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

A report on

Libanus Primary School
Libanus Rd
Blackwood
NP12 1EH

Date of inspection: December 2016

by

Estyn, Her Majesty's Inspectorate for Education
and Training in Wales

During each inspection, inspectors aim to answer three key questions:

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

Inspectors also provide an overall judgement on the school's current performance and on its prospects for improvement.

In these evaluations, inspectors use a four-point scale:

Judgement	What the judgement means
Excellent	Many strengths, including significant examples of sector-leading practice
Good	Many strengths and no important areas requiring significant improvement
Adequate	Strengths outweigh areas for improvement
Unsatisfactory	Important areas for improvement outweigh strengths

The report was produced in accordance with Section 28 of the Education Act 2005.

Publication date: 10/02/2017

Context

Libanus Primary School is on the outskirts of the town of Blackwood in Caerphilly County Borough.

There are 300 full-time pupils and 44 part-time pupils between the ages of 3 and 11 on roll. The school admits pupils on a part-time basis to its nursery class at the start of the term after their third birthday. There are 11 classes, all of which are mixed age.

Around 18% of pupils are eligible for free school meals, which is around the national average. The school identifies that around 23% of pupils have additional learning needs. Very few pupils have a statement of educational need.

Nearly all pupils are of white British ethnicity and come from homes where English is the main language. No pupils speak Welsh at home.

The headteacher took up her post in September 2015. The school's last inspection was in January 2009.

The individual school budget per pupil for Libanus Primary School in 2016-2017 means that the budget is £2,844 per pupil. The maximum per pupil in the primary schools in Caerphilly is £4,854 and the minimum is £2,696. Libanus Primary School is the 69th out of the 75 primary schools in Caerphilly in terms of its budget per pupil.

Summary

The school's current performance	**Good**
The school's prospects for improvement	**Good**

Current performance

The school's current performance is good because:

- Nearly all pupils make strong progress in developing their reading, writing, numerical and information technology skills
- Nearly all pupils achieve the progress of which they are capable as they move through the school
- Pupils read and write in Welsh with enthusiasm
- Teachers plan together well to ensure lessons are interesting and build well on the skills and abilities of all pupils
- The school makes effective arrangements for ensuring the health and wellbeing of all pupils
- There is strong support for pupils with additional learning needs

Prospects for improvement

The school's prospects for improvement are good because:

- The senior leadership team are effective in promoting a culture of improvement through close team working
- Development planning is purposeful and links closely to the school's priorities
- Governors provide senior leaders with a robust challenge on standards and the quality of provision
- Staff morale is high
- The school has strong and effective partnerships with parents

Recommendations

R1 Improve the achievements of boys, particularly at higher than expected outcomes and levels

R2 Extend opportunities for pupils to learn about the history and culture of the local area, region and Wales

R3 Involve a wider range of stakeholders in self-evaluation processes effectively

What happens next?

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

Main findings

Key Question 1: How good are outcomes?	Good

Standards: Good

On entry, pupils have skills in line with expectations for their age. However, pupils' oral skills have declined in recent years. Nearly all pupils make good progress as they move through the school.

Throughout the school, nearly all pupils have good listening skills. Most pupils in the Foundation Phase speak clearly and respond well to a range of questions, using a wide variety of sentence structures. Pupils in key stage 2 talk with confidence and enthusiasm about their written work and describe, for example, how they find it difficult to personify a beach.

Many pupils in the Foundation Phase read confidently and accurately. They read with good expression, in line with their age and ability and they recall previously read books well. Many key stage 2 pupils deduct and infer successfully when reading more difficult texts. They are confident and read with lively expression. They enjoy reading authors such as Roald Dahl and David Walliams as they like the words that these authors invent. This inspires them to read more.

In the Foundation Phase, most pupils make good progress in developing their writing skills for a range of purposes. Their writing becomes more purposeful as they write for a wider range of audiences as they move through the phase. Most, for example, write enthusiastically about the life of a girl mineworker using terms such as dark and scary, dirty and afraid to describe her working life. They use the dictionary and wall words well to help them with spelling. By upper key stage 2, many pupils develop a range of appropriate writing styles and use descriptive language well. More able pupils use metaphors and similes appropriately when rewriting bland texts to improve the liveliness of language and engagement for the reader. Nearly all pupils apply their literacy skills across the curriculum. As they progress through the school, nearly all pupils develop good handwriting and presentation skills.

