



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

A report on

**Plasyfelin Primary
Lewis Drive
Churchill Park
Caerphilly
CF83 3FT**

Date of inspection: May 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.

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Publication date: 13/07/2016

Context

Plasyfelin Primary School is in the Churchill Park area of Caerphilly. The local authority is Caerphilly County Borough. The school has 350 pupils, including 32 pupils who attend the nursery on a part-time basis. There are four mixed-age classes and eight single-age classes

Around 34% of pupils are eligible for free school meals, which is well above the national average of around 20%. The school identifies around 31% of pupils as having additional learning needs, which is above the national average of 25%. There are no pupils with a statement of special education needs. A very few pupils are looked after by the local authority and a very few speak English as an additional language. There are no pupils who speak Welsh as their first language at home. The headteacher took up his post in January 2013. The school's last inspection was in 2009.

The individual school budget per pupil for Plasyfelin Primary School in 2015-2016 means that the budget is £3,126 per pupil. The maximum per pupil in the primary schools in Caerphilly is £5,191 and the minimum is £2,492. Plasyfelin Primary School is 36th out of the 75 primary schools in Caerphilly in terms of its school budget per pupil.

Summary

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

Current performance

The current performance of the school is good because:

- Most pupils make strong progress in relation to their starting points
- Most pupils' speaking and listening skills develop well
- Nearly all pupils are very well behaved and strongly motivated to learn
- Most pupils have a high awareness of how to stay healthy
- Most pupils with additional learning needs make good progress in meeting their targets
- The quality of care, support and guidance enhances pupils' learning well
- The quality of teaching is effective in most classes
- There is a suitably balanced curriculum that engages pupils' interest

Prospects for improvement

The school's prospects for improvement are good because:

- The headteacher provides clear, strong leadership
- There is effective teamwork in the school at all levels
- The governing body supports and challenges the school well
- The school's self-evaluation processes are rigorous and well established
- Leaders and managers put improvement plans into action successfully
- Staff manage resources well and pupils benefit from a learning environment of high quality
- There are effective links with partner schools, which have supported improvements in teaching and learning well

Recommendations

- R1 Improve the attendance of pupils who are persistently absent
- R2 Improve the consistency and effectiveness of marking and assessment for learning throughout the school

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

Many pupils enter the school with skill levels that are below those normally expected for pupils of their age. However, most make good progress from their starting points and achieve well by the time they leave the school.

In the Foundation Phase, nearly all pupils listen attentively to adults and join in class discussions, responding appropriately to questions. By the end of the phase, many give their views sensibly and the more able talk clearly about their work, such as explaining what a simile is and giving examples. Most pupils in key stage 2 speak and listen well in lessons and when working in pairs and small groups. By the end of key stage 2, most develop good oral skills and the more able present a specific point of view well, using persuasive language, when speaking to their class.

Throughout the school, pupils' reading develops appropriately for their age and ability and most use their reading skills to support their learning effectively in lessons. Most pupils in the Foundation Phase learn suitable ways to tackle unfamiliar words. They are able to describe what is happening in the books they read and discuss what they like and dislike about different characters. The more able read fluently with good expression. By the end of key stage 2, most pupils read well and can sum up passages they have read and make sensible predictions about what is likely to happen next. They have a good understanding of the differences between fiction and non-fiction texts.

In the Foundation Phase, pupils make good progress in early writing skills as they learn to form their letters and build words. By the end of the phase, many write successfully for different purposes, such as instructions, diaries and stories. They develop their use of sentences well and experiment with more interesting vocabulary to write extended pieces of work. Many pupils in key stage 2 continue to develop their writing using a range of thoughtful and appropriate approaches for different topics. Most apply their writing effectively in different areas of the curriculum, such as to record scientific experiments or to write scripts or letters. Most pupils in key stage 2 build well on the handwriting skills developed in the Foundation Phase and present their written work neatly using a legible, joined style.

