



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

**Woodlands Community Primary School
Thornhill Road
Upper Cwmbran
Cwmbran
Torfaen
NP44 5UA**

Date of inspection: March 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.

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Context

Woodlands Primary School is a community school in a mainly residential area of Thornhill in Cwmbran in the county borough of Torfaen. The school opened in September 2006 following the amalgamation of Woodland Nursery and Infant School with Woodland Junior School. There are 318 pupils on roll between the ages of three and 11 years.

Currently, 33% of pupils are entitled to free school meals. Nearly all of the pupils come from homes in which the predominant language is English. Approximately 13% of children are on the school's additional learning needs register.

The present headteacher was appointed in April 2006 and was in post when the school was last inspected in January 2008.

The individual school budget per pupil for Woodlands Primary School in 2013-2014 means that the budget is £3,468 per pupil. The maximum per pupil in the primary schools in Torfaen is £5,481 and the minimum is £2,854. Woodlands Primary School is 14th out of the 29 primary schools in Torfaen in terms of its school budget per pupil.

Summary

The school's current performance	Excellent
The school's prospects for improvement	Excellent

Current performance

The school's current performance is excellent because:

- in lessons and over time, nearly all pupils make consistent and significant progress and achieve very high standards relative to their starting point;
- improvement in performance at the end of key stage 2 over the past three years is very good at both the expected and higher than expected levels,
- pupils' literacy and numeracy skills are very good and most pupils apply these confidently across the curriculum;
- pupils' attendance is very good;
- most pupils are well motivated and highly engaged in lessons, and demonstrate positive attitudes towards the school;
- teaching is consistently good;
- early pre-school intervention to plan for pupils' needs is exceptional; and
- the school's innovative strategies for raising the standards of vulnerable groups of pupils are highly effective.

Prospects for improvement

The school's prospects for improvement are excellent because:

- the headteacher has a very clear vision and sense of direction for the school that she shares effectively with all stakeholders;
- the school's continued approach to improving attendance and punctuality is very effective;
- nearly all staff have very high expectations and provide valuable learning experiences that meet the needs of most learners;
- the school's governing body supports the school effectively and challenges school leaders when it is appropriate to do;
- the school's rigorous approach to self-evaluation is exceptional; and
- partnerships with parents and the community have an extensive positive influence on pupils' learning experiences and standards.

Recommendations

- R1 Narrow the gap between the attainment of boys and girls at level 5
- R2 Provide regular opportunities for pupils to develop their Welsh second language reading skills
- R3 Ensure that marking helps pupils to understand what they need to do to improve the way they present their work
- R4 Establish formal professional learning communities that focus effectively on raising standards and improving the quality of provision

What happens next?

Excellent practice

Woodlands Community Primary School will draw up an action plan, which 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?

Excellent

Standards: Excellent

In lessons and over time, nearly all pupils make consistent and significant progress from a very low baseline. They achieve very high standards across a wide range of curriculum areas. Most pupils develop into enthusiastic and independent learners and apply their key skills effectively.

Most pupils in the Foundation Phase make very good progress in their literacy skills. Many pupils are very confident and knowledgeable when recalling previous work and speak very articulately with other pupils, teachers and visitors. Many can talk about their ideas sensibly and show a very good awareness of sequence and progression in a range of contexts. By the end of key stage 2, the standard of many pupils' oracy skills is very good. Many take an active part in discussions and pay close attention to what others say. More able pupils show a good understanding of ideas and carefully consider how and when to respond to others.

Across the school, nearly all pupils make good and rapid progress in their reading, often from a low base. By the end of the Foundation Phase, many pupils read confidently with very good expression. Most use a range of phonic and picture clues successfully to make sense of unfamiliar and new words. Many have exceptional higher order reading skills and they can find key information successfully and quickly from reference books and the internet.

