



*Rhagoriaeth i bawb – Excellence for all*

Arolygiaeth Ei Mawrhydi dros Addysg  
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate  
for Education and Training in Wales

**A report on**

**Pontnewydd Primary School  
Bryncelyn Road  
Pontnewydd  
Cwmbran  
Torfaen  
NP44 1JW**

**Date of inspection: October 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:

<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 date: 16/12/2014**

## Context

Pontnewydd Primary School is in Pontnewydd, just outside Cwmbran. At the time of the inspection, there were 417 pupils on roll, taught in 15 classes. This includes 42 pupils who attend the nursery part-time.

The school hosts a specialist teaching facility for up to 12 pupils with moderate learning difficulties and emotional and behavioural problems. These pupils come from across the Torfaen local authority.

Around 24% of pupils are eligible for free school meals. This is slightly above local and national averages. Nearly all pupils are white British and come from homes where English is the first language. A very few have English as an additional language and no pupils speak Welsh at home.

The school has identified approximately 23% of its pupils as having additional learning needs. This is similar to the national average. It includes a very few pupils in the specialist teaching facility, who have statements of special educational needs. A very few pupils are looked after by the local authority.

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

The individual school budget per pupil for Pontnewydd Primary School in 2014-2015 means that the budget is £3,508. The maximum per pupil in the primary schools in Torfaen is £14,422 and the minimum is £2,940. Pontnewydd Primary School is 15th out of the 29 primary schools in Torfaen in terms of its school budget per pupil.

## Summary

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

### Current performance

Current performance is adequate because:

- by the end of key stage 2, many pupils have good speaking and listening skills;
- most pupils read capably;
- most pupils' number skills are good and many apply their numeracy skills across the curriculum successfully;
- most pupils with additional learning needs make valuable progress;
- many pupils have well-developed thinking skills, which they use in a range of contexts across the curriculum;
- most pupils are confident, well behaved and courteous towards each other and adults; and
- nearly all pupils have positive attitudes to learning and enjoy coming to school.

However:

- at the end of key stage 2, the standard of writing of a significant minority of pupils is not high enough;
- a significant minority of pupils do not spell well enough and a majority do not punctuate their writing correctly;
- the presentation of many pupils' written work is not of a sufficiently good standard; and
- many pupils do not write or read well enough in Welsh.

### Prospects for improvement

Prospects for improvement are adequate because:

- the headteacher provides strong leadership and is well supported by the leadership team;
- staff are motivated and understand their roles and responsibilities well;
- governors know the school well and challenge leadership effectively;
- priorities in the school improvement plan arise directly from the self-evaluation process; and
- all staff take part in a thorough analysis of data, providing a comprehensive view of the performance of individuals and groups of pupils.

However:

- leaders have not sufficiently addressed a few areas of underachievement, such as standards of writing, robustly enough;
- the performance management of staff has not identified or addressed successfully shortcomings in teaching and assessment; and
- whole school self-evaluation does not take sufficient account of the quality and standard of pupils' learning.

## Recommendations

- R1 Improve the standards of pupils' writing
- R2 Improve standards in Welsh
- R3 Ensure that teachers plan learning that challenges all pupils at an appropriate level and that marking provides pupils with useful feedback about how to improve
- R4 Address the issues with regard to teacher assessment at the end of key stage 2 so that it accurately reflects the standards that pupils achieve in lessons
- R5 Ensure that leaders identify and address issues of underperformance and underachievement robustly
- R6 Develop the school's self-evaluation processes to include a more rigorous scrutiny and evaluation of pupils' books and of the quality of teaching
- R7 Ensure that teachers receive appropriate training in areas identified as needing improvement, particularly Welsh

### **What happens next?**

The school will draw up an action plan, which shows how it is going to address the recommendations. Estyn will monitor the school's progress.

## Main findings

### Key Question 1: How good are outcomes?

Adequate

#### Standards: Adequate

Many pupils begin school with literacy, numeracy and personal and social skills that are appropriate to those expected for their age. Most pupils make good progress in many areas in relation to their starting point.