Most pupils develop their numeracy skills well. By the end of the Foundation Phase, many pupils count confidently forwards and backwards and in multiples of two, ten or twenty. They add and subtract correctly using tens and units and recognise odd and even numbers. They recognise times to quarter past, half past and quarter to the hour. Throughout the school, according to age and ability, pupils use bar graphs appropriately in their topic work. By the end of key stage 2, most pupils apply suitable calculation strategies using the four rules of number to solve problems. Most use their measuring skills and various tables and diagrams effectively when recording results of investigations or experiments in geography or science. Many develop data skills effectively, for example to calculate the mean, mode and median of groups of figures arising from investigations.

Many pupils who receive targeted support to improve their literacy and numeracy skills catch up well in intervention groups. Most pupils who have support for additional learning needs make good progress in relation to their individual targets.

Pupils make good progress in developing their Welsh language skills as they move through the school. Most pupils in the Foundation Phase listen attentively and respond enthusiastically to Welsh games and activities. They answer questions about themselves and familiar topics confidently, such as on the weather. Most pupils in key stage 2 build well on this good foundation. They discuss a wide range of topics, extending their sentences with simple descriptions or explanations, and ask increasingly complex questions. Many are developing their reading skills appropriately. By the end of Year 6, most pupils write at length in a suitable variety of genres.

The performance of pupils in achieving the expected outcome in literacy and numeracy at the end of the Foundation Phase has tended to place the school in the higher 50% over the last four years when compared with similar schools. Performance at the higher outcome is in the top 25%.

At the end of key stage 2, over the last four years, pupils' performance at the expected level in English has generally placed the school in the higher 50% when compared with similar schools. In mathematics, the school's relative performance has varied greatly. In science, the school has improved steadily and its performance has placed it mainly in the higher 50%. At the higher level, pupils' performance tends to place the school predominantly in the top 25% for English and science and in the higher 50% overall for mathematics.

The performance of pupils eligible for free school meals has improved overall in the last four years. In the last two years in particular, the gap in achievement has closed considerably in the Foundation Phase. The 2015 figures in Foundation Phase and also in key stage 2 show pupils eligible for free school meals have performed well and better than other pupils.

The very few pupils who speak English as an additional language or who are looked after by the local authority make suitable progress.

Comparisons of the performance of boys and girls vary from year to year throughout the school. The gaps in performance are not too great and there are no notable concerns raised by the relative performance of boys and girls.

Wellbeing: Good

Most pupils have a good understanding of the importance of eating healthily and taking exercise. Nearly all pupils feel safe in school and are confident that adults will listen to their concerns and deal fairly and thoroughly with any problems they have.

Nearly all pupils show high levels of respect and concern for others. They are polite and eager to show their school to visitors. Almost all pupils have a positive attitude and enthusiasm in wishing to participate in the range of school activities. In lessons, most pupils remain on task well. In the Foundation Phase, most pupils are attentive,

listen well and respond positively to adults. In key stage 2, pupils are effective team workers and collaborate well with each other and often demonstrate a mature attitude when working co-operatively in group tasks.

Pupils readily accept roles, such as 'Helpwr Heddiw' and playground buddies, or take responsibility for classroom equipment. Members of the eco-committee and school council communicate effectively with their classmates to help make decisions about school life. The school council has contributed significantly to decision-making about major changes to the school grounds, including choosing and locating large play apparatus, new decking and pond areas and playground markings. School council representatives have also participated in interview processes to appoint new teachers.

Over the last four years, the school's overall attendance rate has improved year on year, and placed the school in the higher 50% when compared with similar schools. However, the rate fell back slightly last year to the lower 50%. The attendance of pupils eligible for free school meals has improved notably over the last four years as a result of effective, targeted intervention by the school and the education welfare officer. The levels of attendance for the current year up to the time of inspection have improved and return the school to the higher 50% in comparison with similar schools. However, there are a few pupils who are persistent absentees.

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

The school provides stimulating learning experiences for all pupils. These build well on their previous knowledge and provide thorough coverage of the requirements of the Foundation Phase and the National Curriculum, using a thematic approach.