In key stage 2, most pupils build well on their previous learning experiences. Most pupils read fluently and confidently and talk about their favourite authors, books and characters. They use a variety of applications within tablet computers effectively to discover and retrieve information. Many older pupils show good understanding of a wider range of texts. They select essential points, phrases and information, and comment on their significance and effect, often using inference and deduction where appropriate. Many make exceptional progress in their ability to develop their literacy skills proficiently across different areas of the curriculum.

By the end of the Foundation Phase, many write extended pieces of work and use a range of punctuation correctly. Many pupils develop a solid understanding of different writing styles and use them confidently across the curriculum. Most pupils show a good awareness of the reader and use a variety of interesting and imaginative vocabulary that engages the audience. The majority of pupils present their work neatly and the standard of most pupils' handwriting is developing appropriately.

In key stage 2, many pupils make exceptional progress in their writing skills. They display a very thorough understanding of the genres available and make sensible and mature choices regarding which genre to use when writing for specific audiences. Many pupils write confidently across different areas of the curriculum and

make very good progress in developing their extended writing skills. However, the presentation and handwriting of around half of pupils' work is untidy at times.

Most pupils make exceptional progress in their numeracy skills and apply them confidently in a range of contexts. By the end of the Foundation Phase, most pupils are able to gather information and record their results in simple lists, tables, diagrams and block graphs. A strong feature is the pupils' exceptional understanding of place value and the ability of many to use number facts to 10 to add or subtract larger numbers. A majority of younger pupils are appropriately developing their ability to talk about their work using familiar mathematical language.

In key stage 2, most pupils have good number skills. Nearly all pupils use their understanding of place value to multiply and divide whole numbers and decimals confidently. Most pupils are able to develop their own strategies for solving problems. Nearly all pupils check each other's work to see whether the results are sensible in the context of the problem. Most pupils use their problem solving and thinking skills very effectively when undertaking investigative tasks. Many also draw their own conclusions and explain their reasoning effectively. Nearly all pupils apply these skills confidently and proficiently across most subjects, for example during measuring and science activities undertaken in the school's wetlands area.

Nearly all pupils make exceptional progress in their information and communication technology skills (ICT). From an early age, pupils build upon previous learning very well and use it to resolve the many challenges they face in more advanced work. In key stage 2, most pupils work independently and in groups on complex multi-media presentations to communicate with pupils in other countries using video conferencing. An excellent feature is the innovative use of a digital e-cloud by nearly all pupils, for storing, sending and retrieving their work.

Nearly all pupils enter the school with very little knowledge of Welsh. However, standards of Welsh second language are good throughout the school. Many pupils' oral skills develop well during Welsh lessons and most greet adults and visitors confidently in Welsh. In the Foundation Phase, most pupils make solid progress. In key stage 2, most pupils sustain this progress and are able to write comprehensive paragraphs conveying personal information, using the past tense. However, a majority of older pupils are less confident when reading in Welsh. Nearly all pupils have a good understanding of Welsh culture and history.

Over the last two years, performance in the Foundation Phase at the expected outcome 5 in literacy and mathematical development has placed the school consistently in the top 25% when compared to similar schools. Pupils' achievement at the higher outcome 6 over the same period has also placed the school in the top 25% for mathematical development. Performance in literacy has fallen, moving the school from the top 25% of similar schools in 2012 to the higher 50% in 2013.

In key stage 2, performance at the expected level 4 in all subjects has placed the school in the top 25% of similar schools for the past two years in English, mathematics and science. The performance of more able pupils at level 5 over the same period has varied, moving the school between the top 25% and higher 50% for

all three subjects, although pupil attainment in 2013 places the school in the top 25% for all three subjects.

Wellbeing: Excellent

All pupils are proud of their school and enjoy taking part in all aspects of school life. They feel safe and happy and know how to seek help if they encounter any problems. Nearly all pupils' attendance is outstanding and this has placed the school in the top 25% of similar schools for the past three years.

Nearly all pupils have a good understanding of the importance of a healthy lifestyle and diet and regularly take part in activities to keep fit. The behaviour of nearly all pupils is very good and all show respect and concern for others. They are polite, courteous, and thoughtful during formal and informal situations.

