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Arolygiaeth Ei Mawrhydi dros Addysg
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate
for Education and Training in Wales

A report on

**Machen Primary School
Commercial Road
Machen
Newport
CF83 8NA**

Date of inspection: November 2014

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: 30/01/2015

Context

Machen Primary School is in the village of Machen, in the Caerphilly local authority. There are 180 pupils aged three to eleven years at the school, including 23 part-time pupils in the nursery. There are seven classes, two of which have mixed age groups.

Around 4% of pupils are eligible for free school meals. This is well below the national average. Most pupils are of white British ethnicity, with a very few pupils from minority ethnic backgrounds. No pupils speak Welsh as a first language at home.

The school identifies around 17% of pupils as having additional learning needs. This is marginally below the average for Wales. Very few pupils have a statement of special educational needs. There have been no fixed term exclusions in the last year.

The last inspection was in November 2008. The current headteacher took up his post in September 2002.

The individual school budget per pupil for Machen Primary School in 2014-2015 means that the budget is £2,932. The maximum per pupil in the primary schools in Caerphilly is £5,106 and the minimum is £2,645. Machen Primary School is 51st 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 good progress from their starting points and achieve good standards during their time in the school;
- all pupils feel safe in the school environment;
- the school council represents the pupil voice well and contributes effectively to the life and work of the school;
- the school provides broad and balanced experiences that meet statutory curriculum requirements fully;
- teachers in all classes use a good range of teaching strategies in a skilful way; and
- the school is a happy and caring community.

Prospects for improvement

The school's prospects for improvement are good because:

- the headteacher provides effective leadership;
- the governing body is very supportive of the school and contributes regularly to setting the strategic direction for the life and work of the school;
- leaders, staff and governors have a very clear understanding of the school's strengths and the aspects that need improvement;
- the school has a wide range of working partnerships that enrich and support pupils' learning and wellbeing effectively;
- leaders deploy teachers effectively to make the most of their individual expertise and specialisms; and
- in view of the effective way the school uses its funds and the outcomes pupils achieve, the school provides good value for money.

Recommendations

R1 Raise the percentage of pupils who attain the higher outcomes and levels across the school

R2 Improve pupils' use of their numeracy skills across the curriculum

R3 Ensure that pupils use Welsh more throughout the school day and extend their writing skills in key stage 2

R4 Provide more challenging learning experiences for more able pupils

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 make good progress from their starting points and achieve good standards during their time in the school.

Nearly all pupils listen carefully to adults and to each other. They speak confidently in a variety of situations. Most pupils have good oral skills and express their ideas clearly and sensibly during activities. As the pupils move through the school, they use a broad and rich vocabulary appropriate to their age and ability. Most pupils respond thoughtfully to questions, collaborate and share ideas well in pairs and groups.

Most pupils are developing into good readers. By the end of the Foundation Phase, many pupils read fluently, accurately and with good expression. Many are able to discuss aspects of a book appropriately in order to show an understanding of events and their favourite characters. In key stage 2, most pupils are confident, fluent readers who read widely for pleasure. Most pupils use age appropriate higher-order reading skills well when locating information in books and on the internet. By Year 6, most pupils discuss a range of their favourite authors and share opinions maturely about their chosen books.

Most pupils in the Foundation Phase make good progress in their writing skills. By the end of the Year 2, they use their literacy skills well and write sensibly and independently across the areas of learning. The more able pupils write well at length in a range of styles, such as letters, recounts and stories. As they progress through key stage 2, many pupils write more complex sentences and use an increasingly ambitious vocabulary. They often write in a good variety of genres across the curriculum. Many older pupils develop their extended creative writing skills well. For example, they choose their own genre to share the thoughts and emotions of Mariposa to Prince Otto. Most pupils' handwriting and presentation skills are developing appropriately.

Most pupils develop their discrete numeracy skills well as they move through the Foundation Phase. By the end of Year 2, most pupils can read, write and order their numbers to 100. They use the skills that they learn in mathematics, for example to create a database of their favourite mini beasts, which they confidently convert into a bar graph. By the end of Year 6, most pupils reach the expected standards for their age. They are able to calculate using the four rules of number, and find percentages and fractions of quantities correctly. Many pupils are beginning to apply their skills well across the curriculum. For example, older pupils calculate the increased cost of event tickets over a period of 30 years.

In the Foundation Phase, most pupils' Welsh oracy skills are developing appropriately as part of their daily routines. Many pupils respond to a range of commands and answer simple questions with good pronunciation. The majority of

pupils in key stage 2 use Welsh to answer a range of questions about common themes correctly and more able pupils extend their answers confidently. Very few pupils use Welsh independently outside these lessons. Across the school, most pupils' reading skills vary too much and their writing skills are generally limited.

