



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

A report on

**Ty Sign Primary School
Elm Drive
Risca
Caerphilly
NP11 6HJ**

Date of inspection: November 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
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: 08/01/2016

Context

Ty Sign Primary School is in the town of Risca, in the Caerphilly local authority. The school caters for children aged from three to eleven years, most of whom live in the local community. There are 445 pupils in 16 classes. These include 56 children in the nursery who attend part-time and eight pupils in the specialist resource unit for pupils from across the local authority who have emotional, social and behavioural difficulties.

A few classes in the Foundation Phase have mixed age-groups of pupils. In key stage 2, all pupils are set by ability for English and mathematics lessons across two year groups.

Nearly all pupils speak English as a first language. No pupils speak Welsh as their home language. About 33% of pupils are eligible for free school meals, which is above the local and national average. Around 30% of pupils have additional learning needs, including a very few pupils with statements of special educational needs. Currently no pupils are looked after by the local authority.

The headteacher took up her appointment in January 2010. Five teachers joined the school at the start of the autumn term 2015.

The individual school budget per pupil for Ty Sign Primary School in 2015-2016 means that the budget is £2,971 per pupil. The maximum per pupil in the primary schools in Caerphilly is £5,191 and the minimum is £2,492. Ty Sign Primary School is 48th 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	Adequate

Current performance

The current performance of the school is good because:

- Most pupils make good progress as they move through the school
- Almost all pupils in the specialist resource base make particularly good progress
- Nearly all pupils are enthusiastic, enjoy their lessons and contribute eagerly to all aspects of their learning
- Most pupils behave well
- At the end of each phase, most pupils attain at least the expected outcome or level for their age
- Staff teams work together closely and plan effectively to meet the needs of pupils of different abilities both within classes and ability sets
- Most teachers engage pupils well and deliver lessons at a good pace
- Teachers use appropriate assessment on a regular basis to evaluate and track pupils' progress, and set them targets for improvement
- There is a clear emphasis on developing pupils' health and wellbeing
- There is a strong ethos of inclusion
- The school's accommodation provides a welcoming environment for learning

Prospects for improvement

The school's prospects for improvement are adequate because:

- The school has made suitable progress in addressing the recommendations of the last inspection
- There have been improvements in the standards achieved by pupils at the end of each phase
- It provides a positive environment where all staff work well together in the best interests of pupils
- Staff share good practice effectively by observing and reviewing each other's lessons
- Effective partnerships help to enrich pupils' experiences and wellbeing

However:

- Leaders are not always clear enough about their accountability for school improvement actions and do not ensure that agreed actions are completed in a timely manner
- Governors do not challenge leaders robustly enough about the progress they make in meeting school improvement targets
- Leaders and managers do not always identify important matters that require improvement

Recommendations

- R1 Improve outcomes of pupils who are eligible for free school meals, particularly in key stage 2
- R2 Improve pupils' attendance and punctuality
- R3 Ensure that the curriculum provides appropriate time, breadth and balance and allows pupils to develop their literacy and numeracy skills in a wide range of subjects
- R4 Ensure that leaders and managers oversee, monitor and evaluate provision with rigour
- R5 Ensure that governors provide enough challenge to the school

What happens next?

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

Main findings

How good are outcomes?

Good

Standards: Good

Many pupils join the school with standards below average for their age, but most of them make good progress as they move through the school. In nursery and reception classes pupils learn the class routines quickly. They listen well to adults and develop confidence in speaking. They build on these skills well in upper Foundation Phase classes and develop independence appropriately in making choices about what and how they learn through the variety of imaginative activities provided.

In key stage 2, most pupils make good progress over time although this varies according to the subject. Almost all pupils adapt well to the setting arrangements for English and mathematics, and settle quickly into their different classes.

Many pupils join the school with limited experience of books and reading activities. In the Foundation Phase, most pupils develop a good understanding of phonics and use these effectively to decode words in reading and attempt to spell words that are new to them. By the end of Year 6, many pupils read at a level at least in line with their chronological age. While more able pupils develop appropriate higher order reading skills, many other pupils are still developing basic comprehension skills.

By the end of the Foundation Phase, most pupils write well and with enthusiasm. They learn to form letters correctly and convey their ideas legibly in simple sentences. In key stage 2, most pupils make good progress in improving their writing across a range of genres in English lessons. They join their writing neatly and make a good attempt at spelling. However, although more able pupils occasionally use rich vocabulary to express their ideas, most pupils' writing lacks excitement and interest. Pupils do not extend their writing enough in other subjects to develop their creativity.

