



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

**A report on**

**Nant Y Parc Primary School  
Universal Site  
Senghenydd  
Caerphilly  
CF83 4GY**

**Date of inspection: June 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:

Judgement	What the judgement means
<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: 02/09/2015**

## Context

Nant y Parc Primary School is located in the village of Senghenydd within the Caerphilly local authority. There are currently 185 full time pupils between the ages of 4 and 11 on roll, taught in eight classes. In addition, 39 pupils attend the nursery on a part-time basis.

Around 38% of pupils are eligible for free school meals. This is notably higher than the national and local average. Nearly all pupils are of white British ethnic origin. Very few pupils have English as an additional language. No pupils come from homes where Welsh is the first language.

The school identifies that about 28% of pupils have additional learning needs, which is above the average for Wales. A very few pupils have statements of special educational needs.

The headteacher is in post since September 2014. The school's last inspection was in November 2010.

The individual school budget per pupil for Nant Y Parc Primary School in 2014-2015 means that the budget is £2,995 per pupil. The maximum per pupil in the primary schools in Caerphilly is £5,106 and the minimum is £2,645. Nant Y Parc Primary School is 46th out of the 75 primary schools in Caerphilly 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 current performance is good because:

- Most pupils make good progress from their starting point
- Many pupils develop their literacy and numeracy skills well
- Nearly all pupils have a positive attitude to learning and behave very well in lessons
- Teachers plan an interesting range of activities, often linked to first hand experiences, that interest and motivate pupils
- The quality of teaching and assessment of pupils' progress is good
- The school provides good quality care, support and guidance for all pupils
- Support for pupils with additional learning needs is effective
- The outdoor learning environment is interesting and inspiring

### Prospects for improvement

The school's prospects for improvement are good because:

- The headteacher has a very clear vision to raise standards and aspirations, and promotes it very effectively
- The headteacher sets high standards for herself, the staff and pupils.
- Staff share a strong commitment and contribute positively to the school's professional learning community
- The governing body fulfils its role as a critical friend effectively
- Leaders know their school well and planning for improvement is effective
- The school has built strong partnerships with a wide range of agencies and organisations that benefit pupils' wellbeing and enhance their learning environment
- The school has good arrangements in place to support vulnerable pupils

## **Recommendations**

- R1 Improve pupils' extended writing skills
- R2 Raise levels of attendance
- R3 Extend pupils' ability to take responsibility and contribute to decision-making in the school

### **What happens next?**

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

## Main findings

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

Good

#### Standards: Good

The school's baseline assessment indicates that nearly all pupils have knowledge, understanding and skills that are below the expected level for their age when they start school. Most pupils make good progress from their starting point.

Most pupils listen well to one another and to adults. In the Foundation Phase, most pupils are eager to talk about their work and use language well such as when they work in pairs to discuss whether they will find more creatures in a pond or a brook. Many older pupils speak confidently and express their opinions seriously and knowledgably, for example when explaining recent work done by the eco committee.

Most pupils read at an appropriate level for their age and ability. In the Foundation Phase, pupils talk enthusiastically about the text they are reading. More able pupils read with suitable fluency and appropriate expression, using punctuation well. In key stage 2, nearly all pupils read with a level of fluency, expression and understanding suitable for their age and stage of development. In lessons, many pupils apply their reading skills successfully, skimming and scanning texts effectively to find information quickly.

As pupils progress through the Foundation Phase, their writing develops well. In the reception class, many pupils are beginning to write plausibly with confidence and enjoyment, such as when they make a leaflet about owls. By the end of Year 2, nearly all pupils show a good understanding of basic spelling and sentence structure. They use a good range of vocabulary and write appropriately for different purposes. Most pupils write to the same standard they achieve in literacy lessons in other areas of learning, for example when writing a detailed description of the Great Fire of London. By the end of key stage 2, many pupils achieve good standards in their writing. Most pupils use punctuation appropriately and their spelling of frequently used words is generally accurate. More able pupils use adventurous vocabulary, using colourful adjectives, adverbs and similes, for example to describe a river. However, many pupils do not develop their ability to write fluently at length well enough. Across the school, most pupils write legibly and present their work well; however, a minority of pupils do not form all their letters correctly.