Most pupils who are eligible for free school meals have underperformed in comparison to their peers. However, recently, the trend has changed and the performance of pupils eligible for free school meals compares more favourably with those of other pupils. Generally, there is no significant difference between the performance of boys in comparison to girls. Pupils who have additional learning needs achieve well at a level that corresponds to their ability.

Over the last three years, performance in the Foundation Phase, at the expected outcome 5, in literacy has varied between the higher 50% and the lower 50% when compared to that of similar schools. In mathematical development, performance has varied between the top and the bottom 25%. At the higher outcome 6, performance in 2014 has declined and has moved the school from the higher 50% to the lower 50% of similar schools for the last three years.

In key stage 2, performance at the expected level 4 in English and mathematics has fluctuated, moving the school between the higher 50% and the lower 50% of similar schools over the last four years. Pupils' performance in science has varied, moving the school between the top 25% and the lower 50%. At the higher level 5, performance in English over the same period has varied, moving the school between the top 25% and the lower 50% of similar schools. In mathematics, performance has varied, moving the school between the top and bottom 25%, and performance in science has moved the school between the top 25% and the higher 50%. In 2014, performance in all three subjects has declined.

The standards achieved by pupils in books and during lesson observations, over the course of the in inspection are better than the school's performance data suggests.

Wellbeing: Good

All pupils feel safe in the school environment. They know whom to turn to for advice if they have any concern. Most pupils have a good understanding of the importance of eating healthily and keeping fit. They attend after school clubs to further develop their skills, for example in activities such as the treasure seekers and a variety of sports clubs.

Most pupils show a high level of care for each other. They nominate fellow pupils fortnightly for a 'Hearts of Gold' certificate for showing exceptional friendship. Nearly all pupils are well motivated in lessons and demonstrate very good levels of behaviour and self-discipline around school. Many pupils set their own targets and are responsible for monitoring their progress. The older pupils choose how best to present their work.

The school council represents the pupil voice well and contributes effectively to the life and work of the school. It makes valuable decisions, such as opening a fruit tuck shop to raise money to purchase equipment to improve the outdoor environment.

Many pupils take part in concerts and raise money for various charities in the community. These activities strengthen their involvement in their area and contribute in a valuable way towards their personal development.

The school's attendance is consistently good. Attendance rates have been in the upper 50% over the last four years when compared with those of similar schools. Most pupils are punctual.

Key Question 2: How good is provision?	Good

Learning experiences: Good

The school provides a broad and balanced curriculum that meets statutory requirements fully. The planning in the Foundation Phase ensures that pupils benefit from a wide range of well-structured and integrated learning. The wide curriculum in key stage 2 builds successfully on pupils' previous knowledge and understanding. The school provides a good range of clubs, which enrich pupils' learning experiences well.

The school incorporates the Literacy and Numeracy Framework effectively into termly plans. Most teachers plan the provision for the development of pupils' speaking, listening and reading skills very well throughout the school. They provide a good range of opportunities for all pupils to write extensively in a variety of styles. However, there are fewer opportunities to develop numeracy effectively across the curriculum. Programmes of work include an effective use of new technologies. For example, pupils make creative animations and improve their own learning.

Planning for the development of pupils' Welsh oracy and reading skills in lessons are good. However, pupils do not have enough opportunities to develop their speaking and listening skills outside of Welsh lessons or to develop their writing skills at an appropriate level. The curriculum pays appropriate attention to developing pupils' understanding of the history and culture of Wales.

Education for sustainable development is developing effectively through interesting activities across the curriculum. The eco committee, including the 'Power Zappers', is active in promoting issues such as, recycling and saving energy. Many pupils have an appropriate awareness of global citizenship by studying other cultures, religions and traditions, for example, through art workshops and visits to places of worship.

Teaching: Good

All teachers in all classes use a good range of teaching strategies in a skilful way. They present lessons in a lively manner and successfully convey their enthusiasm for what they are teaching to their pupils. All adults have high expectations of pupil behaviour.

Teachers show good subject knowledge and plan interesting activities. They use skilful questioning techniques to encourage pupils to think independently. Pupils across the school have effective opportunities to take responsibility for their own

learning. During lesson observations, tasks matched pupils' different abilities well, but this was not always consistent in the scrutiny of work. For example, pupils' work shows a lack of challenge for those who are more able.