Across the school, almost all pupils make good progress in developing their numeracy skills in mathematics lessons but only use these occasionally in other lessons. In the Foundation Phase they gain a sound understanding of number values and begin to use this in solving simple problems. In key stage 2, most pupils produce accurate work in mathematics that shows their confidence in a range of mathematical topics.

Most pupils with additional learning needs make steady progress. Almost all pupils in the specialist resource base make particularly good progress and, in many cases, this enables them to reintegrate in mainstream classes while still in primary education.

Many pupils show positive attitudes to learning Welsh and build appropriately on their skills as they move through the school. Most pupils in the Foundation Phase understand and respond appropriately to familiar greetings and instructions in Welsh and can read and write simple phrases with reasonable confidence. By the time they

reach Year 6, most pupils' spoken and written use of familiar language patterns is appropriate for their age. However, few pupils read with understanding and their writing is underdeveloped.

At the end of the Foundation Phase, pupils' performance at the expected and higher outcome in literacy and mathematical development shows a trend of improvement over the last three years. When compared with similar schools, performance at the expected and higher outcomes has placed the school in the top 25% in three of the last four years.

At the end of key stage 2, pupils' performance at the expected level 4 and higher level 5 in English, mathematics and science shows continuing improvement. It has placed the school in at least the higher 50% for three of the last four years when compared with similar schools. In 2015, performance placed the school in the top 25% for performance at the expected level 4. However, National Reading Test data indicates that standards in reading are at a lower level than these outcomes suggest.

Pupils eligible for free school meals perform as well as their peers in attaining the expected outcome at the end of the Foundation Phase but perform less well at the higher outcome. At the end of key stage 2, pupils eligible for free school meals do not perform as well as other pupils by a notable margin.

Wellbeing: Adequate

All pupils feel safe and know whom to go to at school if they feel worried or upset. They recognise the importance of healthy eating and understand clearly what they need to do to stay fit and healthy. Many pupils participate in a range of sporting and fitness-related extra-curricular activities with enjoyment, for example the football, dance and Aikido clubs. They understand the importance of safe use of social media.

The school council is an effective, democratically-elected body. Members gather the views of other pupils and act on them appropriately. They feel that their actions have a positive impact on school life. For example, they have focused on improving the reading corners in classrooms and feel that this has encouraged more pupils to enjoy reading. They are confident that they are listened to by leaders in the school and that their opinions matter and are respected.

Nearly all pupils are enthusiastic, enjoy their lessons and contribute eagerly to all aspects of their learning. Pupils' behaviour across the school is good and they are courteous and welcoming towards visitors. Pupils care for each other well and show respect for others in lessons and during break time.

However, pupils' attendance is not good enough, placing the school in the lower 50% in 2013 and 2014 when compared with other similar schools. In addition, a few pupils arrive late for school and miss the start of lessons.

Key Question 2: How good is provision?

Good

Learning experiences: Adequate

Overall, the school's curriculum provides a suitable range of engaging learning experiences and meets the statutory requirements of the National Curriculum, the Foundation Phase and religious education. In the Foundation Phase, all pupils have well-planned opportunities to develop and apply their learning in practical and imaginative contexts, which develop their skills systematically across all areas of learning. They enjoy regular access to the outdoor learning environment, which provides a rich resource for stimulating their development. Teaching time in the Foundation Phase meets Welsh Government recommendations.

In key stage 2, the majority of lessons have a positive focus on developing pupils' literacy and numeracy skills. However, during the inspection, teaching time fell below Welsh Government recommended guidance and this limited pupils' opportunities to experience a rich balance of learning across the curriculum. The school does not always provide enough opportunities for pupils to engage in high-quality learning experiences across the range of foundation subjects. This restricts pupils' opportunities to apply and extend their skills across the curriculum.

The school provides a good range of educational visits and extra-curricular activities that are highly valued by pupils and contribute purposefully to their enjoyment and engagement in learning.

Most teachers use a range of Welsh commands and phrases during lessons but the school does not have a structured system to develop pupils' skills in Welsh well enough. The school's provision for developing pupils' knowledge and understanding of the history and culture of Wales is sound overall.

Provision for sustainable development and global citizenship is well established in the school. The school has an active eco committee, which successfully encourages pupils to collect litter, recycle, and conserve energy. Pupils' roles and responsibilities as global citizens are developed effectively through worthwhile links with Brazil and Kenya.