In the Foundation Phase, most pupils develop their number skills effectively and enjoy applying them. For example, they are able to count in twos and to halve even numbers up to ten confidently. They record data accurately using tally charts, block graphs, Venn diagrams and pictograms. More able pupils solve problems confidently, such as by working out how many pairs of shoes a spider would need. However, they are less secure in their measuring skills. By the end of key stage 2, many pupils make good progress in mathematics lessons. They use appropriate mathematical language well, and are able to select alternative methods to solve problems successfully. More able pupils have a good range of techniques for multiplying and dividing competently, and use co-ordinates well. Across the key

stage, pupils apply their numeracy skills effectively in other subjects. For example, when preparing for the Christmas Fair, they calculate the required amounts of cake ingredients for various servings accurately.

Most pupils make good progress with their spoken Welsh. Younger pupils use simple greetings and answer questions on familiar topics confidently. By the end of key stage 2, many pupils answer at greater length using connectives and negatives appropriately. Many pupils make suitable progress in their written work but their Welsh reading skills are generally less well developed.

Most pupils' thinking and problem solving skills develop appropriately and nearly all pupils with additional learning needs make good progress against their individual targets as they move through the school.

In the Foundation Phase, pupils' performance in mathematical development at the expected outcome 5 has generally placed the school in the higher 50% of similar schools for the past three years. However, performance in literacy has declined, moving the school from the top 25% to the lower 50% over the same period. At the higher-than-expected outcome 6, the school has generally remained within the higher 50% of similar schools in both areas of learning.

In key stage 2, pupils' performance at the expected level 4 over the last four years generally places the school in the top 25% in all subjects, compared with similar schools. At the higher than expected level 5, pupils' performance in mathematics and science has placed the school in the top 25% for three out of the past four years, while performance in English has placed it in the higher 50% or better when compared with similar schools.

In the Foundation Phase, pupils eligible for free school meals perform significantly better than their peers at the expected outcome 5. However, at the end of key stage 2, pupils eligible for free school meals perform less well than their peers in all three subjects at the expected level 4. At the higher level, pupils eligible for free school meals perform better than their peers in science, but notably less well in English and mathematics.

### **Wellbeing: Adequate**

Nearly all pupils feel safe in school and are confident that adults deal effectively with any concerns they may have. They understand the benefits of exercising regularly and enjoy taking part in the worthwhile physical activities offered at break times. Although most pupils understand the principles of healthy eating well, they do not always make healthy food choices for themselves. Many older pupils know what they need to do to use the internet safely.

Nearly all pupils behave very well. They have positive attitudes to learning and participate enthusiastically in lessons. They work constructively together and show respect for one another.

Since 2010, the school's attendance rates have improved steadily and the number of pupils persistently absent has fallen sharply. However, despite the school's best efforts, attendance has placed the school consistently in the lower 50% of similar schools over the past four years.

Members of the school council and eco-committee are proud of their roles. They contribute usefully to projects such as raising funds for improvements to the outdoor areas. However, they are not yet sufficiently involved in making decisions that have a significant impact on school life.

Most pupils develop their social and life skills well along with a strong sense of community through activities, such as helping to create the nearby Miners' Memorial Garden. Many worthwhile visits, such as a recent trip to Paris for older pupils, develop pupils' confidence and self-esteem very effectively.

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

The school's topic based approach to planning is comprehensive, and meets the requirements of the Foundation Phase, the National Curriculum and religious education effectively. Teachers plan an interesting range of activities, often linked to first hand experiences, that engage nearly all pupils well. For example, younger pupils investigate owl pellets with great interest and enjoyment, developing a wide range of skills. In the Foundation Phase, teachers plan very effectively for the use of the outdoors, including the forest school area. This helps meet individual pupils' needs successfully, and reflects the principles of Foundation Phase learning well. A good range of educational visits enriches the curriculum successfully for all age groups.

