



**A report on**

**St Woolos Primary School  
Stow Hill  
Newport  
NP20 4DW**

**Date of inspection: January 2015**

**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: 24/03/2015**

## Context

St Woolos Primary School is near Newport city centre, in Newport local authority. There are 262 full-time pupils on roll, aged between 3 and 11 years. Sixty-nine pupils attend the nursery class in either the morning or the afternoon.

The minority of pupils are of white British origin, and English is the first language for around half the pupils. The school serves a very diverse ethnic community and there are currently 39 different languages spoken by pupils at the school. Around 38% of pupils are eligible for free school meals, which is much higher than the national and local averages.

The school indicates that about 28% of pupils have additional learning needs. This is higher than national averages. There are a few pupils with a statement of special educational needs.

The school was last inspected the in 2010. The headteacher took up her post in September 2000.

The school budget per pupil for St Woolos Primary School in 2014-2015 is £3,270. The maximum per pupil in primary schools in Newport is £5,443 and the minimum is £2,459. St Woolos Primary School is in 34<sup>th</sup> position of the 50 primary schools in Newport 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:

- Nearly all pupils make positive progress in the standards they achieve and in their levels of wellbeing
- The school provides a range of relevant and interesting learning experiences for pupils
- Teaching and assessment are generally effective
- Provision for caring, supporting and guiding pupils is excellent
- The effective use of support staff is a strength at the school
- Staff use the indoor and outdoor learning environments creatively, ensuring that the building and grounds stimulate pupils' learning well

### Prospects for improvement

The school's prospects for improvement are good because:

- The headteacher provides clear, purposeful and very effective leadership
- School initiatives are purposeful and have a positive effect on improving pupil outcomes
- Governors are very supportive of the school and work robustly with the headteacher to bring about improvements
- Rigorous systems are in place to raise pupils' standards and improve the quality of provision further
- Self-evaluation is accurate and leads to beneficial improvements in outcomes, especially in language acquisition and guidance for vulnerable families
- There are very beneficial partnerships with parents, the local community and other organisations
- The leadership team use specific grants effectively to improve targeted pupils' language skills
- The school's current development plan links well with the self-evaluation report and targets the needs of all groups of learners effectively

## Recommendations

- R1 Improve standards of numeracy across the curriculum
- R2 Improve the punctuality of persistent latecomers
- R3 Ensure that the quality of teaching is consistent across the school
- R4 Improve the consistency of marking and assessment for learning strategies

### **What happens next?**

The school will draw up an action plan that shows how it is going to address the recommendations.

Estyn will invite the school to prepare a written case study, describing the excellent practice identified during the inspection.

## Main findings

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

Good

#### Standards: Good

Many pupils begin school with skills that are below those expected for their age. During their time at the school, most pupils make good progress.

In the Foundation Phase and in key stage 2, most pupils display effective speaking and listening skills. Throughout the Foundation Phase, many pupils listen attentively and respond confidently to their teachers and peers when discussing their work in groups and pairs. In key stage 2, many pupils speak and listen well to adults and other children using a good range of vocabulary.

Nearly all pupils' reading skills are developing effectively, in line with their abilities. By the end of the Foundation Phase, most are able to read with increasing fluency. They discuss and read books accurately and sensibly. They predict what will happen next in a story and express a relevant opinion about its content. Nearly all of them enjoy retelling stories and recall details with accuracy.

In key stage 2, most pupils read to a standard that is at least appropriate to their age and ability. Most answer questions sensibly about the various types of texts that they read, such as persuasive pieces, reports and pieces of fiction. They understand the purpose of factual books and share their views successfully orally and in writing about historical and local matters. A few pupils research, consider and discuss eloquently what they have read.

In both the Foundation Phase and key stage 2, most pupils write effectively. Many Foundation Phase pupils write lists and instructions showing a good understanding of sequencing. They retell stories accurately in their own written styles, and use story maps to structure their creative writing sensibly. In key stage 2, many pupils write in a variety of forms, for example when writing dialogues, a formal letter and describing Shakespearean characters. Across the school, many pupils extend their writing in interesting ways. They apply their literacy skills well in other areas of the curriculum. The spelling and punctuation of most pupils across the school are generally accurate and in line with their age and level of ability. In both key stages, the quality of handwriting and presentation of work is appropriate.

With help, the majority of younger pupils in the Foundation Phase can count, arrange and sort numbers up to 10 correctly. They can identify accurately shapes such as square, rectangle, triangle and circle. By the end of the Foundation Phase, a few pupils use number bonds to 20 successfully and many understand the properties of three-dimensional shapes such as cubes and cuboids well. However, only a minority of pupils are confident when applying mathematical concepts to analyse and solve simple problems.

