



Rhagoriaeth i bawb – Excellence for all

Arolygiaeth Ei Mawrhydi dros Addysg
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate
for Education and Training in Wales

A report on

**Barry Island Primary
Clive Road
Barry Island
Barry
Vale of Glamorgan
CF62 5UZ**

Date of inspection: July 2014

by

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

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

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

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

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

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

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

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Context

Barry Island Primary School serves the community of Barry Island in the Vale of Glamorgan local authority. The area is relatively disadvantaged and about 20% of pupils are eligible for free school meals. This is above the average for the local authority and close to the average for Wales.

The school provides education for pupils aged three to 11. About 7% of pupils have been identified by the school as having additional learning needs. No pupils have a statement of special educational needs. Very few pupils speak Welsh as a first language or speak English as an additional language. At the time of the inspection there were 237 pupils on roll. Forty seven pupils in the nursery attend school part-time.

The previous inspection of the school was in June 2008. The present headteacher was appointed in 2012.

The individual school budget of per pupils for Barry Island Primary School in 2013-2014 means that the budget is £3,442. The maximum per pupil in the primary schools in the Vale of Glamorgan is £7,758 and the minimum is £2,718. Barry Island Primary School is 28th out of the 48 primary schools in the Vale of Glamorgan in terms of its budget per pupil.

Summary

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

Current performance

The school's current performance is excellent because:

- by the end of key stage 2, almost all pupils make very good progress relative to their starting point;
- pupils eligible for free school meals nearly all achieve very well;
- pupils of all abilities are encouraged and supported to reach their full potential in academic, sport, technology and cultural activities;
- pupils have outstanding opportunities to use digital technology to support their learning;
- the school's arrangements for supporting pupils with additional learning needs are highly effective;
- the arrangements for monitoring and reporting on pupils' progress are very purposeful and clear;
- the school has very strong and effective partnerships with parents;
- the school's curriculum is rich and diverse;
- teaching is consistently good; and
- the learning environment is stimulating and attractive.

Prospects for improvement

The school's prospects for improvement are excellent because:

- the headteacher provides dynamic and highly effective leadership;
- all staff have high expectations of all pupils;
- the quest for improvement is at the heart of all aspects of the school's activities;
- self-evaluation is very thorough, honest and used to drive improvement;
- all members of staff feel highly valued and contribute very well to all aspects of school improvement;
- parents support their children and the school very well;
- the extensive range of partnerships support improvement very effectively;
- the governors challenge the school to improve further; and
- the careful management of resources helps to ensure excellent outcomes for pupils.

Recommendations

R1 Improve the handwriting and presentation skills of pupils in key stage 2

R2 Ensure that teaching is consistently good across the school

What happens next?

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

Estyn will invite the school to prepare a written case study describing the excellent practice identified during the inspection.

Main findings

| | |
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| Key Question 1: How good are outcomes? | Excellent |
|---|------------------|

Standards: Excellent

Pupils enter the school with a wide variation in initial skills and abilities. As they progress through the school, nearly all pupils make very good progress and achieve to their potential.

Pupils throughout the school have been good oral skills. They listen attentively to adults and fellow pupils in class and are eager to make their own contributions to whole class and group work. They do this frequently when taking on different roles in projects where they work collaboratively. A few pupils who have roles as digital leaders have spoken at national conferences about how other schools could improve digital learning.

Pupils throughout the school have good reading skills. Pupils in the Foundation Phase enjoy reading and all know what they need to do to improve their reading further. They use their phonic skills well to decode unfamiliar words. Pupils in Year 6 read accurately, confidently, fluently and with good expression. Most can discuss the plot of 'A Midsummer Night's Dream' and its characters with interest and enthusiasm.

Overall, pupils have good writing skills and they write extensively for a wide range of purposes. They use their writing skills well in all subjects and use a range of media to present their work. They respond positively to teachers' critical comments and frequently redraft their work digitally. A minority of pupils in upper key stage 2 do not always present their work tidily and have weak handwriting skills. However, nearly all of these pupils improve the standard of presentation of their work as they progress through the school year.

As pupils progress through the school, they develop an increasingly wide range of skills that all contribute towards raising their literacy and numeracy as well as their artistic and creative skills. For example, pupils in Year 6 recently researched the characteristics and behaviour of different animals and discovered stories, myths and legends about the animals. They then thought up an original collective noun that best described the animals as a group. All the pupils then wrote highly imaginative poems about the groups of animals and created works of art to illustrate the poem, for example an 'Ostentation of Peacocks' and a Smack of Jellyfish'. They published their work digitally as well in book format.

Pupils throughout the school have very good numeracy skills and they use them effectively in most subjects as well as in highly imaginative project work. In the Foundation Phase, pupils measure and calculate weight, length and volume accurately using appropriate scales. They draw bar charts showing the frequency of animals in a particular ecosystem. Older pupils, in key stage 2, apply their numerical skills in a wide variety of ways. They frequently undertake projects that enable them to apply their numerical skills in realistic contexts, such as comparing the costs of different kinds of mobile phone contracts and working out the amount and costs of building materials on a housing development.