Members of staff plan carefully to provide interesting tasks that enable pupils to make good progress and to learn through a broad range of topics. The two-year planning cycle is effective in ensuring continuity and progression for mixed-age classes. Good Foundation Phase practice is built into lessons carefully. For example, older pupils in the phase benefit strongly from using the school's 'Forest School' area. They dress independently in their waterproofs and then estimate, measure and communicate well when tasked with building outdoor shelters. Teachers plan effectively for use of various outside learning spaces as pupils move into key stage 2, using activities such as planting and monitoring the growing of seeds and plants well.

Planning for the development of pupils' skills across the curriculum is detailed and provides good opportunities for developing skills in literacy, numeracy and information and communication technology (ICT). The school organises successful intervention programmes to nurture underachieving pupils and helps them to improve their literacy, numeracy and wellbeing effectively.

Teachers and other staff offer a wide range of extra-curricular clubs, which currently include a forest school club, and clubs for gardening, cricket and French. Extra-curricular activities change on a termly basis and enhance the pupils' experiences. Educational trips, often linked to class themes, take place regularly. These activities further enrich pupils' learning.

Provision for developing the Welsh language and culture is thorough. The school reflects and celebrates Welsh culture and traditions throughout the year and pupils study the work of Welsh artists and learn about important Welsh people, past and present. The school raises pupils' awareness of Welsh history and culture effectively in local visits such as to Caerphilly Castle.

The school promotes pupils' understanding of sustainable development successfully. The eco committee leads activities, such as recycling and energy conservation, well. Initiatives such as the after-school gardening club help pupils to develop knowledge and understanding about how to act sustainably and to develop self-sufficiency by growing and selling their own produce.

The school curriculum emphasises suitably the development of pupils' global citizenship and understanding. In addition, participation in initiatives with local churches promotes understanding of the needs of others. For example, pupils send sports kit and resources to support teaching of mathematics in a school in Uganda.

Teaching: Good

Teachers plan and provide interesting lessons that involve nearly all pupils successfully and deliver most learning at a lively pace. They have up-to-date knowledge of what they are teaching, use a good selection of teaching methods and employ a variety of equipment to sustain pupils' interest well. Teachers use questions skilfully to improve pupils' learning and thinking skills.

In the Foundation Phase, nearly all teachers promote pupils' personal development and confidence successfully. They provide pupils with many challenges that stretch and engage pupils well. They use play and a wide range of learning activities to stimulate younger learners effectively. Almost all teaching in key stage 2 promotes collaborative working in lessons purposefully and creates good opportunities to develop pupils' oral and thinking skills.

The school deploys teaching assistants well. They contribute strongly to the delivery of sessions and provide valuable support for individuals and groups of pupils. This makes a very important contribution to meeting the needs of pupils at risk of underachievement.

Teachers use a wide range of assessments to track pupils' progress rigorously. They use the information well to set targets and to intervene at an early stage to tackle any underachievement. Throughout the school, teachers give pupils useful feedback on their progress. As a result, pupils are aware of what they need to do to improve their work and can assess their own progress purposefully. However, a lack of consistency and shared understanding of these methods limits their effectiveness in a few classes.

Annual reports provide parents with appropriate information on the progress their child is making and the steps they need to take to improve.

Care, support and guidance: Good

High levels of care and good working relationships between staff and pupils contribute strongly to pupils' wellbeing. For example, at playtimes, there is imaginative use of the extensive outside areas for a wide range of activities. Foundation Phase pupils choose specific activities, which classroom assistants support effectively. As a result, highly productive playtime activities promote a good standard of behaviour and social interaction among pupils. In addition, the school makes good use of indoor nurture areas where individuals and groups of pupils receive support to enable them to develop their social skills. This has a positive impact on raising their achievement in the classroom. Staff have undertaken specific training in order to deliver these programmes skilfully.

The school has appropriate arrangements to promote healthy eating and drinking and provides a variety of good opportunities and facilities for regular exercise.

