	3
Achieving level 5+ (%)	34.5	34.5	35.5	37.5
Benchmark quartile	2	3	3	3
<b>Science</b>				
Number of pupils in cohort	29	29	31	32
Achieving level 4+ (%)	89.7	96.6	93.5	93.8
Benchmark quartile	3	2	3	2
Achieving level 5+ (%)	27.6	31.0	25.8	40.6
Benchmark quartile	3	3	4	2

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

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

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

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

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

## Appendix 2

### Stakeholder satisfaction report

#### Responses to learner questionnaires

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

	Number of responses Nifer o ymatebion	Agree Cytuno	Disagree Anghytuno	
I feel safe in my school.	95	95 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	95	85 89%	10 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.	95	88 93%	7 7%	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	95	92 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.	95	83 87%	12 13%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	93	85 91%	8 9%	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.	94	93 99%	1 1%	Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddsygu a gwneud cynnydd.
		99%	1%	
I know what to do and who to ask if I find my work hard.	95	91 96%	4 4%	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.	95	77 81%	18 19%	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.	95	79 83%	16 17%	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.	94	59 63%	35 37%	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	95	63 66%	32 34%	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.	92	48 52%	40 43%	4 4%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		62%	34%	3%	1%		
My child likes this school.	92	59 64%	33 36%	0 0%	0 0%	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.	91	62 68%	28 31%	1 1%	0 0%	0	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		72%	26%	1%	0%		
My child is making good progress at school.	92	52 57%	36 39%	4 4%	0 0%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	35%	3%	1%		
Pupils behave well in school.	92	28 30%	49 53%	8 9%	2 2%	5	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		47%	48%	4%	1%		
Teaching is good.	91	43 47%	44 48%	3 3%	0 0%	1	Mae'r addysgu yn dda.
		61%	37%	2%	1%		
Staff expect my child to work hard and do his or her best.	92	55 60%	36 39%	1 1%	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.	92	41 45%	45 49%	4 4%	1 1%	1	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.
		48%	43%	7%	2%		
Staff treat all children fairly and with respect.	92	53 58%	32 35%	4 4%	0 0%	3	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		59%	35%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	92	47 51%	39 42%	2 2%	0 0%	4	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.	92	61 66%	29 32%	0 0%	2 2%	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'.	91	42 46%	37 41%	5 5%	3 3%	4	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		55%	39%	5%	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.	91	30 33%	50 55%	9 10%	1 1%	1	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		48%	41%	9%	2%		
I feel comfortable about approaching the school with questions, suggestions or a problem.	91	51 56%	34 37%	4 4%	1 1%	1	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.	92	32 35%	41 45%	7 8%	0 0%	12	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.	91	39 43%	48 53%	1 1%	0 0%	3	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.	91	26 29%	35 38%	6 7%	1 1%	23	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.	91	43 47%	43 47%	4 4%	0 0%	1	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	39%	6%	1%		
The school is well run.	90	49 54%	38 42%	2 2%	1 1%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	34%	4%	2%		

## Appendix 3

### The inspection team

Christopher Ian Dolby	Reporting Inspector
Rosemarie Wallace	Team Inspector
Catherine Mary Jenkins	Lay Inspector
Sarah Louise Rees	Peer Inspector
Beverley Pearce	Nominee

## Copies of the report

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