In the Foundation Phase, most pupils listen well. Many pupils talk about their everyday experiences clearly and confidently. By the end of key stage 2, many pupils have good speaking and listening skills. They engage with each other and adults readily and discuss their views and opinions clearly. For example, pupils in key stage 2 offer mature opinions on their rights and responsibilities while in school.

In the Foundation Phase, many pupils are keen readers and talk about their favourite books enthusiastically. Many pupils read at a suitable level and use a good range of appropriate strategies to read unfamiliar words. By the end of key stage 2, most pupils read capably. They enjoy reading and most read with good expression. More able pupils recognise when characters are speaking in stories and moderate their voices well to create effect. Many pupils scan texts to search for requested information effectively.

At the end of the Foundation Phase, many pupils write suitably to convey personal information, such as their news from the weekend. However, they do not use capital letters and full stops consistently and a majority of pupils' letter formation is too irregular. In key stage 2, a majority of pupils make only satisfactory progress in developing their writing skills. Most pupils understand how to write in range of forms, such as letters, stories and play scripts, well. However, at the end of key stage 2, a significant minority of pupils do not use a wide enough range of sentence structures effectively. They do not spell well enough and a majority do not punctuate their writing correctly. The presentation of their written work is not of a sufficiently good standard. Most pupils write across the curriculum to a similar standard as in their English lessons.

Most pupils' number skills are good. Many Year 2 pupils have a good understanding of halves and quarters, tell the time to the hour and half hour and pay for items using coins up to one pound accurately. By the end of key stage 2, most pupils multiply and divide confidently and calculate area and perimeter with a good understanding of correct formulae. Many pupils apply their numeracy skills across the curriculum successfully.

Most pupils enjoy learning Welsh. In the Foundation Phase, most pupils demonstrate a satisfactory understanding of the language and respond well to simple questions. In key stage 2, a majority of pupils are confident in speaking Welsh using basic and familiar sentence patterns. Many pupils speak Welsh outside of Welsh lessons suitably. However, many pupils do not write or read Welsh well enough.

Most pupils with additional learning needs, including those in the specialist teaching facility, make good progress towards their individual learning targets.

Many pupils have well-developed thinking skills, which they use well in a range of contexts across the curriculum. For example, in key stage 2, most pupils can sort using a range of criteria and give clear reasons for their decisions. Many pupils are developing suitable problem solving skills.

In the Foundation Phase, pupils' performance in 2014, at the expected outcome 5, placed the school in the top 25% for literacy and mathematical skills when compared with similar schools. These results are higher than in 2013 in literacy when the school was in the higher 50%, but remain the same in mathematical development.

At the higher outcome 6, for performance in literacy the school has remained in the top 25%, and for performance in mathematical development it has remained in the higher 50% when compared with similar schools.

In key stage 2, performance in 2014 at the expected level 4 placed the school in the top 25% for all subjects when compared with similar schools. For the previous three years, performance at the expected level 4 has placed the school in the lower 50% or bottom 25% for all subjects when compared with similar schools.

At the higher level 5, performance in 2014 placed the school in the top 25% for all subjects. Over the previous three years, most results have placed the school in the lower 50% for English, but in the higher 50% for mathematics and science when compared with similar schools.

In the Foundation Phase in 2014, the performance of girls at the higher outcome 6 was significantly better than that of boys in all areas of learning.

### **Wellbeing: Adequate**

Nearly all pupils have positive attitudes to learning and enjoy coming to school. Most pupils are confident, well behaved and courteous towards each other and adults. Nearly all pupils feel safe in school and know whom to speak to if they have any concerns. Most pupils understand the importance of healthy eating and drinking, although a few combine fruit with less healthy snacks. Most pupils understand the importance of taking regular exercise and are keen to participate in the varied range of extra-curricular activities.