The majority of pupils in key stage 2, use mathematical language correctly in a range of contexts, for example when they use decimal notation appropriately to reach a total. Most pupils have a satisfactory understanding of how to present a range of

data. However, standards in mathematics across key stage 2 are uneven. Many pupils are over reliant on adult guidance in mathematics and their ability to apply their numeracy skills independently in work across the curriculum is underdeveloped.

Most pupils' standards in Welsh are appropriate. In the Foundation Phase, many pupils achieve satisfactorily in lessons, listening appropriately and responding occasionally to different situations. A few pupils in key stage 2 use incidental Welsh naturally and most make adequate progress in gaining skills in the Welsh language.

In 2014, the percentage of pupils who achieved the expected outcome (outcome 5) at the end of the Foundation Phase places the school in the upper 50% for literacy and mathematical development in comparison with similar schools. This is an improvement on 2012 and 2013, when literacy and mathematical development placed it in the lower 50% for both years.

At the higher than expected outcome 6, the school was in the upper 50% for literacy in 2014. This is the same as in 2012 and an improvement on 2013, when literacy placed the school in the lower 50%. Performance in mathematical development has improved, moving the school from the bottom 25% of similar schools in 2012 and 2013 to the upper 50% in 2014.

Over the last four years, performance at the end of key stage 2 in English at the expected level (level 4) has placed the school in either the top 25% or upper 50% when compared to similar schools. During the same period, performance in mathematics varied, moving the school between the top 25% and lower 50%. Performance in science has placed the school in the top 25% of similar schools for the last four years.

At the higher-than-expected level 5, pupils' performance over the last four years in English has varied, moving the school between the bottom 25% and top 25% of similar schools. In mathematics, performance has varied, moving the school between the lower 50% and the top 25%. Performance in science has generally placed the school in the top 25% during the same period.

The performance of pupils eligible for free school meals tends to be below the performance of their peers in both the Foundation Phase and key stage 2.

### **Wellbeing: Good**

Nearly all pupils are aware of the importance of health and fitness and achieve well in terms of their personal, social and cultural development. They feel safe at school and know how to keep healthy by eating sensibly and taking physical exercise through regular sports activities.

Pupils behave well and nearly all of them are courteous and respond respectfully to adults and their peers. Members of the school council and the eco committee take part in school life and make sensible decisions, for example when developing a peer support programme on the playground for younger pupils. They understand that they have rights as individuals and this is evident across the school through the work of the school council and its links with the local community. For example, council members have been involved in opening a pop-up shop in the city centre to improve their aspirations for the future.

Most pupils enjoy their lessons. They know how to improve their own work and the work of others. Nearly all pupils co-operate well with each other in class and during playtimes. They have a good understanding of the need to care for the environment. Nearly all pupils have an outstanding awareness of the diverse world in which they live.

Pupils' attendance has improved steadily over several years and at 94% places the school currently just in the higher 50% when compared to similar schools. Most pupils arrive punctually for lessons but a few are late persistently.

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

The school plans a variety of effective learning experiences, which gain the interest of pupils in their learning. Activities meet the requirements of the Foundation Phase, the National Curriculum and religious education. Schemes of work plan for the development of literacy and numeracy skills well across the curriculum.

Learning experiences in the outdoor areas and in the building provide beneficial activities that enrich learning experiences. Regular homework builds positively on what pupils learn in the classroom. Relevant visits and visitors to the school, such as a member of parliament, enrich pupils' experiences purposefully.

The links between the provision for understanding the importance of global citizenship and the acquisition of English are excellent. This has a major impact on a large group of pupils who begin school without any English. There are stimulating opportunities to develop pupils' grasp of vocabulary and language patterns through well-planned and highly effective intervention strategies. The staff have a deep understanding of the varying needs of different cultures and act rapidly to target the needs of specific groups of learners. This has a significant effect on pupils' standards of work in a short time.

The school provides various opportunities to learn about Wales, its people and its traditions and the language. Pupils study the work of a number of artists and authors and take part in interesting visits and workshops. These provide valuable experiences to enrich their understanding of the history and culture of Wales.

The school promotes sustainable development successfully across the curriculum. The eco committee contributes towards effective improvements in recycling paper and plastic in classrooms and around the school.