Across the school, pupils have outstandingly good skills in information and communication technology (ICT) and use these well to enhance their learning across the curriculum. They use a wide range of computers and other electronic devices exceptionally well as a means of improving their literacy and numeracy skills as well as their technological skills. Older pupils develop their skills in literacy, technology and particularly numeracy very well by using computer software to design fuel efficient vehicles. During a recent project, a group of pupils used data analysis from real-life car designs, taking account of drag calculations and aerodynamics, to design a fuel-efficient racing car. They constructed their own vehicle model and took part in a national competition, against key stage 3 pupils in other schools, where they used their skills in entrepreneurial thinking, speaking and listening and collaboration exceptionally well.

All pupils have a positive attitude towards learning Welsh and enjoy speaking the language. Nearly all pupils make good progress in learning Welsh in the Foundation Phase. They speak, read and write with developing accuracy, which is appropriate to their age and ability. As pupils progress through key stage 2, most pupils ask and answer a good range of simple questions effectively. They read simple texts accurately, write simple sentences correctly and spell common words accurately in a good range of genres. Pupils use their ICT skills effectively to record their oral skills and redraft their work. Nearly all pupils have a good awareness of the culture and heritage of Wales.

At the end of the Foundation Phase, in 2013, the performance of pupils at the expected outcome 5 places the school in the higher 50% for the Foundation Phase indicator, literacy skills and mathematical development when compared with similar schools. In 2013, at the higher outcome 6 pupils' performance places the school in the top 25% for mathematical development and the higher 50% for literacy.

At the end of key stage 2, in 2013, the performance of pupils at the expected level 4 in English, mathematics and science places the school in the lower 50% but in the higher 50% for the core subject indicator when compared with similar schools. At the higher level, pupils' performance places the school in the top 25% for English, mathematics and science. In the three previous years, pupils' performance at the higher level placed the school in the top 25% in nearly all subjects in each year except for 2012 when pupils' performance in English placed it in the higher 50%.

Pupils eligible for free school meals perform nearly as well as their peers. Over the past four years the performance of pupils in the school in the core subject indicator at level 4, at the end of key stage 2, has been, on average, 26 percentage points better than the average for schools in Wales.

Wellbeing: Adequate

Nearly all pupils have very positive attitudes to keeping healthy and know how important it is to eat the right foods, to take plenty of exercise and to drink enough water. All pupils participate enthusiastically in a five minute exercise 'wake up' to ensure that they are ready for the start of the school day.

All pupils feel safe and secure in school, they are very confident to talk to adults and know that their concerns will be dealt with quickly and fairly. They all have a very clear understanding of the school's practices for making sure that they are safe in school. All pupils show care, consideration and respect for themselves, others and adults. They are courteous and polite and very eager to talk about what they can do and have achieved.

Attendance levels have fluctuated over the past five years, and the school has moved between the top 25% to the lower 50% of similar schools. In 2012-2013, the school was in the bottom 25% for attendance when compared with similar schools. A pupil led school initiative has made great strides in improving attendance for the current year and attendance has improved by nearly two percentage points.

Nearly all pupils participate enthusiastically in a wide range of lunch time and after school clubs. Many older pupils visit European countries and use their learning logs well to keep their parents up-to-date with all the activities that they are doing. Pupils make a valuable contribution to the planning of several local regeneration projects, which broaden their understanding of community life.

The school council plays a very active role in the life of the school. For example, it has influenced the way in which the school uses homework and plays a thoughtful role in the school's self-evaluation activities.

| |
|---|
| Key Question 2: How good is provision? |
|---|

| |
|------------------|
| Excellent |
|------------------|

Learning experiences: Excellent

The school provides an exceptionally wide range of learning experiences through a broad, balanced and innovative curriculum. Staff plan systematically for pupils' independent active learning across all learning areas to ensure continuity and progression in all skills.

All staff make sure that their plans for developing pupils' literacy and numeracy skills match the needs of each individual pupil. They set individual targets and goals, which ensure that lessons challenge pupils of all abilities. All staff use technology exceptionally well to develop pupils' literacy and numeracy skills as well as their ICT skills very effectively.

The school's planning for digital learning is outstanding. All staff plan and use a wide range of digital resources and applications in their teaching to enhance the skills-based curriculum. The school uses highly innovative and effective practices in developing Hwb and Hwb + learning. For example, pupils use Hwb to upload their home learning and research work.

The school provides excellent opportunities for more able and talented pupils to develop to a very high level in academic, sporting, artistic and technological skills. For example, talented writers do a challenging two day 'Charles Dickens Experience' in which pupils become immersed in an 'episode' of 'A Christmas Carol' acted by storytellers and actors. After meeting, conversing and reflecting upon characters from the book, pupils participate in challenging writer workshops to extend their writing skills to a very high level.