Teachers take good account of the Literacy and Numeracy Framework in their long term planning and build systematically on pupils' knowledge. They plan imaginative and engaging opportunities for pupils to develop their literacy and numeracy skills well across the curriculum. For example, Year 6 pupils make good use of their literacy skills to write an interesting and well-presented science report about global warming. Planning for developing pupils' information and communication technology skills is appropriate.

Teachers plan appropriately to develop pupils' Welsh speaking skills, making suitable use of simple greetings and everyday phrases outside of lessons, such as the question of the week. Pupils have suitable opportunities to develop their writing skills, but they have fewer opportunities to develop their reading skills. They learn about Welsh traditions and culture appropriately through topic work in history, geography and art, and through interesting visits, such as to Caerphilly castle.

Members of the eco committee promote recycling and energy conservation well. Work with the local allotments group successfully helps pupils learn to care for their environment. The school provides good opportunities for pupils to develop their understanding of global citizenship through regular topic work and through a highly effective visit to Paris for pupils from key stage 2.



## **Teaching: Good**

Teachers are highly motivated, enthusiastic and hardworking, setting high standards for themselves and their pupils. They use a wide range of interesting approaches and resources in lessons to engage pupils successfully in their learning. There is a good pace to most lessons and the positive working relationships between teaching staff and pupils are a strong feature in the school. They have consistently high expectations and, in the best instances, respond flexibly to make the most of learning opportunities as they arise. However, activities in a very few lessons are over-directed, occasionally limiting pupils' opportunities for independent learning.

Teachers use a range of behaviour management strategies consistently well, creating calm, purposeful working environments. Most use questions effectively to help pupils develop their understanding and their thinking and communication skills successfully. Teachers have good, up to date knowledge in most subjects, which they use well. Support staff work very effectively alongside teachers to enable pupils to make good progress.

Nearly all teachers mark pupils' work regularly. They give feedback that helps pupils see how well they are doing and what they need to do to improve their work. They teach pupils to assess their own and others' work and this develops their understanding and their thinking skills successfully. The school has effective systems in place to monitor and track pupils' progress. They use this information well to meet the needs of individuals and groups of pupils.

Parents receive clear and informative annual reports that keep them well informed about their child's progress.

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

The school is a warm, welcoming and nurturing community, placing a high priority on ensuring that pupils are well cared for, and feel safe. There are suitable arrangements in place to promote healthy eating and drinking. The school has developed its outdoor area very effectively to encourage pupils to be active. Assemblies and acts of collective worship promote pupils' spiritual and moral development appropriately.

The school operates consistent policies and procedures to manage pupils' behaviour well. Pupils talk about these knowledgeably and respond to them positively. The school has an appropriate approach to keeping pupils safe online. Its arrangements for safeguarding meet requirements and give no cause for concern.

The school liaises well with specialist services such as speech and language support, social services and the police. This impacts positively on pupils' achievements. For example, early intervention from speech and language specialists help pupils improve their communication skills. Other external agencies, such as counselling services and specialist family support, work in close partnership with the school to improve pupils' wellbeing.

Procedures for identifying pupils with additional learning needs are clear and well structured. Individual education plans are child-friendly and, as a result, pupils contribute meaningfully to writing and evaluating their individual targets. Teachers and support staff make constructive use of a wide range of intervention programmes, which have a positive impact. As a result, nearly all pupils make good or very good progress from their starting points. Teachers liaise regularly with parents, keeping them well informed about their children's progress.

### **Learning environment: Good**

The school provides a very welcoming, calm, caring and inclusive environment. It gives high priority to ensuring that all pupils have equal access to all areas of the school's provision, and overcomes obstacles successfully to achieve this. As a result, pupils thrive, and know that they are valued.