Most pupils value the opportunity to make decisions about school life through their involvement in the school council and the eco club. They take their responsibilities seriously and help to implement ideas that contribute to improvements in the curriculum. For example, pupils' evaluation of their own learning identified a lack of enthusiasm for Welsh. The school addressed this through changes to the timetable and more interactive lessons. As a result, many pupils are more enthusiastic about learning the Welsh language.

For three out of the last four years, pupils' attendance has placed the school in the bottom 25% when compared with similar schools. The school has recently improved its policy and practice in this area significantly. As a result, there was a notable improvement in attendance to an unverified figure of 94%, last year. Pupils on the school council have a good understanding of the drive to improve attendance at school.

Many pupils play an active part in supporting community activities. For example, pupils' involvement with the local hospice has helped to develop their social skills and to prepare them for life outside the school effectively.

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

The school's curriculum is broad and balanced, and teachers plan imaginative learning experiences for all classes. The school's long term planning for the Foundation Phase and key stage 2 provides effective coverage of all subjects and areas of learning. The school makes good use of visitors to the school and educational trips to enhance the curriculum effectively. For example, visits by a local author and trips to the local library have improved pupils' enthusiasm for reading. Many pupils benefit from a wide range of extra-curricular clubs that help to develop their skills in sports, information and communication technology (ICT) and art.

The school makes good provision for pupils' literacy and numeracy skills. Leaders have built these into long term planning effectively and they provide systematic and progressive coverage of the National Literacy and Numeracy Framework. Planning for the development of pupils' ICT and thinking skills is thorough.

Provision for Welsh language is appropriate. All pupils have suitable access to a range of Welsh reading material, including a Welsh magazine for older pupils. In the classes where pupils use their learnt patterns frequently, they develop more confidence to use the language. However, opportunities for most pupils to develop their Welsh language skills outside of Welsh lessons are limited. The school promotes the history and culture of Wales successfully through its curriculum and visits to places of historical and cultural interest.

The school's provision for promoting pupils' understanding of sustainability issues is effective. The school provides valuable opportunities for all pupils to learn about environmental issues, such as recycling and conservation of energy. Most pupils develop a satisfactory understanding of their role as global citizens through studying a range of topics such as cultural aspects of peoples in Africa and the issues surrounding deforestation in rain forests around the world.

### **Teaching: Adequate**

In nearly all lessons, teachers have consistently good working relationships with pupils, which promote good behaviour and encourage pupils to engage in their learning successfully. Learning support staff are used well in nearly all lessons to support individuals and groups of learners effectively. This ensures that pupils make



good progress in lessons. Many teachers plan interesting lessons with clear learning objectives. However, they do not always take into account the different learning needs of all pupils well enough. A majority of teachers do not set high enough standards for pupils, particularly in writing and the presentation of their work.

Teachers mark pupils' work regularly and give plenty of praise. During lessons, most teachers intervene to give effective oral feedback to pupils. This helps pupils to understand what they need to do to progress. However, they do not provide pupils with sufficient written feedback about what they need to do to improve their learning.

Teachers use an electronic tracking system to help identify individual pupils' learning needs and to track the progress of pupils effectively. However, teacher assessment at the end of key stage 2 is not always accurate, particularly in writing. As a result, teachers' assessments for a minority of pupils are over generous. Processes for pupils to assess their own and each other's learning are in place, but teachers do not use these consistently.

Annual reports meet statutory requirements and keep parents and carers well informed about their children's achievements, wellbeing and development.

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

The school has a positive and caring ethos that supports pupils' wellbeing successfully. The school promotes healthy living amongst pupils and parents appropriately through a suitable range of activities. For example, staff and pupils run a successful food co-operative that sells fresh fruit and vegetables to parents. Staff promote honesty and fairness consistently and pupils reflect this through the respect and consideration they show for each other.

The school works successfully with a wide range of external agencies and other professionals such as counselling services and the education psychologist. This ensures that help, support and guidance are available to pupils when required. For example, speech and language therapists give valuable support to pupils, which results in improved speaking skills. These services have a positive impact on the development of pupils.

The school's arrangements for safeguarding pupils meet requirements and give no cause for concern. The school makes appropriate arrangements for promoting healthy eating and drinking.