In the Foundation Phase, nearly all pupils develop appropriate skills as they learn about numbers and number relationships. Many recognise three digit numbers, and halve and double numbers with confidence. They name familiar two and three - dimensional shapes correctly and measure objects successfully to compare length. In key stage 2, most less able pupils make good progress as they learn to calculate the perimeter of increasingly irregular shapes and use the skills of measuring and addition together. More able pupils use their higher order thinking skills very well to sort complex data using Venn diagrams. These pupils respond particularly enthusiastically to the challenge and enjoy their work. Pupils use their numeracy skills well across the curriculum.

Pupils throughout the school develop their information and communication technology (ICT) skills very well. In the Foundation Phase, pupils create pictograms, block graphs and bar charts efficiently using data that they collect from around the

classroom. Pupils in key stage 2 develop good word processing skills and use these well to create power point presentations, videos and animation sequences as a learning aid, for example, on the use of speech marks. Most pupils in upper key stage 2 create useful spreadsheets and alter the variables and formulae to change the graphs successfully. They create and interrogate databases, for example using body measurements to calculate mean, average and mode. All pupils are aware how to be safe online.

Pupils in the Foundation Phase use a good range of familiar Welsh vocabulary. More able pupils read Welsh words with confidence and respond to questions using full sentences. As pupils progress through the school, they enjoy Welsh poetry and are familiar with a few Welsh writers. They use the language frequently in lessons and respond enthusiastically when spoken to in Welsh. By the end of key stage 2, more able pupils write lively book reviews in Welsh including a recent one on Charlie and the Chocolate Factory.

Most pupils with additional learning needs make good progress against their targets.

At the end of the Foundation Phase, pupils' performance in literacy at the expected outcome has placed the school largely in the higher 50% when compared to similar schools over the past four years. Performance in mathematical development places the school consistently near the median. Pupils' performance at the higher outcome has placed the school largely in the upper 50% over the same period for both areas of learning.

At the end of key stage 2, pupils' performance at the expected level in English and science has placed the school mainly in the lower 50%, but the upper 50% for mathematics when compared with similar schools over the last four years. Pupils' performance at the higher level has generally placed the school in the higher 50% for English and science and the lower 50% for mathematics.

Overall, girls perform better than boys. The differences are particularly marked in literacy and numeracy at the higher outcome and level. These show a worsening trend over the past four years. Over the same period, pupils eligible for free school meals achieve less well than others.

Wellbeing: Good

Nearly all pupils enjoy school life, and feel happy and safe in school. They know where to go if they need advice or support. Pupils of all ages understand the importance of eating healthily and taking regular exercise. Many pupils participate enthusiastically in the rich variety of extra-curricular activities on offer to them. For example, many enjoy the school choir, knitting club and 'maths in motion' sessions. Nearly all pupils behave very well and show respect for adults and each other. They have a high regard for their school and want to do their best.

Nearly all pupils are enthusiastic and display good motivation. They sustain their concentration well in class and take pride in their work. They begin work quickly and stay on task well. Most evaluate their own learning and that of others using agreed success criteria enthusiastically. Pupils benefit from very good opportunities to

contribute to how and what they learn. This supports their ability to manage their own learning effectively.

Many pupils contribute well to the running of the school. The school council plays an active part in school life. Members of the council engage purposefully in a wide range of activities to raise funds for local, national and international charities. The eco council is pro-active in improving the school environment. For example, members collect recyclable materials and nominate class energy monitors. The sports council run a very successful lunchtime club where they organise games and activities. This improves many pupils' wellbeing. Most pupils are confident that staff listen to and value their ideas.

Nearly all pupils arrive punctually. Attendance rates have improved and place the school generally in the higher 50% or above when compared to similar schools.

Key Question 2: How good is provision?	Good

Learning experiences: Good

The curriculum is broad and balanced and engages nearly all pupils well. Teachers plan carefully to ensure that pupils have access to a wide range of stimulating learning experiences that enhance their learning.

Learning experiences in Foundation Phase provide an appropriate mix of adult led and independent activities. These ignite pupils' curiosity successfully and engage pupils' interest across all areas of learning.

Educational trips and visits enrich pupils' education successfully. For example, pupils in key stage 2 visit museums and exhibitions as part of their study of the Blitz. The rich variety of extra-curricular activities supports the taught curriculum well.

In the Foundation Phase and key stage 2, teachers plan together very well for the development of the key skills across the curriculum. This work generates cohesive plans of very good quality. For example, teachers plan stimulating cross-curricular learning activities that are effective in providing good opportunities for pupils to develop their skills in reading, writing, numeracy and ICT.