Most pupils exhibit good social and life skills. Most pupils are well motivated and highly engaged in lessons, and demonstrate positive attitudes towards learning. All pupils benefit from taking part in a wide range of cultural, sporting, and environmental activities involving the wider community.

Most pupils are confident when expressing opinions and they make a valuable contribution to school life. The school and eco councils are effective in bringing about school improvement and all pupils appreciate that their views are important. For instance, the school council has contributed to improving the school's behaviour policy and the impact is well above expectations.

Pupils make decisions about the content and method of their learning through regularly planning activities with the teachers. Most pupils benefit from the enquiry-based methods used in many lessons to improve thinking skills.

Key Question 2: How good is provision?	Good
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Learning experiences: Good

The school provides a good range of stimulating learning experiences, which meet the needs of nearly pupils. Nearly all teachers' planning ensures that the curriculum is broad and balanced and meets statutory requirements. All staff work well together to plan progressive programmes of work. Target setting and planning for individuals and groups of learners take account of prior learning and are of a high quality, with systematic and regular reviews of progress. The effective use of ability groups enables the school to provide valuable support and challenge for individuals and to ensure good progress. This happens effectively from a very early age.

Planning for key skills across the school is very good. Regular collaborative planning and sharing of strategies ensure that nearly all teachers promote the development of literacy, numeracy, and ICT skills effectively. Teachers plan activities appropriately and provide good opportunities for most pupils develop their skills through cross-curricular learning activities.

Teachers and learning support assistants organise a good range of extra-curricular activities across the school, which enrich the overall provision. These include a large number of well-attended after school clubs for both parents and pupils. These support the development of many pupils' life skills effectively. A positive example is the after school 'Pyramid and Pedal Power' clubs, promoting pupils' self-esteem and fine motor skills.

The provision for Welsh second language development is good. Careful planning ensures continuity and progression throughout the school. Nearly all staff use Welsh regularly, and displays promote suitable vocabulary, developing positive pupil attitudes towards Welsh. Staff provide worthwhile educational visits throughout the year for pupils to learn about the history and culture of Wales. However, planning does not provide regular opportunities for pupils to develop their Welsh second language reading skills.

Nearly all members of staff promote education for sustainable development and global citizenship actively within the school. The school has well-established links with schools in China, Hong Kong, and America, which contribute well to the pupils' understanding of global citizenship.

Teaching: Good

Many teachers plan creative and interesting activities that engage most pupils. They use a wide range of teaching methods and establish a good working relationship with the pupils. Nearly all staff have high expectations and provide valuable learning experiences that meet the needs of most pupils. Support staff are an integral part of pupils' learning, and contribute extensively to carefully planned literacy and numeracy activities. Both teachers and support assistants are good language role models.

In many lessons where teaching is most effective, lessons have very good pace and stimulate learning well. Many teachers deliver lessons with clear learning objectives and have good up-to-date subject knowledge. Most teachers and support assistants question pupils skilfully to evaluate their understanding and to develop their key skills in all areas of the curriculum. However, in a few lessons, where teachers use closed questioning, the learning is less effective.

The school makes very good use of well-established and detailed systems for assessing pupil progress. These systems enable most teachers to identify the needs of individuals and groups and to provide consistently good challenge for all pupils.

Many teachers use assessment for learning effectively throughout the school and this has a positive effect on pupils' standards. Pupils agree their own success criteria and refer regularly to these when evaluating their own work and that of their peers. Although the quality of marking varies across the school, a majority of teachers' comments provide pupils with clear feedback on what they need to do to improve. However, around half of the teachers' comments do not always pay sufficient attention to handwriting and the way pupils present their work.

Staff produce detailed end of year report for parents and carers that ensure parents have a good understanding of their child's progress.

Care, support and guidance: Good

The school succeeds in promoting a caring and welcoming community that provides a high level of care for pupils' health and wellbeing. Leaders place extensive emphasis on providing frequent opportunities to be physically active and to choose a healthy diet. The school has appropriate arrangements for promoting healthy eating and drinking.