The school provides effective support for pupils with additional learning needs and has comprehensive systems for tracking these pupils' progress. It provides a good range of intervention programmes that have a measurable impact on individuals' progress. Pupils' individual education plans contain specific targets and address their needs well. Support for pupils with additional learning needs in the resource base meets pupils' specific needs successfully.

## **Learning environment: Good**

The school has a clear emphasis on recognising and respecting diversity and a strong emphasis on developing pupils' values. It is a happy and caring community where pupils feel valued as individuals. They learn to show respect and concern for each other and are proud of their school. There is a wide range of incentives to encourage pupils to succeed, which they respond to enthusiastically. The school is accessible to all.

The school has enough resources of good quality to support the effective delivery of the curriculum and the Foundation Phase. Teachers make good use of the outdoor learning area and it supports pupils' learning effectively. The accommodation provides a stimulating and well-maintained learning environment. There are interesting and colourful displays that celebrate pupils' achievements and reinforce and enhance their learning experiences well. The school grounds cover a large area and access to the nursery gives some cause for concern. However, the school makes effective provision to ensure the safety of all pupils.

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

The headteacher, supported appropriately by the senior leadership team, gives a strong lead in the drive to improve the school. This determination to improve standards is prominent within the school. Pupils and staff are proud of the school and its achievements. Staff are motivated and understand their roles and responsibilities well. However, leaders have not sufficiently addressed a few areas of underachievement, such as standards of writing, robustly enough.

The leadership structure allows all teachers to play a significant part in school improvement. For example, class teachers can bid to lead a short-term project to improve standards or provision. One such project ensures that good opportunities exist for pupils to use their numeracy skills effectively in subjects other than mathematics. This also assists in addressing national priorities suitably.

The performance management of staff links suitably to priorities for whole school improvement. The effective use of data plays a prominent role in monitoring improvements in teaching. The performance management of teachers contributes well to the consistently good behaviour of pupils in lessons. However, it has not identified or successfully addressed shortcomings in teaching, such as inaccurate teacher assessment at the end of key stage 2 and a minority of teachers' weak teaching in Welsh.

Governors know the school well and have a comprehensive understanding of its strengths and weaknesses. Their committee structure works well. Governors have a good understanding of how well initiatives progress and how money is spent. Governors not only challenge but also effectively introduce valuable initiatives, such as a change to the management structure that distributes responsibilities to senior staff. The governing body meets all of its statutory requirements.

### **Improving quality: Adequate**

The school is a reflective community where self-evaluation is an ongoing priority. All staff take part in a thorough analysis of data, providing a comprehensive view of the performance of individuals and groups of pupils. For example, the school's self-evaluation report recognises that, whilst reading has improved in recent years, pupils' understanding of what they read could be better.

The school takes good account of the views of pupils and parents when reflecting on performance. A particular strength is the way pupils contribute to the system. For example, a school council survey showed that the range of books available did not motivate pupils for class reading sessions. As a consequence, the school has provided a broader range of books that pupils read with enjoyment.

In contrast to the detailed analysis of data, staff do not take sufficient account of the quality of pupils' learning and the insufficiently high standard of many pupils' written work. Consequently, necessary improvements in this aspect do not take place. The monitoring of teaching also fails to recognise a few important issues, such as the language errors made by a significant number of staff when teaching Welsh.

Priorities in the school improvement plan arise directly from the self-evaluation process. The school improvement plan is an effective tool. For example, the recent improvement in attendance results from implementing the tasks from the school improvement plan.

### **Partnership working: Good**

The school works hard to develop positive links with parents. For example, staff share information well through newsletters, a useful website, regular parents evenings and by offering regular drop-in sessions. As a result, most parents feel confident to approach the school at any time. The school runs an effective family learning group that helps parents to support their children with their reading and writing. This initiative also promotes a positive attitude to learning.