All staff provide pupils with clear verbal feedback, which helps them to understand how to improve their work. Pupils' written work is marked regularly and comments are constructive and clearly indicate ways in which pupils can improve. Many pupils are involved in their own learning and know what they need to do to improve their own work. The school has clear systems for assessing and tracking pupils' progress. It uses the results of standard tests and a range of other appropriate assessment tasks as a basis for planning suitable activities that meet pupils' needs.

Annual reports to parents meet requirements and keep parents well informed about their child's progress.

Care, support and guidance: Good

The school is a happy and caring community that ensures that all pupils feel safe. There is a good range of sporting extra-curricular activities that encourage an active lifestyle effectively. The school has appropriate arrangements to promote healthy eating and drinking. Nearly all pupils play an active part in school life and are pleased to have opportunities that contribute to helping each other and work towards improving the school.

Learning experiences and acts of worship promote pupils' spiritual, moral, social and cultural awareness successfully. There are opportunities for many pupils to reflect on their decisions during class lessons and in collective worship.

The school works purposefully with many external agencies and support services to offer guidance, support and information for pupils and their families. Provision for pupils who have additional learning needs is good. Effective procedures enable the school to identify pupils' needs at an early stage. Teaching assistants deliver specific intervention programmes effectively and these raise the achievements of most targeted groups of pupils. Individual education plans set clear and specific targets and have a positive effect on pupils' progress. The school reviews the plans regularly with pupils and parents.

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

Learning environment: Good

A welcoming and caring ethos exists at the school, in which pupils show positive attitudes towards their peers and all adults. The school ensures equal opportunities for all its pupils, staff and parents. The role of 'Playground Pals' has a positive effect on pupils' wellbeing during play time and lunch time. This role also develops pupils' personal and social skills well. The school promotes diversity and an understanding of other faiths and traditions well through theme work and circle time.

Although the school building is old, it is adapted effectively to provide a suitable learning environment both in-doors and outdoors for pupils of all ages.

The school and the outdoor area are secure and well maintained. Staff ensure that the classrooms are well organised and provide purposeful learning spaces. Attractive displays throughout the school support learning well. Pupils have contributed successfully to improvements in the environment, for example by designing a colourful mural for their library wall.

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

Leadership: Good

The headteacher provides effective leadership. He has a clear vision, which he communicates successfully with staff, governors and parents. He instils a culture of high expectations throughout the school. This has a positive effect on improving pupils' achievement and wellbeing.

The senior management team supports the headteacher effectively and provides a clear focus for the school's work. Regular discussions between leaders and staff ensure improvements in teaching and learning. For example, they work together well to set high expectation of staff and pupils. As a result, the whole school community works collaboratively to take forward new initiatives, which improve outcomes for pupils. Performance management arrangements for teachers and non-teaching staff are thorough and support school improvement initiatives successfully.

The governing body is supportive of the school and understands the school's performance well. Governors visit school regularly and conduct learning walks with staff and pupils. As a result, they contribute regularly to setting the school's strategic direction and hold leaders to account well for the quality of provision and the standards that pupils' achieve.

The school takes good account of local and national priorities. The recent initiatives to reduce the effect of poverty on achievement are raising pupils' wellbeing and attainment successfully. Planning for and the implementation of the National Literacy and Numeracy Framework are at an appropriate stage of development.

Improving quality: Good

The self-evaluation report is of good quality and gives an accurate and balanced picture of the school. Leaders, staff and governors have a very clear understanding of the school's strengths and the aspects that need to be improved.

The school has effective procedures for observing lessons, scrutinising pupils' work and conducting curricular walks around the classrooms for staff, governors and pupils. By carefully analysing a wide range of information about the school's performance and provision, leaders and teachers identify development priorities clearly. They consider parents' opinions well through regular questionnaires and comments on their children's annual reports. For example, the school has responded to the parents' request for further information regarding pupil progress by

organising interim reports for all pupils. Through the school and eco councils, there are effective opportunities for pupils to express an opinion about standards and provision. As a result of a recent pupil questionnaire, the school council has reorganised the school library.

There is a clear link between the outcomes of the self-evaluation report and the priorities in the school development plan. Leaders set challenging targets to improve standards and, as a result, the plan is useful and relevant and leads to further improvements in achievement and provision. For example, a whole school initiative, introducing a structured literacy programme, has helped to raise pupils' performance in writing.

Partnership working: Good

The school has a wide range of working partnerships that enrich and support pupils' learning and wellbeing effectively. There is a strong partnership with parents, who play an important part in the life of the school. Volunteers support the school well, for example through their involvement with after-school clubs and listening to readers. Parents receive regular information about school life and pupils' learning through various channels, including newsletters, literacy and numeracy workshops and through social media.