Plans for personal and social education are appropriate in all classes. The school encourages pupils to collaborate with each other and to show respect, care and concern for others. All stakeholders pay attention to pupils' personal, emotional and wellbeing needs. A strong example of this is the highly effective liaison with 'Flying Start' agencies when pupils enter the nursery setting. In addition, the school's exemplary approach to improving attendance and punctuality through its early intervention support programme for pupils and their families is having a very beneficial effect. Learning experiences successfully promote pupils' personal development spiritually, morally, socially and culturally.

Provision for pupils with additional learning needs is a strong feature of the school. It provides effective support for pre-school children through an innovative multi agency approach. The school produces comprehensive individual education plans for pupils who receive additional support. Regular review of places takes place in consultation with pupils and parents. The school has valuable links with specialist services such as the educational psychologist, and with outside agencies. These links support a varied and comprehensive range of intervention programmes within the school and for families, which results in good progress for targeted pupils.

Arrangements for safeguarding pupils meet requirements and give no cause for concern.

Learning environment: Good

All pupils are valued, respected and included effectively in all aspects of school life. Staff promote respect towards diversity and racial equality effectively. A good example of this is the school's enthusiasm in providing regular culture days and links with countries around the world. Many teachers use video conferencing workshops to enhance these partnerships well.

The school offers a vibrant working environment. There has been an effective programme of investment and maintenance to provide modern and attractive accommodation of a very high standard. The outdoor areas and equipment, especially in the nursery, are stimulating and enrich pupils' learning effectively during lessons and in extracurricular activities. Staff make effective use of the school grounds, with all Foundation Phase pupils having access to outside learning areas. This has a positive impact on pupils' learning, for example through the use of the 'Wetlands area'. Indoors, the classrooms and displays are colourful and stimulating

and celebrate pupils' efforts. All classrooms are well organised with a good supply of comprehensive resources.

A wide range of ICT resources is evident in classrooms and communal areas. These support pupils' learning well and ensure that they are well prepared for the next steps in their education and life.

Key Question 3: How good are leadership and management?	Excellent
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Leadership: Excellent

Overall, leadership of the school is outstanding. The headteacher has a very clear vision and sense of direction for the school that she shares effectively with all stakeholders. This is highly effective in promoting a strong team ethos and the achievement and maintenance of high standards by pupils.

The school has a robust management and leadership structure and a strong senior management team supports the school vision very ably. Nearly all teachers and support staff make significant contributions to the school's distributed leadership model. All leaders and managers have clearly defined roles and responsibilities and they work well together in setting high expectations of staff and pupils. All leaders play an important role in monitoring how well pupils are progressing. All tiers of leadership contribute successfully to ensuring that pupils thrive in a secure and caring environment. Each member of the leadership team has a clear understanding of the school's strengths and identifies and challenges the areas in which the school can do better.

The school's governing body supports the school effectively and challenges the headteacher when it is appropriate to do so. The governors have a sound understanding of how the school's performance compares with that of similar schools in Wales and set challenging targets for improvement. Their frequent visits to school to monitor specific aspects of teaching and learning ensure that members know the school's current strengths and areas for improvement.

Over time, school leaders have successfully raised standards in literacy and numeracy. In addition, the school's success in improving attendance and the attainment of boys and pupils who are entitled to free school meals goes against national trends. The leadership team has successfully shared this excellent feature with other schools.

Improving quality: Excellent

The school's rigorous approach to self-evaluation is exceptional. The headteacher and senior management team have established a whole school culture of robust and honest self-evaluation to which all members of staff contribute. This approach has been instrumental in bringing about substantial and continuous improvement in standards, pupils' wellbeing and management.