### **Teaching: Good**

There is a good working relationship between all staff and pupils. Staff manage behaviour sensibly and have clear and consistent expectations of what is acceptable. All staff create a purposeful teaching atmosphere in the classroom and outdoors. They respond with interest to pupils' answers and give effective encouragement to them. Support staff enrich the experiences of groups and individuals consistently well and this is a strength of the school.



Teachers plan nearly all lessons effectively, although introductions to a few lessons are too long and pupils become restless. Teachers share clear learning objectives with pupils. Most tasks challenge pupils successfully but this is not always the case in mathematics activities, especially for those pupils who are more able. Sound subject knowledge, skilful questioning and a variety of teaching methods gain most pupils' interest. All staff are good language models for pupils.

Recent improvements to assessment processes ensure that these are effective. Teachers use assessment purposefully to identify pupils who need additional support. They track pupils' progress in detail. Teachers provide regular opportunities for pupils to assess their own work and that of their peers. Marking is effective and identifies the next steps in pupils' learning. However, in a few classes, marking and assessment for learning strategies are inconsistent.

Reports to parents are informative. They identify pupils' attainments against the literacy and numeracy framework and identify clear targets for improvement.

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

The school ensures high quality guidance to pupils and parents. Its support strategies have a very positive effect on many disadvantaged and vulnerable families in the local area.

Provision supports pupils' spiritual, moral, social and cultural development very successfully. The staff's excellent understanding of the area and the families that the school serves enables them to provide a range of high quality support. This includes supporting families in meetings with medical experts outside school and forming close links with organisations in the community to support vulnerable groups of pupils and families, for example religious groups and aid establishments.

There are very strong and secure links with an extensive range of specialist services and outside agencies such as attendance officers, health visitors, social workers and elders in religious establishments. These links create trusting working relationships that benefit pupils and their families significantly and help to ensure their safety within their local community.

The school provides excellent opportunities to develop pupils' awareness of business and financial management through the creation of pop-up shops within the pupils' own community. Such activities have a significant impact on improving pupils' outcomes and raise their expectations for the future. They also provide many families with a starting point for very effective school and community engagement.

The focus on pupils' health and wellbeing is a particular strength of the school. There are effective arrangements for promoting healthy eating and drinking. Staff have clear expectations for pupils' behaviour and they promote these consistently in all classes. There are good procedures in place to deal swiftly with any disputes that arise.

The school's arrangements for safeguarding meet requirements and give no cause for concern. All staff promote respect and sensitivity towards others of different faiths and cultures through the use of outstanding strategies. For example, staff have worked closely with local authority organisations to develop very effective safeguarding procedures within the community, including within religious establishments. The school shares its practice as a national example of excellence with different agencies and other local authorities with similar community groups.

Provision for pupils who have additional learning needs is a very strong feature and enables targeted pupils to make very good progress from low starting points. The school ensures these pupils access all areas of the curriculum, despite many having significant barriers to their learning, especially in language. Grouping and support systems for individuals meet the range of needs extremely well. The school works very effectively with intervention experts on innovative projects, for example to raise individual and group aspirations for the future and to target the complex needs of specific learners with very little understanding of language. Such initiatives have a significant effect on the standards that targeted pupils achieve and also on their levels of wellbeing.

Staff identify pupils' needs at a very early stage, especially in language. Teachers analyse information from observations and classroom tests rigorously to provide a very wide range of successful intervention programmes that help to improve pupils' reading and writing in a very short time. Individual support plans include clear targets and pupils often make good or better progress from low starting points. The close involvement of parents in the setting and reviewing of their child's targets gives parents a better understanding of their child's needs and enables them to support them more effectively at home.

### **Learning environment: Good**

The school is a vibrant community. A family atmosphere permeates all aspects of school life. Staff encourage pupils to treat others with care and to show them respect whatever their gender or race, and this ensures an inclusive atmosphere.

The school environment is clean and orderly. All areas of the four-storey building have a good range of resources to support pupils' learning well. Displays in classrooms and across the school reflect and celebrate pupils' work. The sensible organisation of the year groups is effective. For example, the lower Foundation Phase is on the ground floor, to allow free flow between indoor and outdoor activities.

Outdoor learning resources enrich pupils' learning and promote enjoyable and exciting activities. In addition, the school has stimulating outdoor areas, particularly in the lower Foundation Phase, which extend pupils' learning experiences imaginatively.

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

The headteacher provides clear, purposeful and very effective leadership for the life and work of the school. This helps to raise standards, strengthen provision and ensure excellent care, support and guidance for pupils.