There are good joint working practices. For example, staff work closely with the local cluster of schools to share good practice and to develop portfolios for moderation and standardisation of teachers' assessment of pupils' work. There are effective transition arrangements in place with the local secondary school that prepare nearly all pupils well for the next stage of learning.

The school has a good partnership with a local nursery group, which ensures that pupils settle quickly when they enter the Foundation Phase.

Links with the community are effective and offer valuable experiences to pupils. An example of this is the way in which the school co-operates with local businesses to provide pupils with a valuable insight to the world of work. Pupils' contribution to community activities, such as their concerts and assemblies in local places of worship, enriches their learning experiences well.

Resource management: Good

The school has a suitable number of well qualified staff to meet its requirements. Leaders deploy teachers effectively to make the most of their individual expertise and specialisms. The school uses support staff well to focus on areas of improvement and to raise standards.

Provision for planning, preparation and assessment time is good and teachers use this effectively. There are good arrangements for staff's professional development, and purposeful performance management procedures ensure that all staff are part of the process.

The school works effectively within professional learning communities with cluster schools and specific groups of schools. This contributes significantly to improving the educational provision. Good examples include co-operation to raise standards in Welsh and mathematics.

The headteacher, school administrator and governing body manage the school budget efficiently and ensure that funding matches the priorities identified in the school improvement plan. The school makes the best use of grants to support disadvantaged pupils through carefully planned literacy and numeracy interventions. Governors monitor the budget regularly and use their financial and business expertise beneficially to help reduce costs.

In view of the effective way the school uses its funds and the outcomes achieved by pupils, the school provides good value for money.

Appendix 1: Commentary on performance data

6762326 - Machen Primary School

Number of pupils on roll		188
Pupils eligible for free school meals (FSM) - 3 year average		7.6
FSM band		1 (FSM<=8%)

Foundation Phase

	2012	2013	2014
Number of pupils in Year 2 cohort	22	27	22
Achieving the Foundation Phase indicator (FPI) (%)	86.4	77.8	90.9
Benchmark quartile	2	4	3
Language, literacy and communication skills - English (LCE)			
Number of pupils in cohort	22	27	22
Achieving outcome 5+ (%)	86.4	88.9	95.5
Benchmark quartile	3	3	2
Achieving outcome 6+ (%)	27.3	33.3	40.9
Benchmark quartile	2	2	3
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	22	27	22
Achieving outcome 5+ (%)	95.5	88.9	90.9
Benchmark quartile	2	3	3
Achieving outcome 6+ (%)	22.7	29.6	36.4
Benchmark quartile	3	3	3
Personal and social development, wellbeing and cultural diversity (PSD)			
Number of pupils in cohort	22	27	22
Achieving outcome 5+ (%)	100.0	92.6	100.0
Benchmark quartile	1	4	1
Achieving outcome 6+ (%)	63.6	51.9	50.0
Benchmark quartile	1	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.

6762326 - Machen Primary School

Number of pupils on roll	188
Pupils eligible for free school meals (FSM) - 3 year average	7.6
FSM band	1 (FSM<=8%)

Key stage 2

	2011	2012	2013	2014
Number of pupils in Year 6 cohort	18	22	26	29
Achieving the core subject indicator (CSI) (%)	83.3	90.9	88.5	93.1
Benchmark quartile	3	2	3	3
English				
Number of pupils in cohort	18	22	26	29
Achieving level 4+ (%)	88.9	90.9	92.3	96.6
Benchmark quartile	2	2	3	2
Achieving level 5+ (%)	33.3	45.5	46.2	37.9
Benchmark quartile	2	1	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	18	22	26	29
Achieving level 4+ (%)	88.9	95.5	92.3	93.1
Benchmark quartile	2	2	2	3
Achieving level 5+ (%)	27.8	40.9	57.7	34.5
Benchmark quartile	3	2	1	4
Science				
Number of pupils in cohort	18	22	26	29
Achieving level 4+ (%)	94.4	100.0	100.0	96.6
Benchmark quartile	2	1	1	3
Achieving level 5+ (%)	44.4	54.5	53.8	48.3
Benchmark quartile	1	1	1	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