Assemblies in the Foundation Phase and key stage 2 explore social themes well and provide opportunities for moral reflection and collective worship. In lessons, staff also use team working and collaborative oral tasks to promote pupils' social skills effectively. Lessons include purposeful opportunities for pupils to perform in different roles and to explore visual arts through studying and emulating major artists, such as Kandinsky. Pupils receive good support to learn a variety of musical instruments.

The school's arrangements for safeguarding meet requirements and give no cause for concern.

The school has a fully inclusive approach and provides classroom support of good quality to identified pupils. In addition, targeted interventions ensure that pupils receive well-matched support to meet their identified needs. Careful timetabling of support staff and interventions ensure that all pupils receive support without missing other aspects of the curriculum. The school makes effective use of individual education plans in consultation with pupils and parents. This has resulted in pupils with ALN making notable progress.

Learning environment: Excellent

The school is welcoming and caring and values and supports all pupils and staff. It is an inclusive community and pupils develop positive attitudes to each other regardless of background or ability. The school recognises diversity well and celebrates the achievements of all purposefully. It has created an environment successfully in which pupils feel comfortable, safe and secure.

Classrooms provide inviting and suitable surroundings for learning. School buildings are well organised and staff make good use of all available spaces to support pupils' learning. The school has developed centralised resource rooms to support efficiently the teaching of science, design technology and for nurture provision. Teachers and pupils use displays of good quality to celebrate and enhance their learning. The buildings offer effective arrangements for those with disabilities, including wheelchair users.

The quality of provision in the outdoor environment is of a very high standard. This includes play apparatus, gardening areas, a large forest school area, school pond and nature garden. There are individual outdoor classrooms for all classes in the Foundation Phase and lower key stage 2 and these are structured to enable good transition between phases. This has an effective and beneficial impact on pupils' wellbeing and their opportunities for learning.

The school makes good use of its ICT provision and learners have easy access to a wide range of digital learning resources, which they use readily. Overall, the school has a good stock of books and other resources to meet pupils' learning needs and support the delivery of the curriculum.

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

The headteacher leads the school very effectively. He conveys a clear vision to instil a culture of aspiration and high expectations within a positive learning environment of high quality. He encourages staff to be ambitious in their teaching and to achieve their best. The senior leadership team works well together and takes the vision forward effectively. Senior leaders and managers have a positive impact on developing the quality of teaching and learning.

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, learning environments and school development priorities.

Experienced subject leaders use coaching and mentoring techniques well to develop less experienced teachers' expertise in monitoring and evaluating progress in teaching and learning. As a result, staff develop well and gain purposeful techniques to develop good standards and consistency of learning and in behaviour management throughout the school.

The school responds well to national and local priorities, such as in narrowing the gap between outcomes for pupils eligible for free school meals compared with other pupils.

The governing body supports the school effectively and provides a good level of challenge. Governors know the school well, through comprehensive reports from the Headteacher. They also receive reports directly from pupils and the School Council representatives. Governors take part in a programme of planned visits and ensure their findings are recorded and followed up. They have a secure understanding of the school's strengths and areas that require improvement.

Improving quality: Good

The school procedures for self-evaluation are rigorous and well established. Most staff have a thorough understanding of the school's strengths and areas for

improvement with a clear focus on pupil outcomes. The rigorous process to assess performance includes detailed analysis of performance data, lesson observations, looking at pupils' work and communicating with different pupil groups. Leaders consider carefully the views of external agencies, governors and parents. For example, the school has actively changed its reports and communications with parents as a result of parental feedback. Most staff contribute effectively to evaluations in staff meetings and comment on the school development plan. As a result, the self-evaluation report provides an honest and accurate picture of the school.

Leaders use the self-evaluation information to determine relevant priorities. The school development plan has a manageable number of targets, which focus on raising standards and enhancing provision. The improvement actions identify appropriate timescales and responsibilities clearly and indicate how to measure progress. As a result, all staff understand the impact each target makes and when it reaches successful completion. The school has a good track-record of improvement planning. For example, it has continued to develop its indoor and outdoor learning environments successfully to enhance pupils' independent learning and it has raised outcomes in science and the levels of attainment of pupils eligible for free school meals.