Teaching: Good

All teachers manage pupils' behaviour well to create a calm and comfortable learning environment. They have good working relationships with pupils and make their expectations clear. Overall, they have good up-to-date subject knowledge and, in most lessons, plan interesting activities that engage pupils well. The school has developed an appropriate common format for lesson planning that teachers use well to ensure that there is consistency in planning across the school. Teachers ensure that all lessons have clear learning objectives and share appropriate success criteria with pupils. Staff teams work together closely and plan effectively to meet the needs of pupils of different abilities both within classes and ability sets.

In most lessons, teachers ensure that pupils are clear about the task and provide appropriate support. They make good use of time by varying activities and

maintaining the pace of the lesson. However, a few teachers do not make sure that pupils understand the task well enough and a very few use unnecessary technical language that confuses pupils, for example to describe aspects of grammar. Most teachers use Welsh appropriately, but with varying degrees of confidence.

The school uses an appropriate range of standardised tests on a regular basis to evaluate and track pupils' progress. Pupils value their own involvement in the half-termly reviews for target setting and know their personal targets. The school has a clear marking code that, in the best practice, staff use well. However, marking does not always help pupils know how they can improve their work.

Overall, parents receive helpful information about their children's progress and wellbeing, although written reports for pupils in key stage 2 do not always include information about every subject.

Care, support and guidance: Good

The school places a strong emphasis on developing pupils' health and wellbeing. Relationships across the school are very positive and expectations of pupils' behaviour are high. As a result, pupils respond well and show a high level of care and concern for each other. The school provides many opportunities for pupils to take part in physical activities, such as in after school clubs that encourage pupils to participate in regular physical exercise. Arrangements for the promotion of healthy eating and drinking are good.

The provision for pupils' spiritual, moral and social development is good. During assemblies, pupils usually have appropriate opportunities to reflect and develop their spiritual awareness.

The school accesses a range of specialist services to ensure that pupils receive extensive levels of support and guidance, for example the speech and language service. Through the Supporting Family Change programme, vulnerable pupils receive appropriate support from an integrated team of professional agencies.

The school provides good support for pupils with additional learning needs. Leaders analyse a range of data effectively to identify pupils who need extra support. Individual education plans for pupils have clear targets for improvement and are reviewed regularly by pupils and staff. This enables the school to provide relevant intervention strategies to ensure that all pupils achieve well. These include programmes to develop younger pupils' speaking and listening skills. Literacy and numeracy interventions in key stage 2 help pupils to reach the expected levels for their age. Teaching assistants provide particularly effective support for pupils with additional needs both within the classroom and when working with groups and individuals on specific programmes.

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

Learning environment: Good

The school has a caring ethos and is an inclusive community that recognises and celebrates diversity. It encourages its pupils to “Aim High for Lifelong Learning” in all aspects of their behaviour and work. The promotion of equality of opportunity and a sense of fairness for all is evident in the work of the school. The school ensures that pupils with disabilities and disadvantaged pupils have equal access to both the curriculum and extra-curricular opportunities. This contributes successfully to the positive ethos of the school.

The school makes effective use of its spacious accommodation, which is of good quality and sufficient for the number of pupils on roll. It provides a welcoming environment for all pupils. Classrooms and learning support areas are well organised and pupils have access to a good range of learning resources to support their progress. There is a well-developed outdoor learning area for Foundation Phase pupils.

How good are leadership and management?	Adequate
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Leadership: Adequate

The headteacher has high expectations and aspirations for all pupils that she shares successfully. This results in a positive environment where all staff work well together to promote pupils’ wellbeing and raise standards. Parents and governors understand the vision and support staff in creating a school where all pupils feel safe and secure.

Senior leaders work closely together to fulfil their roles and responsibilities competently. They support most staff well to ensure they implement agreed teaching and learning strategies consistently. They meet regularly to review information about pupils’ progress and performance. However, leaders do not always ensure that agreed actions are completed in a timely manner. Not all leaders are clear enough about their accountability for the impact of important school improvement actions.

Performance management procedures are effective in identifying the training and development needs of most staff. All staff have appropriate targets, which support the school’s improvement priorities.

The headteacher provides governors with sufficient information about the school’s performance and the progress it makes towards achieving its aims. They visit the school regularly and have begun to take part in learning walks to monitor the quality of the learning environment. Consequently, they have a satisfactory understanding of the school’s strengths and areas for improvement. However, they do not challenge leaders robustly enough about the progress they make in meeting school improvement targets. For example, the school has not improved pupils’ attendance quickly enough.