Regular meetings on all areas of school life focus effectively on the achievements and progress of individuals and groups of pupils. All staff co-operate closely as a team and they discuss and plan jointly. They fulfil their roles and responsibilities successfully and support the headteacher well in delivering improved outcomes for pupils through effective teaching and high levels of support. There is a good distribution of responsibilities amongst the leadership team. Leaders allocate specific responsibilities well to support innovative school initiatives, for example a project to improve pupils' aspirations

Thorough performance management arrangements contribute to improvements in teaching and learning and provide opportunities to promote staff's professional development well through a comprehensive programme of training. These have a positive effect, for example on improving standards of writing across the curriculum. The school is making good progress in implementing the literacy and numeracy framework.

The governing body is conscientious and supports the school's work well. Governors have a thorough understanding of the school's performance data and its strengths and areas for development. They challenge the school robustly, especially on financial matters. They take a full part in the school's strategic processes, for example through supporting a new school structure to develop innovative safeguarding practices, both within the school and in the community.

### **Improving quality: Good**

There are detailed procedures for self-evaluation, which take advantage of a wide range of direct evidence. This evidence includes data on pupils' performance, outcomes of classroom observations, scrutiny of pupils' work and the way in which the school matches pupils' performance in the classroom to any changes in their personal circumstances that affect their wellbeing. The headteacher includes parents' viewpoints regularly and the pupils' voice is very important to the school. For example, pupils can express their views and opinions freely on a chart placed on the headteacher's office door. This leads to open discussions in school and class assemblies about improvements to the school environment.

These procedures contribute effectively to the self-evaluation report. The self-evaluation report analyses pupils' attainment data in detail and leaders use this information effectively to set priorities for improvement. The report provides an accurate assessment of the school's strengths and areas for development, and, as a result, leaders know the school very well.

The school improvement plan links closely to the outcomes of self-evaluation and contains clear and detailed priorities. The plan is a useful tool to support improvement. Actions are already having a positive effect on improving pupils' attendance and their application of their literacy skills across the curriculum.

### **Partnership working: Good**

The school has successful strategic partnerships that contribute to improving pupils' standards and wellbeing. There is a very strong relationship with parents. The headteacher's focus on promoting an open and co-operative culture ensures parents' commitment and support to the vision of the school.

A secure partnership exists with nearby schools through effective co-operation, sharing expertise and good practice, for example when moderating pupils' work. This has a positive effect on staff's professional development and improves their expertise when assessing pupils' outcomes and levels.

There is a robust and flourishing partnership with the local community. Pupils contribute well to community activities. The large numbers of visitors to the school enrich pupils' experiences. Such events also promote pupils' sense of the importance of their community and help to ensure that they are proud of their local area. Recent co-operation with the local authority to create a pop-up shop in the city centre provided a particularly good opportunity for pupils to learn new skills, for example in financial management.

There are appropriate links with local playgroups and nurseries, which ensure that nearly all pupils settle quickly in the Foundation Phase. The school has successful partnerships with the local secondary school. Effective transition arrangements, visits and participation in events, for example the secondary school's carol concert, help to ensure smooth transfer between schools.

### **Resource management: Good**

The headteacher and governors plan and monitor the school's budget very effectively and all expenditure links well with the school's objectives, targets and plans. The careful management of learning resources ensures that they are suitable for the needs of all pupils. Effective use of the difficult building promotes learning experiences well.

The school uses staff expertise sensibly to improve provision and raise standards. There are purposeful arrangements for providing planning, preparation and assessment time for teachers.

The headteacher and staff are part of a number of learning networks within the local authority and nationally, which provide a wide range of opportunities for schools to co-operate and for staff to develop their skills and professional development. This has a positive effect on improving pupils' standards, especially in language.

Effective use of the pupil deprivation grant targets pupils' needs well and focuses effectively on improving their language skills and raising pupils' aspirations.

As a result of the strong progress made by pupils, the good quality of provision and the high levels of care and support, the school provides good value for money.

## Appendix 1: Commentary on performance data

### 6802027 - St. Woolos Primary

Number of pupils on roll	324
Pupils eligible for free school meals (FSM) - 3 year average	32.2
FSM band	5 (32%<FSM)

#### Foundation Phase

	2012	2013	2014
<b>Number of pupils in Year 2 cohort</b>	34	35	33
<b>Achieving the Foundation Phase indicator (FPI) (%)</b>	76.5	85.7	84.8
Benchmark quartile	3	2	2
<b>Language, literacy and communication skills - English (LCE)</b>			
Number of pupils in cohort	34	35	33
Achieving outcome 5+ (%)	76.5	85.7	87.9
Benchmark quartile	3	3	2
Achieving outcome 6+ (%)	26.5	22.9	30.3
Benchmark quartile	2	3	2
<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	34	35	33
Achieving outcome 5+ (%)	82.4	88.6	84.8
Benchmark quartile	3	3	2
Achieving outcome 6+ (%)	11.8	14.3	27.3
Benchmark quartile	4	4	2
<b>Personal and social development, wellbeing and cultural diversity (PSD)</b>			
Number of pupils in cohort	34	35	33
Achieving outcome 5+ (%)	85.3	100.0	90.9
Benchmark quartile	4	1	3
Achieving outcome 6+ (%)	23.5	22.9	45.5
Benchmark quartile	3	4	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.