The school promotes the Welsh language very well. Nearly all teachers use incidental Welsh regularly and appropriately in a wide range of subjects. All classes have daily sessions of Welsh and teachers challenge pupils effectively to improve their Welsh language skills. Staff promote an appropriate understanding of a limited range of aspects of Welsh history and culture. However, there are too few opportunities for pupils to learn about the industrial, economic and cultural heritage of the local region and area.

Teachers promote pupils awareness of sustainability and energy conservation well. The school provides all pupils with valuable opportunities to develop their understanding of the wider world. For example, the school has effective long-established links with a school in Zimbabwe.

Teaching: Good

All staff have positive working relationships with pupils and support them well in all aspects of their work. All teachers plan interesting lessons that challenge and motivate pupils very effectively. These have a clear structure with appropriate learning objectives and success criteria. Teachers time activities well to ensure that learning moves at a good pace. They use questions well to check pupils' knowledge and understanding. As a result, teachers provide high quality, engaging, learning experiences for nearly all pupils.

In nearly all classes, teachers plan different activities skilfully to make sure that nearly all pupils make good progress in relation to their specific needs and abilities. This is a consistently strong feature across the school. Nearly all teachers build successfully on pupils' prior learning. All adults are good language role models and this has a positive impact on the standards of speaking and listening that pupils achieve. Teaching assistants work very effectively alongside teachers and provide identified pupils with well-focused support in lessons.

All teachers provide pupils with consistent and valuable oral and written feedback. This helps pupils to know what they do well, and what they need to do to improve their work. Teachers talk with pupils about the quality of their work regularly. This enables many pupils in key stage 2, many pupils to set their own targets for improvement successfully.

Assessment procedures are comprehensive. Senior leaders and class teachers track pupils' progress robustly. They analyse information on pupils' progress well to set challenging and relevant future targets. Staff identify any pupils who are not making expected progress and make sure that these pupils receive appropriate additional support to improve.

The school keeps parents well informed about their child's progress through regular meetings. Annual reports for parents are detailed, set clear targets for improvement and meet statutory requirements.

Care, support and guidance: Good

The school provides high quality care and support for its pupils. It is successful in raising pupils' awareness of how to be safe, take responsibility for their own actions and respect others. There are appropriate arrangements to promote healthy eating and drinking and regular opportunities for pupils to take exercise through a range of sport related activities.

Staff develop pupils' spiritual, moral, social and cultural needs effectively through daily collective worship, a comprehensive personal and social education programme, and links with other countries. This includes studying the language, culture and lifestyle of Italy. The school develops pupils' social skills well and this contributes successfully to the good behaviour of nearly all pupils. There are effective strategies to ensure pupils attend regularly.

There is good collaboration with a range of external agencies and specialist services. Staff make good use of these to support pupils' specific needs well, such as the

hearing impaired and educational psychology services. This is effective in providing support of high quality for pupils and parents.

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

The provision for pupils with additional learning needs is very effective. There are clear systems to identify pupils who need extra support quickly. Staff plan the provision well and monitor pupils' progress robustly. Pupils with additional needs have full access to the curriculum. Teaching assistants provide effective in class intervention support to help pupils develop their literacy and numeracy skills. Individual education plans are detailed and have clear targets for improvement. They focus on the needs of the pupils very well. This allows nearly all pupils who have additional needs to make good or very good progress.

Learning environment: Good

The inviting and stimulating learning environment is positive and supports the development of each child well. Staff treat everyone with respect, regardless of gender, social background, race or faith. There is a strong ethos throughout the school of building pupils' confidence and raising their self-esteem.

The accommodation overall is in good condition and order. The spacious classrooms provide pupils with an attractive and stimulating environment for learning. Displays around the school are current, informative, support pupils' learning and celebrate their achievements. There are adequate resources to match and support the pupils' learning.

The extensive outdoor environment, such as the forest school and the nearby sports fields, contains a wide range of areas and opportunities for creative play.

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

Leadership: Good

The headteacher, deputy headteacher and senior leadership team provide the school with strong, effective leadership with clear aims and values. They work together very well to plan strategically and then establish good operational arrangements for implementing any agreed plans. Leaders know the school well and underpin successfully a culture of improvement. Morale within the school is high and staff support pupils well to do their best both academically and socially.

Encouraging teamwork is a strength of the school's leadership. The roles and responsibilities of all staff are clear and they work together well to plan and deliver the curriculum. Communication is effective. Senior leaders use both formal and informal methods well to keep pupils and parents informed about school life.