The school is making sound progress in addressing national priorities. It has appropriate plans to improve pupils’ literacy and numeracy skills and the outcomes for disadvantaged pupils. However, these lack measurable targets to allow leaders and governors to monitor them closely enough.

Improving quality: Adequate

The school considers a range of appropriate first-hand evidence to evaluate its strengths and weaknesses in the quality of teaching and learning. This includes lesson observations and the monitoring of pupils' work. Leaders analyse a range of data well to measure pupils' performance. They listen and act upon the views of pupils. For example, the school invested in new reading books following the school council's evaluation of the quality of reading areas.

The self-evaluation report is suitably thorough and identifies priorities for the school development plan. However, leaders and managers are not always rigorous enough in identifying important areas that require improvement. For example, the school has not identified weaknesses in its curriculum planning and organisation.

The school development plan is a concise document, which provides governors and all staff with clear information about the school's improvement priorities. Most leaders plan suitable actions, for example in order to improve standards of literacy, and numeracy. They identify useful resources and the necessary training required to implement these actions successfully. However, the school does not set clear enough timescales, targets and success criteria in most action plans. This restricts leaders in monitoring and evaluating the impact of development plans effectively enough.

Partnership working: Good

The school has developed effective partnerships with parents, pre-school settings and partner secondary schools. These partnerships have a positive impact on outcomes for pupils. Parents are well informed about important issues and feel confident in approaching the school with any issues or questions they may have.

The school supports the parents of vulnerable children particularly well. Working closely with preschool settings, through the Supporting Family Change programme, the school helps families to seek extra support from health and education agencies before their children arrive in nursery. This strengthens the partnership between the school and the home, and helps pupils to settle into school life more easily.

Transition arrangements for pupils moving to secondary school are effective. Pupils for whom the transition presents extra challenge are supported through an enhanced programme. This programme provides vulnerable pupils in the school with greater access to the secondary school before the end of the summer term. Staff from both schools provide these pupils with effective additional support to smooth the process.

The school has established close links with several employers and businesses in the local community. Ministers from local churches provide useful input to assemblies that help pupils to develop their spiritual and moral wellbeing.

Resource management: Good

The school employs enough teachers and learning support staff. They carry out the roles and responsibilities defined in their job descriptions well. In most year groups,

there is an appropriate balance of staff skills and expertise. The ability setting arrangements in key stage 2 have added challenge for new staff this term. However, more experienced teachers provide them with appropriate support. All teachers receive their statutory entitlement to planning, preparation and assessment time.

Leaders identify the the professional development needs of individual staff members appropriately. They make good use of regular staff meetings and school closure days to provide training in new teaching and learning strategies. The school promotes the sharing of good practice effectively by ensuring all staff observe and review each other teaching or supporting pupils.

The school co-operates well with local primary schools to develop new teaching approaches. This has led to improvements in the way pupils use learning objectives and success criteria to assess the progress they make in lessons.

The school makes suitable use of the Pupil Deprivation Grant to improve outcomes for the majority of disadvantaged and vulnerable pupils. For example, the additional support that pupils receive for literacy and numeracy is beginning to have an impact on the standards that they achieve.

The school uses its funds well to ensure the school accommodation is an attractive environment for pupils to enjoy. The school's decisions about expenditure link appropriately to the priorities in the development plan for raising pupils' standards and wellbeing. The headteacher works efficiently with the local authority to monitor expenditure closely. She co-operates well with the finance sub-committee to approve the budget and to set priorities for expenditure. However, the governing body does not always monitor the impact of spending decisions on pupils' standards rigorously enough.

Considering the standards achieved by pupils, the school offers good value for money.

Appendix 1: Commentary on performance data

6762384 - Ty Sign Primary School

Number of pupils on roll	434
Pupils eligible for free school meals (FSM) - 3 year average	33.2
FSM band	5 (32%<FSM)