The outdoor learning environment in the Foundation Phase is well planned, stimulating and engaging, supporting active learning and play very well. The forest area, pond and access to a local allotment further enrich pupils' opportunities across all areas of learning. This enables pupils to learn constructively from first hand experiences and have fun while doing so. The interesting variety of good quality resources available during break times successfully promotes pupils' wellbeing and encourages boys and girls to be active.

The indoor accommodation is in good order and provides a bright and welcoming learning environment for all pupils. The school uses the space available effectively. Pupils have access to a good range of well-maintained resources, including tablet computers, which they use regularly. Wall displays are attractive and promote learning well. The school maintains its buildings to a high standard and keeps the site secure.

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

The headteacher promotes her vision for the school very effectively and provides strong and determined leadership. She has established an enthusiastic senior leadership team that shares her high expectations and impacts positively on teaching, learning and attendance. Together, they provide strong and effective strategic direction for the school.

All staff have clear roles and responsibilities, which are shared well throughout the school. Staff at all levels take responsibility for promoting high standards, ensuring that the curriculum is engaging and delivered successfully. Regular staff and senior leadership team meetings ensure a clear focus on pupils' progress and school development priorities.

The headteacher is firmly committed to promoting staff professional development and maximising their potential. As a result, staff flourish and use their individual expertise for the benefit of all pupils. The robust programme of performance management aligns closely with the school's priorities. Senior leaders use coaching and mentoring

techniques skilfully to develop high standards and consistency in teaching and learning across the school.

The headteacher focusses strongly on raising aspirations within the school community. For example, she has allocated management time for the deputy headteacher to lead on family engagement. This has improved awareness of the importance of regular school attendance among parents and pupils successfully. Since taking up her post, she has organised ambitious trips to London and Paris giving pupils valuable experience of the world beyond their local area.

The governing body supports the school effectively and provides a good level of challenge. Governors know the school well, through detailed reports from the headteacher and their regular visits and correspondence with subject co-ordinators. They have a secure understanding of the school's strengths and areas that require improvement.

The school has responded well to national priorities, such as developing an effective Foundation Phase outdoor learning environment.

### **Improving quality: Good**

There is an established culture of self-evaluation in the school. The headteacher, with the senior management team and other staff, conducts a comprehensive monitoring programme that assesses many aspects of the school's performance. Self-evaluation draws on a good range of first-hand evidence, involving all members of staff and from detailed analysis of performance data, lesson observations, scrutiny of teachers' planning and scrutiny of pupils' books. Members of the governing body contribute to gathering self-assessment evidence and the school regularly seeks, and takes account of, the views of pupils and their parents. Although the self-evaluation report is long and descriptive in parts, it accurately summarises the school's strengths and identifies areas where improvement is necessary.

There is a clear link between the areas for development identified in the self-evaluation report and the priorities in the school development plan. Beginning with an evaluation of previous plans, the plan includes a manageable number of priorities, which are broken down into discrete targets, each with details of costs, timeframe and monitoring arrangements. Most targets have clearly measurable success criteria that focus appropriately on outcomes for pupils. The plan ensures allocation of sufficient funding to support priorities.

### **Partnership working: Good**

Pupils benefit from a wide range of valuable partnerships that support their wellbeing and improve their attainment. The school has particularly strong relationships with most parents, strengthened by the successful work of the school's family engagement officer. The school uses electronic media effectively to ensure that parents and carers are kept well informed, and organises regular opportunities for parents to learn how they can help their children to succeed. As a result, nearly all parents feel valued as part of the school community, successfully building positive attitudes towards learning.

Constructive links with the on-site pre-school playgroup prepares pupils well as they start at the school. Arrangements to facilitate smooth transition to the local secondary school are good. The school has a close link with the regional school improvement service and has shared good practice with others. It benefits from opportunities to moderate and standardise pupils' work within the local cluster of schools.