Primary Questionnaire (Overall)
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.	88		87	1		Rwy'n teimlo'n ddiogel yn fy ysgol.
			99%	1%		
			98%	2%		
The school deals well with any bullying.	84		79	5		Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			94%	6%		
			92%	8%		
I know who to talk to if I am worried or upset.	88		84	4		Rwy'n gwybod pwy i siarad ag ef/â hi os ydw I'n poeni neu'n gofidio.
			95%	5%		
			97%	3%		
The school teaches me how to keep healthy	87		82	5		Mae'r ysgol yn fy nysgu i sut i aros yn iach.
			94%	6%		
			97%	3%		
There are lots of chances at school for me to get regular exercise.	86		82	4		Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			95%	5%		
			96%	4%		
I am doing well at school	86		83	3		Rwy'n gwneud yn dda yn yr ysgol.
			97%	3%		
			96%	4%		
The teachers and other adults in the school help me to learn and make progress.	86		86	0		Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddysgu a gwneud cynnydd.
			100%	0%		
			99%	1%		
I know what to do and who to ask if I find my work hard.	87		84	3		Rwy'n gwybod beth I'w wneud a gyda phwy i siarad os ydw I'n gweld fy ngwaith yn anodd.
			97%	3%		
			98%	2%		
My homework helps me to understand and improve my work in school.	84		73	11		Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol.
			87%	13%		
			91%	9%		
I have enough books, equipment, and computers to do my work.	88		85	3		Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
			97%	3%		
			95%	5%		
Other children behave well and I can get my work done.	81		63	18		Mae plant eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
			78%	22%		
			77%	23%		
Nearly all children behave well at playtime and lunch time	79		68	11		Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
			86%	14%		
			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.	33	12 36%	18 55%	2 6%	0 0%	1	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	33	19 58%	13 39%	1 3%	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.	33	16 48%	17 52%	0 0%	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.	33	13 39%	14 42%	5 15%	0 0%	1	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	33	11 33%	16 48%	1 3%	0 0%	5	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	45%	4%	1%		
Teaching is good.	33	12 36%	19 58%	1 3%	0 0%	1	Mae'r addysgu yn dda.
		60%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	33	11 33%	20 61%	2 6%	0 0%	0	Mae'r staff yn disgwyl i fy mhlentyn weithio'n galed ac i wneud ei orau.
		63%	33%	1%	0%		
The homework that is given builds well on what my child learns in school.	32	5 16%	16 50%	2 6%	1 3%	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.
		47%	40%	6%	1%		
Staff treat all children fairly and with respect.	33	14 42%	15 45%	1 3%	0 0%	3	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		58%	33%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	33	10 30%	21 64%	1 3%	0 0%	1	Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		59%	36%	2%	0%		
My child is safe at school.	33	16 48%	17 52%	0 0%	0 0%	0	Mae fy mhlentyn yn ddiogel yn yr ysgol.
		66%	31%	1%	0%		
My child receives appropriate additional support in relation to any particular individual needs'.	31	7 23%	10 32%	3 10%	2 6%	9	Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		50%	34%	4%	1%		
I am kept well informed about my child's progress.	33	9 27%	17 52%	6 18%	0 0%	1	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		49%	40%	8%	2%		

	Number of responses / Nifer o ymatebion	Strongly Agree / Cytuno'n gryf	Agree / Cytuno	Disagree / Anghytuno	Strongly disagree / Anghytuno'n gryf	Don't know / Ddim yn gwybod	
I feel comfortable about approaching the school with questions, suggestions or a problem.	33	15 / 45%	17 / 52%	1 / 3%	0 / 0%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		62%	31%	4%	2%		
I understand the school's procedure for dealing with complaints.	33	5 / 15%	20 / 61%	5 / 15%	0 / 0%	3	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		45%	39%	7%	2%		
The school helps my child to become more mature and take on responsibility.	33	11 / 33%	20 / 61%	0 / 0%	0 / 0%	2	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		56%	38%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	27	3 / 11%	7 / 26%	1 / 4%	1 / 4%	15	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		42%	33%	4%	1%		
There is a good range of activities including trips or visits.	31	10 / 32%	13 / 42%	5 / 16%	0 / 0%	3	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	38%	5%	1%		
The school is well run.	33	13 / 39%	16 / 48%	1 / 3%	0 / 0%	3	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	32%	3%	1%		

Appendix 3

The inspection team

Mrs Eleri Anwen Hurley	Reporting Inspector
Dr David Gareth Evans	Team Inspector
Mrs Deirdre Mary Emberson	Lay Inspector
Mr Stuart Scammell	Peer Inspector
Mr Andrew Lloyd	Nominee

Copies of the report

Copies of this report are available from the school and from the Estyn website (www.estyn.gov.uk)

Year groups, the Foundation Phase and key stages

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

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

Primary phase:

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

Secondary phase:

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

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

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

Glossary of terms – Primary

Foundation Phase indicator (FPI)

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

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

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