Leaders use data to track and monitor pupils' performance effectively. They provide appropriate targeted support for individual pupils if they are not making planned progress. Staff work together well in teams to ensure the effective delivery of the literacy and numeracy framework across the curriculum.

Governors know the school very well and are have good knowledge of pupils' progress and outcomes. They challenge leaders robustly on all aspects of current school performance, including on-going assessment data. Governors recently sat a national test in numerical reasoning themselves and, as a result, have a much better understanding of the testing process and its demands on pupils.

Improving quality: Good

Overall, the school has appropriate and effective arrangements for improving the standards of pupils' work and wellbeing.

The self-evaluation report is comprehensive and provides a useful picture of what the school does well. It is particularly strong on the analysis of data. Opportunities for all stakeholders to contribute to the self-evaluation process are limited. Although leaders seek information from pupils, governors and parents about their views of the school, this information does not always inform the self-evaluation process well enough.

The development plan for the current year is set in the context of a useful three-year overview. The plan's targets are specific and match the needs of the school well. All targets link closely to standards and pupils' skill development. They all arise from the careful collection of information by staff on the quality of pupils' work and outcomes. Senior leaders monitor the implementation, monitoring and review of the plan effectively through their regular meetings. Monitoring of the current plan demonstrates that targeted pupils are making good progress in improving their writing skills.

Partnership working: Good

The school works well with a wide range of partners to improve standards and provision for all pupils. There are particularly strong and effective links with parents. For example, the school consulted parents closely about a recent proposed change in homework practice. Following this, parents became involved in marking their children's homework and are now better aware of what they can do and should achieve. The school uses social networking very well to keep parents informed about school life. The parent teacher association is particularly effective in raising funds to provide additional resources, especially for ICT equipment.

There are close partnerships with other schools in the local cluster. The recent joint pooling of resources funds the employment of a rugby coach, which is benefiting many pupils. The school works well with the local secondary school to prepare nearly all pupils well for transition, for example by ensuring that the high school respects pupils' friendship groups and provides regular opportunities for pupils to visit prior to transfer.

A playgroup on the school site benefits potential pupils and provides good opportunities for their introduction to the nursery.

Resource management: Good

Teachers and teaching assistants have appropriate qualifications and experience and leaders deploy them well. The school has a strong culture of sharing good practice.

Senior leaders ensure that systems for managing the performance of all teachers and support staff align closely with school development planning. All teachers have specific and timely performance targets linked closely to the needs of pupils and the school, as well as their personal needs.

Arrangements for using the pupil deprivation grant are good and direct resources to the areas of greatest need. For example, teaching assistants provide individual pupils with support on any aspects of work which they find difficult.

Leaders monitor the budget carefully. In view of the standards that pupils achieve, the school delivers good value for money.

Appendix 1: Commentary on performance data

6762084 - Libanus Primary

Number of pupils on roll	354
Pupils eligible for free school meals (FSM) - 3 year average	17.6
FSM band	3 (16%<FSM<=24%)

Foundation Phase

	2013	2014	2015	2016
Number of pupils in Year 2 cohort	44	34	45	46
Achieving the Foundation Phase indicator (FPI) (%)	84.1	91.2	88.9	87.0
Benchmark quartile	2	2	2	3
Language, literacy and communication skills - English (LCE)				
Number of pupils in cohort	44	34	45	46
Achieving outcome 5+ (%)	86.4	94.1	91.1	91.3
Benchmark quartile	3	1	2	2
Achieving outcome 6+ (%)	27.3	29.4	17.8	39.1
Benchmark quartile	2	2	4	2
Language, literacy and communication skills - Welsh (LCW)				
Number of pupils in cohort	*	*	*	*
Achieving outcome 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving outcome 6+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematical development (MDT)				
Number of pupils in cohort	44	34	45	46
Achieving outcome 5+ (%)	93.2	94.1	91.1	89.1
Benchmark quartile	2	2	3	3
Achieving outcome 6+ (%)	25.0	32.4	22.2	41.3
Benchmark quartile	2	2	4	2
Personal and social development, wellbeing and cultural diversity (PSD)				
Number of pupils in cohort	44	34	45	46
Achieving outcome 5+ (%)	88.6	97.1	95.6	95.7
Benchmark quartile	4	2	3	3
Achieving outcome 6+ (%)	45.5	52.9	46.7	69.6
Benchmark quartile	2	2	3	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.