**6802027 - St. Woolos Primary**

Number of pupils on roll 324  
 Pupils eligible for free school meals (FSM) - 3 year average 32.2  
 FSM band 5 (32%<FSM)

**Key stage 2**

	2011	2012	2013	2014
<b>Number of pupils in Year 6 cohort</b>	28	26	29	29
<b>Achieving the core subject indicator (CSI) (%)</b>	85.7	84.6	82.8	79.3
Benchmark quartile	1	2	3	3
<b>English</b>				
Number of pupils in cohort	28	26	29	29
Achieving level 4+ (%)	89.3	84.6	86.2	89.7
Benchmark quartile	1	2	2	1
Achieving level 5+ (%)	17.9	30.8	24.1	65.5
Benchmark quartile	4	2	3	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	28	26	29	29
Achieving level 4+ (%)	92.9	92.3	93.1	82.8
Benchmark quartile	1	1	1	3
Achieving level 5+ (%)	39.3	23.1	34.5	55.2
Benchmark quartile	1	3	2	1
<b>Science</b>				
Number of pupils in cohort	28	26	29	29
Achieving level 4+ (%)	96.4	96.2	96.6	93.1
Benchmark quartile	1	1	1	1
Achieving level 5+ (%)	32.1	46.2	41.4	65.5
Benchmark quartile	2	1	1	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.	70	67 96%	3 4%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	71	68 96%	3 4%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	69	64 93%	5 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	71	70 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.	69	64 93%	5 7%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	69	67 97%	2 3%	Rwy'n gwneud yn dda yn yr ysgol.
		96%	4%	
The teachers and other adults in the school help me to learn and make progress.	71	69 97%	2 3%	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.	71	68 96%	3 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.	69	58 84%	11 16%	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.	71	65 92%	6 8%	Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
		95%	5%	
Other children behave well and I can get my work done.	64	42 66%	22 34%	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	66	48 73%	18 27%	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.	107	78 73%	27 25%	0 0%	1 1%	1	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	107	86 80%	19 18%	1 1%	1 1%	0	Mae fy mhentyn yn hoffi'r ysgol hon.
		73%	25%	1%	0%		
My child was helped to settle in well when he or she started at the school.	107	85 79%	19 18%	1 1%	1 1%	1	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		72%	26%	1%	0%		
My child is making good progress at school.	107	72 67%	31 29%	3 3%	1 1%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	107	47 44%	56 52%	2 2%	1 1%	1	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	45%	4%	1%		
Teaching is good.	106	69 65%	34 32%	1 1%	1 1%	1	Mae'r addysgu yn dda.
		60%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	105	69 66%	31 30%	2 2%	1 1%	2	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.	103	54 52%	40 39%	4 4%	2 2%	3	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.	107	72 67%	32 30%	0 0%	1 1%	2	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		58%	33%	3%	1%		
My child is encouraged to be healthy and to take regular exercise.	106	64 60%	34 32%	4 4%	1 1%	3	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.	106	72 68%	33 31%	0 0%	1 1%	0	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'.	105	61 58%	32 30%	1 1%	2 2%	9	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.	107	66 62%	34 32%	6 6%	1 1%	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.	107	70 65%	33 31%	3 3%	1 1%	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.	104	51 49%	40 38%	3 3%	1 1%	9	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.	103	61 59%	37 36%	1 1%	1 1%	3	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.	100	47 47%	33 33%	2 2%	1 1%	17	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.	106	64 60%	34 32%	5 5%	1 1%	2	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		54%	38%	5%	1%		
The school is well run.	107	74 69%	30 28%	1 1%	1 1%	1	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	32%	3%	1%		

## Appendix 3

### The inspection team

Nicholas Jones	Reporting Inspector
David Kenneth Davies	Team Inspector
Catherine Mary Jenkins	Lay Inspector
Sue Henderson	Peer Inspector
Simon John Phillips	Peer Inspector
Heather Vaughan	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 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.