Through regular and rigorous analysis of a range of data, lessons observations and scrutinising pupils' work, leaders have a very good understanding of the school's

strengths and areas for development. The school gathers the opinions of pupils, parents and other stakeholders very effectively, analyses results and acts on outcomes carefully. These processes link directly to the school's strategic planning. The strategic development plan is a concise and clearly focused document that includes aspirational targets for improvement and measurable success criteria. The school's use of comprehensive performance data to track the progress of specific groups of pupils is exceptional. It effectively supports the outcomes of the self-evaluation process in identifying key priorities and is an outstanding feature.

A strength of the self-evaluation process is the way in which all members of staff share their ideas, information and expertise. Subject co-ordinators conduct very rigorous reviews in order to ensure that they have a clear picture and firm understanding of standards and provision. Priorities, which focus clearly on raising standards, are included carefully in the school strategic development plan. The school uses this document effectively to promote improvement, and to allocate resources and staff responsibilities in order to meet identified priorities.

The school's thorough monitoring arrangements ensure that staff implement improvement planning diligently. These procedures have a positive impact on standards and provision, for example big improvements in the attainment of groups of vulnerable pupils, attainment in Welsh second language and assessment for learning.

Partnership working: Excellent

The extent to which pupils benefit from the school's relationships with a very wide range of partners is sector leading. With Communities First, the school has established initiatives such as the 'Digital Café' and homework club, which give parents and pupils access to ICT and enable them to support their children's learning as well as to develop their own skills. The school has initiated a very successful parent partnership programme that enables parents to support their children in learning to read. Leaders embrace the local community and consider carefully how the school can contribute to its life and work. This has an extensive influence on pupils' learning experiences.

The school works very effectively with a wide range of external agencies such as Communities First, Flying Start and health and social services, to provide support for vulnerable pupils and those with additional needs. This panel of professionals identifies groups of pupils that require intervention at a very early age and provides effective support for families of pre-school children. The mutually beneficial partnership with the local authority has led to the school assisting other schools in raising attendance levels and using mobile technology.

Together with the local authority and members of the community, parents and pupils have benefited from the 'Grow It, Cook It, Eat It' project that links to the healthy living programme. Strong links with the local playgroup ensure that pupils enter the school with the minimum of difficulties. Links with the secondary school to which most pupils transfer are good. The school has been very active in promoting its successful 'Early Writing' programme to other schools in the local authority. It works closely with

other schools in its cluster to organise staff training and to standardise and moderate teachers' assessment at the end of each key stage, to ensure accuracy.

Resource management: Excellent

The school has a full complement of staff who have comprehensive experiences and expertise to carry out their roles and responsibilities. The strategic deployment of teaching and support staff successfully contributes to the high standards of pupils' learning and wellbeing, for example the exemplary deployment of teaching assistants in a range of pupil and parent intervention programmes.

Performance management procedures are robust. Targets for teachers and support staff link to the strategic plan and local and national priorities. The arrangements for professional development are comprehensive for both teachers and support staff. The recent establishment of a few networks of professional practice is developing a culture of collaboration with other schools. However, these learning communities do not always focus well enough on aspects of teaching and learning.

The school's spending decisions relate well to the priorities in the strategic plan. The school makes effective use of its budget and additional income to improve facilities, for example to the learning environment. The improvements to the building have a positive impact on pupils' learning experiences.

Leaders are very successful in promoting partnership working and ensuring excellent progress of pupils during their time at the school. Overall, the school therefore provides excellent value for money.

Appendix 1

Commentary on performance data

Over the last two years, performance in the Foundation Phase at the expected outcome (outcome 5) in language, literacy and communication skills and mathematical development has placed the school consistently in the top 25% when compared to similar schools. The performance of pupils in personal and social development has fallen, moving the school from the top 25% of similar schools in 2012 to the higher 50% in 2013. Pupils' achievement at the higher outcome (outcome 6) over the past two years has placed the school in the top 25% for mathematical development and personal and social skills. Performance in language, literacy, and communication skills has fallen, moving the school from the top 25% of similar schools in 2012 to the higher 50% in 2013.

By the end of the Foundation Phase in 2013, pupils' performance at the expected level and higher-than-expected level in each learning area as well as in the Foundation Phase indicator was above the average for the family of schools.