Staff work successfully with other schools to strengthen processes for delivering national initiatives such as the Literacy and Numeracy Framework. The school works constructively with the local authority, benefiting from joint working in the Foundation Phase network and participating in the moderation of pupils' work with local schools. However, this process has not yet ensured better quality and consistency in teacher assessments.

There are very effective transition arrangements to support pupils as they enter the school. This means that pupils settle well into the nursery and individual needs are met quickly. A range of activities with the secondary school helps pupils to move to the next stage of their learning with confidence. In addition, an enhanced transition policy tracks vulnerable pupils at each stage of their education, ensuring that their needs are met effectively. The school has benefited from its partnership with the local high school. A strong feature has been the collaboration in physical education.

The school has well-established partnerships with the local community to support pupils' wellbeing. The community police officer visits the school regularly to provide pupils with effective guidance about how to stay safe. Links with a local housing association allow pupils worthwhile opportunities to learn about saving energy at home and in school.

**Resource management: Adequate**

All staff benefit from well-organised professional development opportunities. Relevant training that includes all staff accompanies new initiatives. For example, specific training to support the running of successful 'catch-up' programmes for literacy resulted in an improvement in pupils' reading skills. Managers take teachers' views concerning professional development priorities into account and tailor support well to meet these needs. The school has set up a network of professional practice to implement the Literacy and Numeracy Framework, but throughout the school, the development of such networks is at an early stage.

The school has enough suitably qualified and experienced staff. However, a minority of staff lack expertise in the teaching of writing and Welsh. Teachers deploy teaching assistants well to ensure that pupils with additional needs have full access to the activities planned.

The headteacher and governing body manage the budget carefully. They identify priorities and areas for development from the school improvement plan and make sure that projects have sufficient funds. Pupils eligible for free school meals benefit from good use of the Pupil Deprivation Grant. The grant funds imaginative and worthwhile activities that have a positive impact on many of these pupils' progress.

In view of the standards achieved by pupils, the school provides adequate value for money.

## Appendix 1: Commentary on performance data

### 6782211 - Pontnewydd Primary & Nursery

Number of pupils on roll	460
Pupils eligible for free school meals (FSM) - 3 year average	24.0
FSM band	4 (24%<FSM<=32%)

#### Foundation Phase

	2012	2013	2014
<b>Number of pupils in Year 2 cohort</b>	60	56	51
<b>Achieving the Foundation Phase indicator (FPI) (%)</b>	93.3	91.1	96.1
Benchmark quartile	1	1	1
<b>Language, literacy and communication skills - English (LCE)</b>			
Number of pupils in cohort	60	56	51
Achieving outcome 5+ (%)	93.3	91.1	96.1
Benchmark quartile	1	2	1
Achieving outcome 6+ (%)	31.7	39.3	37.3
Benchmark quartile	2	1	1
<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	60	56	51
Achieving outcome 5+ (%)	93.3	96.4	98.0
Benchmark quartile	2	1	1
Achieving outcome 6+ (%)	18.3	32.1	31.4
Benchmark quartile	3	2	2
<b>Personal and social development, wellbeing and cultural diversity (PSD)</b>			
Number of pupils in cohort	60	56	51
Achieving outcome 5+ (%)	96.7	92.9	100.0
Benchmark quartile	2	3	1
Achieving outcome 6+ (%)	43.3	48.2	47.1
Benchmark quartile	2	2	2

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.

**6782211 - Pontnewydd Primary & Nursery**

Number of pupils on roll 460  
Pupils eligible for free school meals (FSM) - 3 year average 24.0  
FSM band 4 (24%<FSM<=32%)