6762084 - Libanus Primary

Number of pupils on roll   354
Pupils eligible for free school meals (FSM) - 3 year average   17.6
FSM band   3 (16%<FSM<=24%)

Key stage 2

	2013	2014	2015	2016
Number of pupils in Year 6 cohort	43	46	54	55
Achieving the core subject indicator (CSI) (%)	83.7	89.1	90.7	89.1
Benchmark quartile	3	2	2	3
English				
Number of pupils in cohort	43	46	54	55
Achieving level 4+ (%)	88.4	89.1	92.6	89.1
Benchmark quartile	3	3	2	3
Achieving level 5+ (%)	27.9	39.1	44.4	41.8
Benchmark quartile	3	2	2	2
Welsh first language				
Number of pupils in cohort	*	*	*	*
Achieving level 4+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematics				
Number of pupils in cohort	43	46	54	55
Achieving level 4+ (%)	93.0	91.3	94.4	92.7
Benchmark quartile	2	3	2	2
Achieving level 5+ (%)	25.6	30.4	37.0	43.6
Benchmark quartile	3	3	3	2
Science				
Number of pupils in cohort	43	46	54	55
Achieving level 4+ (%)	90.7	91.3	94.4	92.7
Benchmark quartile	3	3	2	3
Achieving level 5+ (%)	30.2	43.5	50.0	47.3
Benchmark quartile	3	2	1	2

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

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The benchmark quartile compares the performance of one school against others who have similar levels of pupils with free school meals (FSM). FSM is used as a proxy of social deprivation in schools. This allows a comparison of the performance of a school against others who are in the same FSM category, and who might therefore have a similar intake of pupils from deprived backgrounds.
A school in benchmark quartile 1 is in the highest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are higher than many other schools with similar levels of pupils from deprived backgrounds. A school in benchmark quartile 4 is in the lowest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are lower than many other schools with similar levels of pupils from deprived backgrounds.

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

Appendix 2

Stakeholder satisfaction report

Responses to learner questionnaires

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

	Number of responses Nifer o ymatebion		Agree Cytuno	Disagree Anghytuno		
I feel safe in my school.	100		99	1		Rwy'n teimlo'n ddiogel yn fy ysgol.
			99%	1%		
			98%	2%		
The school deals well with any bullying.	100		98	2		Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			98%	2%		
			92%	8%		
I know who to talk to if I am worried or upset.	100		99	1		Rwy'n gwybod pwy i siarad ag ef/â hi os ydw I'n poeni neu'n gofidio.
			99%	1%		
			97%	3%		
The school teaches me how to keep healthy	100		100	0		Mae'r ysgol yn fy nysgu i sut i aros yn iach.
			100%	0%		
			97%	3%		
There are lots of chances at school for me to get regular exercise.	100		97	3		Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			97%	3%		
			96%	4%		
I am doing well at school	100		98	2		Rwy'n gwneud yn dda yn yr ysgol.
			98%	2%		
			96%	4%		
The teachers and other adults in the school help me to learn and make progress.	100		99	1		Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddysgu a gwneud cynnydd.
			99%	1%		
			99%	1%		
I know what to do and who to ask if I find my work hard.	99		96	3		Rwy'n gwybod beth I'w wneud a gyda phwy i siarad os ydw I'n gweld fy ngwaith yn anodd.
			97%	3%		
			98%	2%		
My homework helps me to understand and improve my work in school.	100		87	13		Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol.
			87%	13%		
			91%	9%		
I have enough books, equipment, and computers to do my work.	100		100	0		Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
			100%	0%		
			95%	5%		
Other children behave well and I can get my work done.	100		81	19		Mae plant eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
			81%	19%		
			77%	23%		
Nearly all children behave well at playtime and lunch time	99		82	17		Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
			83%	17%		
			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.	103	43 42%	49 48%	10 10%	1 1%	2		Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	34%	3%	1%			
My child likes this school.	105	60 57%	40 38%	4 4%	1 1%	0		Mae fy mhlentyn 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.	105	60 57%	44 42%	1 1%	0 0%	0		Cafodd fy mhlentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		72%	26%	1%	0%			
My child is making good progress at school.	104	42 40%	55 53%	6 6%	1 1%	1		Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
		62%	35%	3%	1%			
Pupils behave well in school.	99	25 25%	64 65%	8 8%	2 2%	6		Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		47%	48%	4%	1%			
Teaching is good.	100	36 36%	63 63%	1 1%	0 0%	4		Mae'r addysgu yn dda.
		61%	36%	2%	0%			
Staff expect my child to work hard and do his or her best.	104	45 43%	58 56%	1 1%	0 0%	1		Mae'r staff yn disgwyl i fy mhlentyn weithio'n galed ac i wneud ei orau.
		64%	34%	1%	0%			
The homework that is given builds well on what my child learns in school.	97	21 22%	56 58%	14 14%	6 6%	8		Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhlentyn yn ei ddysgu yn yr ysgol.
		49%	43%	6%	2%			
Staff treat all children fairly and with respect.	97	32 33%	52 54%	12 12%	1 1%	8		Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		60%	35%	4%	1%			
My child is encouraged to be healthy and to take regular exercise.	97	36 37%	57 59%	4 4%	0 0%	7		Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		60%	38%	2%	0%			
My child is safe at school.	102	48 47%	48 47%	5 5%	1 1%	2		Mae fy mhlentyn yn ddiogel yn yr ysgol.
		66%	32%	2%	1%			
My child receives appropriate additional support in relation to any particular individual needs'.	84	29 35%	47 56%	7 8%	1 1%	18		Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		55%	39%	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.	104	33 / 32% / 49%	54 / 52% / 41%	14 / 13% / 8%	3 / 3% / 2%	1	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
I feel comfortable about approaching the school with questions, suggestions or a problem.	100	44 / 44% / 62%	43 / 43% / 31%	10 / 10% / 5%	3 / 3% / 2%	5	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
I understand the school's procedure for dealing with complaints.	96	32 / 33% / 48%	51 / 53% / 42%	12 / 12% / 8%	1 / 1% / 2%	9	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
The school helps my child to become more mature and take on responsibility.	103	38 / 37% / 57%	58 / 56% / 40%	7 / 7% / 2%	0 / 0% / 0%	2	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
My child is well prepared for moving on to the next school or college or work.	68	24 / 35% / 52%	33 / 49% / 41%	11 / 16% / 5%	0 / 0% / 1%	34	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
There is a good range of activities including trips or visits.	98	29 / 30% / 54%	56 / 57% / 39%	12 / 12% / 6%	1 / 1% / 1%	7	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
The school is well run.	96	35 / 36% / 61%	49 / 51% / 34%	9 / 9% / 3%	3 / 3% / 2%	8	Mae'r ysgol yn cael ei rhedeg yn dda.