In key stage 2, performance at the expected level (level 4) in English, mathematics and science has placed the school in the top 25% of similar schools for three of the past four years. The performance of more able pupils at the higher-than-expected level (level 5) over the last four years has varied, moving the school between the top 25% and higher 50% of similar schools in all core subjects. Pupil attainment in 2013 placed the school in the top 25% in all three subjects.

In 2013, pupils' performance at the expected level in each subject as well as the core subject indicator was above the average for the family of schools. Pupils' achievement at the higher level 5 was also above the family average in each subject.

Over time, girls and boys generally perform equally well at the expected levels. The attainment of boys at outcome 6 and level 5 in all learning areas and subjects has improved consistently over the past four years. However, by the end of key stage 2, girls tend to achieve better than boys at the higher levels.

Over the past three years, pupils in key stage 2 who are entitled to free school meals have generally performed better than their peers. This is an excellent feature and reverses national trends.

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.	103	103 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	101	99 98%	2 2%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	103	103 100%	0 0%	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	103	102 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.	102	102 100%	0 0%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	102	101 99%	1 1%	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.	103	103 100%	0 0%	Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddysgu a gwneud cynnydd.
		99%	1%	
I know what to do and who to ask if I find my work hard.	103	103 100%	0 0%	Rwy'n gwybod beth I'w wneud a gyda phwy i siarad os ydw I'n gweld fy ngwaith yn anodd.
		98%	2%	
My homework helps me to understand and improve my work in school.	101	97 96%	4 4%	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.	103	103 100%	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.	101	95 94%	6 6%	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	103	99 96%	4 4%	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.	27	19 70%	6 22%	2 7%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	27	17 63%	9 33%	0 0%	1 4%	0	Mae fy mhentyn yn hoffi'r ysgol hon.
		72%	26%	1%	0%		
My child was helped to settle in well when he or she started at the school.	27	23 85%	3 11%	1 4%	0 0%	0	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		72%	26%	1%	0%		
My child is making good progress at school.	26	18 69%	7 27%	1 4%	0 0%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	27	11 41%	14 52%	0 0%	1 4%	1	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	46%	4%	1%		
Teaching is good.	26	19 73%	6 23%	1 4%	0 0%	0	Mae'r addysgu yn dda.
		60%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	27	21 78%	6 22%	0 0%	0 0%	0	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		63%	34%	1%	0%		
The homework that is given builds well on what my child learns in school.	27	18 67%	7 26%	1 4%	1 4%	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.	26	16 62%	8 31%	0 0%	2 8%	0	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		58%	34%	3%	1%		
My child is encouraged to be healthy and to take regular exercise.	27	17 63%	8 30%	2 7%	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.	26	18 69%	7 27%	1 4%	0 0%	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'.	27	15 56%	9 33%	1 4%	1 4%	1	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		50%	34%	4%	1%		

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
I am kept well informed about my child's progress.	27	20 74%	5 19%	2 7%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		49%	41%	8%	2%		
I feel comfortable about approaching the school with questions, suggestions or a problem.	27	21 78%	4 15%	2 7%	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.	27	15 56%	10 37%	1 4%	0 0%	1	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		44%	39%	7%	2%		
The school helps my child to become more mature and take on responsibility.	27	17 63%	10 37%	0 0%	0 0%	0	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		56%	39%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	26	12 46%	11 42%	0 0%	0 0%	3	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		42%	34%	4%	1%		
There is a good range of activities including trips or visits.	27	16 59%	9 33%	1 4%	0 0%	1	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	39%	5%	1%		
The school is well run.	27	18 67%	8 30%	0 0%	1 4%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		60%	33%	3%	2%		

Appendix 3

The inspection team

Dyfrig Ellis	Reporting Inspector
Mandy Paish	Team Inspector
Christopher Ian Dolby	Team Inspector
Catherine Mary Jenkins	Lay Inspector
David Stephen Lloyd	Peer Inspector
Jaci Bates	School 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.