Partnership working: Good

The school has a wide range of effective partnerships that make a strong contribution to improving pupils' standards and wellbeing. For example, a successful collaborative project with the Arts Council of Wales and a partner high school has enabled specialist artists to work with pupils in a range of performance activities and in digital animation. This has raised standards in ICT well. The school provided an opportunity to share the outcomes of this initiative with parents.

Parents are supportive of the school and there is good communication and partnership with them. The school is developing the use of social media effectively to engage parents further in the life of the school. Family learning workshops are beneficial and enable parents to support their children's learning outside school time. The parent teacher association raises funds that have helped provide useful additional resources for the school.

The school has many positive links with local community groups and churches. In addition, it actively engages with partner schools to build on its own good practice by sharing expertise with other schools and by learning from them. There are well-developed links with pre-school groups and good collaboration with partner high schools to help ensure smooth transition from one school to the next. High school teachers support key stage 2 pupils beneficially, for example by teaching groups of more able pupils to help them maximise their skills. The school also works effectively with a wider group of local schools to ensure consistency and accuracy in teachers' assessments.

Members of staff work well in partnership with the local authority and specialists, such as educational psychologists and health professionals, to promote pupil wellbeing and learning.

Resource management: Good

The school has a strong emphasis on developing staff's professional knowledge and expertise at all levels for the benefit of the pupils. The school makes effective use of its teaching and support staff to meet the needs of learners. It has established good networks of professional practice within school and with other partners.

Leaders make good use of the budget to fund the priority areas set out in the school development plan. Resources are of a good standard and there are well-developed plans to replace and improve equipment to maintain quality. There are clear maintenance schemes and goals for improving and developing the school accommodation.

Partnerships have enabled the school to provide significant improvements to accommodation. For example, a matched funding project relating to local building developments, has led to the building of an extension of high quality for the Foundation Phase.

The school has made good use of its Pupil Deprivation Grant funding which has had a positive impact on raising standards and attendance for pupils eligible for free school meals.

In view of the standards that pupils achieve and the consistently strong quality of provision, the school provides good value for money.

Appendix 1: Commentary on performance data

6762389 - Plasyfelin Primary School

Number of pupils on roll	336
Pupils eligible for free school meals (FSM) - 3 year average	34.6
FSM band	5 (32%<FSM)

Foundation Phase

	2012	2013	2014	2015
Number of pupils in Year 2 cohort	33	35	35	46
Achieving the Foundation Phase indicator (FPI) (%)	72.7	91.4	85.7	84.8
Benchmark quartile	2	1	1	2
Language, literacy and communication skills - English (LCE)				
Number of pupils in cohort	33	35	35	46
Achieving outcome 5+ (%)	87.9	100.0	88.6	87.0
Benchmark quartile	1	1	1	2
Achieving outcome 6+ (%)	42.4	57.1	37.1	39.1
Benchmark quartile	1	1	1	1
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	33	35	35	46
Achieving outcome 5+ (%)	75.8	91.4	91.4	87.0
Benchmark quartile	3	1	1	2
Achieving outcome 6+ (%)	39.4	54.3	42.9	34.8
Benchmark quartile	1	1	1	1
Personal and social development, wellbeing and cultural diversity (PSD)				
Number of pupils in cohort	33	35	35	46
Achieving outcome 5+ (%)	87.9	100.0	94.3	95.7
Benchmark quartile	2	1	2	2
Achieving outcome 6+ (%)	42.4	91.4	48.6	63.0
Benchmark quartile	1	1	2	1

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.