**Key stage 2**

	2011	2012	2013	2014
<b>Number of pupils in Year 6 cohort</b>	55	53	48	52
<b>Achieving the core subject indicator (CSI) (%)</b>	70.9	81.1	83.3	94.2
Benchmark quartile	4	3	3	1
<b>English</b>				
Number of pupils in cohort	55	53	48	52
Achieving level 4+ (%)	72.7	83.0	85.4	94.2
Benchmark quartile	4	3	3	1
Achieving level 5+ (%)	25.5	28.3	35.4	42.3
Benchmark quartile	3	3	2	1
<b>Welsh first language</b>				
Number of pupils in cohort	*	*	*	*
Achieving level 4+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
<b>Mathematics</b>				
Number of pupils in cohort	55	53	48	52
Achieving level 4+ (%)	76.4	84.9	87.5	96.2
Benchmark quartile	4	3	3	1
Achieving level 5+ (%)	30.9	28.3	35.4	51.9
Benchmark quartile	2	3	2	1
<b>Science</b>				
Number of pupils in cohort	55	53	48	52
Achieving level 4+ (%)	81.8	92.5	89.6	96.2
Benchmark quartile	4	2	3	1
Achieving level 5+ (%)	34.5	37.7	37.5	53.8
Benchmark quartile	2	2	2	1

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

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

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

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

Further information is available from the Welsh Government My Local School website at the link below.

<http://mylocalschool.wales.gov.uk/index.html?lang=eng>

## Appendix 2

### Stakeholder satisfaction report

#### Responses to learner questionnaires

##### 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.	106	106 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	106	105 99%	1 1%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	106	104 98%	2 2%	Rwy'n gwybod pwy i siarad ag ef/â hi os ydw I'n poeni neu'n gofidio.
		96%	4%	
The school teaches me how to keep healthy	106	105 99%	1 1%	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.	106	104 98%	2 2%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	106	104 98%	2 2%	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.	106	105 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.	106	105 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.	106	101 95%	5 5%	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.	106	106 100%	0 0%	Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
		95%	5%	
Other children behave well and I can get my work done.	106	91 86%	15 14%	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	106	99 93%	7 7%	Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
		84%	16%	

## Responses to parent questionnaires

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

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
Overall I am satisfied with the school.	55	42 76%	11 20%	0 0%	1 2%	1	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	55	43 78%	11 20%	0 0%	0 0%	1	Mae fy mhentyn 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.	54	37 69%	15 28%	0 0%	0 0%	2	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.	55	40 73%	15 27%	0 0%	0 0%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	55	28 51%	24 44%	0 0%	0 0%	3	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	46%	4%	1%		
Teaching is good.	55	39 71%	15 27%	0 0%	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.	55	38 69%	17 31%	0 0%	0 0%	0	Mae'r staff yn disgwyl i fy mhentyn 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.	55	33 60%	21 38%	1 2%	0 0%	0	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhentyn yn ei ddysgu yn yr ysgol.
		47%	40%	6%	1%		
Staff treat all children fairly and with respect.	55	34 62%	16 29%	1 2%	1 2%	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.	55	38 69%	16 29%	1 2%	0 0%	0	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		59%	36%	2%	0%		
My child is safe at school.	55	40 73%	13 24%	1 2%	0 0%	1	Mae fy mhentyn yn ddiogel yn yr ysgol.
		66%	31%	1%	0%		
My child receives appropriate additional support in relation to any particular individual needs.	55	28 51%	21 38%	2 4%	1 2%	3	Mae fy mhentyn 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.	55	23 42%	28 51%	4 7%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		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.	55	30 55%	21 38%	2 4%	2 4%	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.	55	29 53%	18 33%	8 15%	0 0%	0	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.	55	32 58%	20 36%	1 2%	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.	48	19 40%	19 40%	1 2%	1 2%	8	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.	55	30 55%	21 38%	2 4%	0 0%	2	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	38%	5%	1%		
The school is well run.	55	39 71%	14 25%	1 2%	1 2%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	32%	3%	2%		

## Appendix 3

### The inspection team

Andrew Thorne	Reporting Inspector
Geoff Cresswell	Team Inspector
Sheila Margaret Birkhead	Team Inspector
Buddug Mai Bates	Team Inspector
Deirdre Mary Emberson	Lay Inspector
Sharon Adele Davies	Peer Inspector
Kerry Waters	School Nominee

## Copies of the report

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

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

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

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

Primary phase:

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

Secondary phase:

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

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

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

## **Glossary of terms – Primary**

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

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

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

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