Appendix 3

The inspection team

Eleanor Davies	Reporting Inspector
Margaret Erica Lonsdale	Team Inspector
Terry James Davies	Lay Inspector
Michael O'Grady	Peer Inspector
Nicola Williams	Nominee

Copies of the report

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

Year groups, the Foundation Phase and key stages

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

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

Primary phase:

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

Secondary phase:

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

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

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

Glossary of terms – Primary

Foundation Phase indicator (FPI)

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

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

- literacy, language and communication in English or Welsh first language
- mathematical development
- personal and social development, wellbeing and cultural diversity

By the end of the Foundation Phase, at the age of seven, pupils are expected to reach outcome 5 and the more able to reach outcome 6.

Pupils must achieve the expected outcome (outcome 5) in the three areas above to gain the Foundation Phase indicator.

The core subject indicator (CSI)

Progress in learning through key stage 2 is indicated by levels (level 1 to level 5).

The core subject indicator in key stage 2 relates to the expected performance in the core subjects of the National Curriculum:

- English or Welsh first language
- mathematics
- science

By the end of the key stage 2, at the age of 11, pupils are expected to reach level 4 and more able pupils to reach level 5.

Pupils must gain at least the expected level (level 4) in the three core subjects to gain the core subject indicator.

All-Wales Core Data sets

Inspection reports may refer to a school's performance relative to a family of schools or to schools with a broadly similar proportion of pupils eligible for free school meals.

In relation to free school meals, schools are placed into one of five bands according to the three-year trend in the proportion of pupils eligible for free school meals in the school. The school's performance is then placed into quartiles (from the top 25% to the bottom 25%) in relation to how well it is doing compared with other schools in the same free school meal band.

The Welsh Government created the families of schools (typically a group of 11 schools) to enable schools to compare their performance with that of similar schools across Wales. The composition of the families draws on a number of factors. These include the proportion of pupils eligible for free school meals and the proportion living in the 20% most deprived areas of Wales. They also draw on the proportion of pupils with special education needs at school action plus or with a statement of special educational needs, and pupils with English as an additional language.