6762389 - Plasyfelin Primary School

Number of pupils on roll	336
Pupils eligible for free school meals (FSM) - 3 year average	34.6
FSM band	5 (32%<FSM)

Key stage 2

	2012	2013	2014	2015
Number of pupils in Year 6 cohort	37	41	32	29
Achieving the core subject indicator (CSI) (%)	81.1	68.3	87.5	82.8
Benchmark quartile	1	4	1	2
English				
Number of pupils in cohort	37	41	32	29
Achieving level 4+ (%)	83.8	70.7	87.5	86.2
Benchmark quartile	1	4	2	2
Achieving level 5+ (%)	35.1	31.7	37.5	37.9
Benchmark quartile	1	2	1	1
Welsh first language				
Number of pupils in cohort	*	*	*	*
Achieving level 4+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematics				
Number of pupils in cohort	37	41	32	29
Achieving level 4+ (%)	81.1	73.2	87.5	82.8
Benchmark quartile	2	4	2	3
Achieving level 5+ (%)	45.9	17.1	37.5	34.5
Benchmark quartile	1	4	1	2
Science				
Number of pupils in cohort	37	41	32	29
Achieving level 4+ (%)	86.5	80.5	87.5	89.7
Benchmark quartile	2	3	2	2
Achieving level 5+ (%)	45.9	31.7	37.5	48.3
Benchmark quartile	1	2	1	1

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

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

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

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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.	98	95 97%	3 3%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	98	84 86%	14 14%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	98	93 95%	5 5%	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	97	97 100%	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.	98	96 98%	2 2%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	97	93 96%	4 4%	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.	98	98 100%	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.	98	95 97%	3 3%	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.	98	85 87%	13 13%	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.	98	97 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.	97	67 69%	30 31%	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	97	83 86%	14 14%	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.	41	26 63%	14 34%	1 2%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	42	32 76%	8 19%	2 5%	0 0%	0	Mae fy mhentyn yn hoffi'r ysgol hon.
		73%	26%	1%	0%		
My child was helped to settle in well when he or she started at the school.	41	30 73%	10 24%	0 0%	1 2%	1	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		72%	26%	1%	0%		
My child is making good progress at school.	41	29 71%	12 29%	0 0%	0 0%	1	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		62%	34%	3%	1%		
Pupils behave well in school.	41	17 41%	18 44%	5 12%	1 2%	1	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		48%	47%	4%	1%		
Teaching is good.	42	27 64%	14 33%	1 2%	0 0%	0	Mae'r addysgu yn dda.
		62%	36%	2%	0%		
Staff expect my child to work hard and do his or her best.	40	30 75%	9 22%	1 2%	0 0%	2	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		65%	34%	1%	0%		
The homework that is given builds well on what my child learns in school.	40	14 35%	22 55%	4 10%	0 0%	2	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.	39	23 59%	11 28%	4 10%	1 3%	3	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		60%	34%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	38	26 68%	11 29%	1 3%	0 0%	3	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		60%	37%	2%	0%		
My child is safe at school.	40	26 65%	12 30%	2 5%	0 0%	1	Mae fy mhentyn yn ddiogel yn yr ysgol.
		66%	31%	2%	1%		
My child receives appropriate additional support in relation to any particular individual needs'.	34	17 50%	17 50%	0 0%	0 0%	7	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.	42	23 55%	15 36%	4 10%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		49%	41%	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.	41	28 68%	10 24%	2 5%	1 2%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		62%	31%	5%	2%		
I understand the school's procedure for dealing with complaints.	36	19 53%	11 31%	6 17%	0 0%	6	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.	40	24 60%	14 35%	2 5%	0 0%	2	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		58%	40%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	33	20 61%	13 39%	0 0%	0 0%	9	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		52%	41%	5%	1%		
There is a good range of activities including trips or visits.	42	30 71%	11 26%	1 2%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		55%	39%	6%	1%		
The school is well run.	42	29 69%	11 26%	2 5%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		62%	33%	3%	2%		

Appendix 3

The inspection team

Gregory John Owens	Reporting Inspector
Buddug Mai Bates	Team Inspector
Catherine Mary Jenkins	Lay Inspector
Phillip Thomas Brookman	Peer Inspector
Clive Michael Condon	Peer Inspector
Mark Jones	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.