Foundation Phase

	2012	2013	2014	2015
Number of pupils in Year 2 cohort	46	38	51	65
Achieving the Foundation Phase indicator (FPI) (%)	84.8	76.3	90.2	93.8
Benchmark quartile	1	3	1	1
Language, literacy and communication skills - English (LCE)				
Number of pupils in cohort	46	38	51	65
Achieving outcome 5+ (%)	84.8	76.3	90.2	93.8
Benchmark quartile	1	3	1	1
Achieving outcome 6+ (%)	30.4	36.8	33.3	50.8
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	46	38	51	65
Achieving outcome 5+ (%)	91.3	76.3	90.2	93.8
Benchmark quartile	1	3	1	1
Achieving outcome 6+ (%)	28.3	34.2	37.3	44.6
Benchmark quartile	1	1	1	1
Personal and social development, wellbeing and cultural diversity (PSD)				
Number of pupils in cohort	46	38	51	65
Achieving outcome 5+ (%)	93.5	84.2	98.0	96.9
Benchmark quartile	1	3	1	2
Achieving outcome 6+ (%)	47.8	44.7	60.8	81.5
Benchmark quartile	1	2	1	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.

6762384 - Ty Sign Primary School

Number of pupils on roll	434
Pupils eligible for free school meals (FSM) - 3 year average	33.2
FSM band	5 (32%<FSM)

Key stage 2

	2012	2013	2014	2015
Number of pupils in Year 6 cohort	52	49	56	59
Achieving the core subject indicator (CSI) (%)	80.8	77.6	85.7	91.5
Benchmark quartile	1	2	1	1
English				
Number of pupils in cohort	52	49	56	59
Achieving level 4+ (%)	84.6	81.6	85.7	93.2
Benchmark quartile	1	2	2	1
Achieving level 5+ (%)	9.6	18.4	26.8	30.5
Benchmark quartile	4	3	3	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	52	49	56	59
Achieving level 4+ (%)	80.8	77.6	87.5	93.2
Benchmark quartile	2	3	2	1
Achieving level 5+ (%)	9.6	16.3	32.1	33.9
Benchmark quartile	4	4	2	2
Science				
Number of pupils in cohort	52	49	56	59
Achieving level 4+ (%)	88.5	79.6	91.1	93.2
Benchmark quartile	1	3	2	1
Achieving level 5+ (%)	9.6	18.4	35.7	35.6
Benchmark quartile	4	3	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.

* 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.	97	97 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	97	91 94%	6 6%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	97	97 100%	0 0%	Rwy'n gwybod pwy i siarad ag ef/â hi os ydw I'n poeni neu'n gofidio.
		97%	3%	
The school teaches me how to keep healthy	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.	97	97 100%	0 0%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	97	96 99%	1 1%	Rwy'n gwneud yn dda yn yr ysgol.
		96%	4%	
The teachers and other adults in the school help me to learn and make progress.	97	97 100%	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.	97	97 100%	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.	97	95 98%	2 2%	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.	97	96 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	90 93%	7 7%	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	87 90%	10 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.	99	65 66%	34 34%	0 0%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		64%	33%	3%	1%		
My child likes this school.	97	77 79%	19 20%	1 1%	0 0%	2	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.	99	79 80%	19 19%	1 1%	0 0%	1	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.	98	66 67%	30 31%	2 2%	0 0%	2	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		62%	34%	3%	1%		
Pupils behave well in school.	94	36 38%	53 56%	5 5%	0 0%	6	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		48%	47%	4%	1%		
Teaching is good.	98	63 64%	35 36%	0 0%	0 0%	2	Mae'r addysgu yn dda.
		62%	36%	2%	0%		
Staff expect my child to work hard and do his or her best.	98	71 72%	26 27%	1 1%	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.	98	56 57%	38 39%	4 4%	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.	95	62 65%	28 29%	5 5%	0 0%	5	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.	97	56 58%	40 41%	1 1%	0 0%	2	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.	99	64 65%	34 34%	1 1%	0 0%	1	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.	82	52 63%	25 30%	5 6%	0 0%	16	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.	99	51 52%	37 37%	10 10%	1 1%	1	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.	99	72 73%	25 25%	2 2%	0 0%	1	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.	90	48 53%	40 44%	2 2%	0 0%	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.	95	54 57%	40 42%	1 1%	0 0%	5	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.	74	44 59%	23 31%	7 9%	0 0%	21	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.	93	54 58%	38 41%	1 1%	0 0%	7	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
The school is well run.	99	72 73%	26 26%	1 1%	0 0%	1	Mae'r ysgol yn cael ei rhedeg yn dda.

Appendix 3

The inspection team

Rosemary Lloyd Lait	Reporting Inspector
Peter Morris	Team Inspector
Iwan Lloyd Jones	Team Inspector
Andrea Louise Davies	Lay Inspector
Andrew Brasington	Peer Inspector
Alison Dacey (Headteacher)	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.