Strong links with the local community reinforce pupils' awareness of their heritage and help them develop their social skills effectively. Pupils are proud of their role in developing the Miners' Memorial Garden adjacent to the school and in the annual commemoration service. Partnerships with a wide range of local employers enrich pupils' learning experiences. For example, a local bank helps introduce them to financial literacy skills.

### **Resource management: Good**

All teachers and teaching assistants are suitably qualified and experienced to teach the curriculum effectively. In most cases, the headteacher deploys staff carefully to ensure that they have the greatest impact on pupils' learning. The deployment of the deputy headteacher as family engagement officer ensures that parents understand the school's commitment to strengthening the home-school partnership. Arrangements for planning, preparation and assessment are suitable and staff use their time well. Performance management arrangements enable staff to develop their expertise through a robust programme of professional development. For example, recent training has led to an effective and consistent approach to behaviour management across the school.

The school manages its finances effectively and ensures that reserves stay within recommended limits. The headteacher is successful in securing additional funding from many organisations, which improve provision, for example to improve the learning environment, to extend staff professional development and to enrich pupils' experiences.

The school uses its Pupil Deprivation Grant effectively to improve attendance and to provide intervention support for vulnerable pupils. As a result, the attendance of more vulnerable pupils has improved significantly and many make good or very good progress with their literacy and numeracy skills.

In view of the good progress that most pupils make, the quality of provision and the use of funds, the school provides good value for money.

## Appendix 1: Commentary on performance data

### 6762197 - NANT Y PARC PRIMARY SCHOOL

Number of pupils on roll	203
Pupils eligible for free school meals (FSM) - 3 year average	38.2
FSM band	5 (32%<FSM)

#### Foundation Phase

	2012	2013	2014
<b>Number of pupils in Year 2 cohort</b>	24	28	23
<b>Achieving the Foundation Phase indicator (FPI) (%)</b>	83.3	85.7	78.3
Benchmark quartile	1	1	3
<b>Language, literacy and communication skills - English (LCE)</b>			
Number of pupils in cohort	24	28	23
Achieving outcome 5+ (%)	83.3	85.7	82.6
Benchmark quartile	1	1	3
Achieving outcome 6+ (%)	29.2	21.4	26.1
Benchmark quartile	1	2	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	24	28	23
Achieving outcome 5+ (%)	91.7	85.7	87.0
Benchmark quartile	1	2	2
Achieving outcome 6+ (%)	33.3	25.0	26.1
Benchmark quartile	1	2	2
<b>Personal and social development, wellbeing and cultural diversity (PSD)</b>			
Number of pupils in cohort	24	28	23
Achieving outcome 5+ (%)	87.5	92.9	91.3
Benchmark quartile	2	2	3
Achieving outcome 6+ (%)	33.3	21.4	30.4
Benchmark quartile	2	4	3

The Foundation Phase indicator (FPI) represents the percentage of pupils achieving outcome 5 or above in PSD, LCE/LCW, and MDT in combination.

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

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

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

**6762197 - NANT Y PARC PRIMARY SCHOOL**

Number of pupils on roll	203
Pupils eligible for free school meals (FSM) - 3 year average	38.2
FSM band	5 (32%<FSM)

**Key stage 2**

	2011	2012	2013	2014
<b>Number of pupils in Year 6 cohort</b>	19	22	28	26
<b>Achieving the core subject indicator (CSI) (%)</b>	94.7	90.9	89.3	88.5
Benchmark quartile	1	1	1	1
<b>English</b>				
Number of pupils in cohort	19	22	28	26
Achieving level 4+ (%)	94.7	90.9	89.3	88.5
Benchmark quartile	1	1	1	2
Achieving level 5+ (%)	31.6	31.8	28.6	30.8
Benchmark quartile	1	1	2	2
<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	19	22	28	26
Achieving level 4+ (%)	94.7	95.5	89.3	88.5
Benchmark quartile	1	1	1	2
Achieving level 5+ (%)	36.8	31.8	25.0	38.5
Benchmark quartile	1	1	2	1
<b>Science</b>				
Number of pupils in cohort	19	22	28	26
Achieving level 4+ (%)	94.7	95.5	92.9	92.3
Benchmark quartile	1	1	1	1
Achieving level 5+ (%)	36.8	31.8	32.1	38.5
Benchmark quartile	1	1	2	1

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

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

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

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

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

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

## Appendix 2

### Stakeholder satisfaction report

#### Responses to learner questionnaires

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.	82		81 99%	1 1%	Rwy'n teimlo'n ddiogel yn fy ysgol.
			98%	2%	
The school deals well with any bullying.	82		78 95%	4 5%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			92%	8%	
I know who to talk to if I am worried or upset.	82		79 96%	3 4%	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	82		82 100%	0 0%	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.	82		82 100%	0 0%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			96%	4%	
I am doing well at school	82		82 100%	0 0%	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.	82		81 99%	1 1%	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.	82		82 100%	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.	82		74 90%	8 10%	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.	82		81 99%	1 1%	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.	82		74 90%	8 10%	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	82		74 90%	8 10%	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.	33	28 85%	4 12%	0 0%	1 3%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		64%	33%	3%	1%		
My child likes this school.	33	29 88%	3 9%	0 0%	1 3%	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.	33	27 82%	5 15%	0 0%	1 3%	0	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		73%	26%	1%	0%		
My child is making good progress at school.	33	26 79%	6 18%	0 0%	1 3%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		63%	34%	3%	1%		
Pupils behave well in school.	33	18 55%	13 39%	1 3%	1 3%	0	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		48%	47%	4%	1%		
Teaching is good.	33	29 88%	4 12%	0 0%	0 0%	0	Mae'r addysgu yn dda.
		62%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	33	25 76%	8 24%	0 0%	0 0%	0	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		65%	33%	1%	0%		
The homework that is given builds well on what my child learns in school.	28	16 57%	8 29%	4 14%	0 0%	5	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.
		50%	42%	6%	2%		
Staff treat all children fairly and with respect.	33	23 70%	8 24%	1 3%	1 3%	0	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		61%	34%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	32	18 56%	12 38%	2 6%	0 0%	1	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		61%	37%	2%	0%		
My child is safe at school.	33	21 64%	9 27%	2 6%	1 3%	0	Mae fy mhentyn yn ddiogel yn yr ysgol.
		67%	31%	1%	0%		
My child receives appropriate additional support in relation to any particular individual needs'.	28	20 71%	7 25%	1 4%	0 0%	4	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		56%	38%	4%	1%		
I am kept well informed about my child's progress.	33	18 55%	13 39%	2 6%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		50%	40%	8%	2%		



	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
I feel comfortable about approaching the school with questions, suggestions or a problem.	33	21 64%	10 30%	2 6%	0 0%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		63%	31%	4%	2%		
I understand the school's procedure for dealing with complaints.	31	18 58%	11 35%	2 6%	0 0%	1	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		49%	42%	8%	2%		
The school helps my child to become more mature and take on responsibility.	33	24 73%	8 24%	1 3%	0 0%	0	Mae'r ysgol yn helpu fy mhentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		58%	39%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	29	18 62%	11 38%	0 0%	0 0%	2	Mae fy mhentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		53%	41%	5%	1%		
There is a good range of activities including trips or visits.	33	22 67%	9 27%	1 3%	1 3%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		55%	38%	5%	1%		
The school is well run.	33	28 85%	4 12%	0 0%	1 3%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		62%	33%	3%	2%		

## Appendix 3

### The inspection team

Sheila Margaret Birkhead	Reporting Inspector
Christopher Ian Dolby	Team Inspector
Helen Brigid Potts	Lay Inspector
Margaret Lonsdale	Peer Inspector
Nicola Davies	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
- 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.