All staff promote the Welsh language effectively through a range of interesting activities such as the daily 'five a day' Welsh exercise programme. All staff use Welsh regularly in lessons and around the school. They promote the use of Welsh successfully in assemblies where pupils have opportunities to sing a good range of Welsh hymns and songs. The school also has a successful Eisteddfod and pupils benefit from participating in activities linked to the national Urdd eisteddfod, which include recitation and singing. Teachers develop pupils' knowledge of Welsh culture and traditions successfully in topic work across the curriculum, especially in art, geography, history and music.

The school provides very good opportunities for pupils to get involved in projects conserving energy and recycling many products. Staff organise many activities with the local community such as litter picking and joint gardening projects. Pupils learn about the lives of others in the wider world through first-hand experiences, overseas visits and discussion with visitors to school.

Teaching: Good

Teachers throughout the school have high expectations of pupils and consistently challenge them to do of their best. They ask pupils systematically what they have learnt, what they have found challenging and what they will do differently next week. In lessons, teachers regularly refer to each pupil's targets and the achievement of the success criteria for the learning activity. Teachers' effective planning ensures that pupils keep on task and learning proceeds at a brisk pace. Teachers use questioning techniques well to ensure that all pupils are challenged to think and to reflect on what they have learnt.

Most teachers plan very well for the varying needs of pupils. All pupils have individual targets for improvement in each subject and teachers refer to these often, both in class and when marking pupils' work. However, in a few cases teachers do not plan well enough to ensure that pupils have all the skills to carry out tasks or that the planned tasks meet the needs of the full range of pupils.

All teachers manage pupils' behaviour very well. They use a wide range of effective strategies to do this, including consistent implementation of the school's practices on safety, respect and responsibility, which all pupils know well.

All teachers mark pupils' work thoroughly and constructively. Teachers' comments refer to pupils' individual targets and encourage pupils to redraft their work, often electronically. Teachers involve pupils well in agreeing their targets for the next stage of learning. Pupils also contribute to their own assessment and that of their fellow pupils.

The school keeps extensive electronic records of the progress and attainment of all pupils. The consistent use of these records to track progress leads to rapid identification of any pupils whose progress is not as good as it could be. This leads to speedy action to ensure that the causes are investigated and remedial action put into place.

The school provides parents with regular, clear, informative and very individual reports on pupils' progress and achievements. The reports all include useful targets for improvement, to which pupils also contribute.

Care, support and guidance: Excellent

The school has comprehensive, consistent and very effective arrangements to ensure that pupils receive exceptionally high levels of care and support. The strategies to encourage good behaviour are based on respect, tolerance and a thorough understanding by pupils of the school's practices for dealing with any form of discrimination or bullying. Staff expect older pupils to try three ways to sort out any differences of opinion before approaching staff. This enables pupils to gain confidence and to resolve their own problems successfully.

The school has very good arrangements to promote healthy eating and drinking. There are excellent opportunities for pupils to take plenty of exercise through timetabled physical education lessons, extra-curricular activities and well-organised games at playtimes.

There is very good, consistent care taken to ensure that pupils' spiritual, social and moral development is very well developed. The daily assemblies are vibrant, thought provoking and challenging.

The school has robust and effective systems in place to identify any additional learning needs of pupils as early as possible through the excellent tracking and monitoring processes. Pupils' needs are very well planned for with clear targets for improvements through a wide variety of intervention programmes. These are highly individual and effective. As a result, most pupils make very good progress.

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

Learning environment: Excellent

The school is fully inclusive and all pupils have full access to all aspects of the curriculum. The school is particularly effective in challenging gender stereotypes, for example in ensuring that local construction companies send female as well as male engineers and tradespeople to talk to pupils about working in industry.

The learning environment, considering the age of the building and the site, provides a calm yet stimulating and attractive environment for both teaching and learning. The many attractive murals and displays, both in corridors and in classes, provide good information to enhance learning and to show pupils' work to best advantage. The school has adapted all possible outbuildings to provide additional learning facilities for small group work. All learning areas, throughout the school, have excellent access to a wide range of ICT equipment, which all pupils use as a natural part of their learning. The outdoor learning areas are well maintained and creatively adapted for play and games.

The school has created a stimulating and attractive learning garden on disused land near to the school. The raised beds for flowers and vegetables, performance stage, nature reserve and story circle in the garden complement and extend the range of learning experiences accessible to all pupils well. Every Tuesday the whole school has a picnic in the garden. This regular occasion fosters the close family ethos of the school effectively.

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

Leadership: Excellent

The headteacher provides dynamic and very effective leadership to the school. He constantly looks for any opportunities to bring new first-hand learning experiences to pupils that meet their individual needs and enable them to learn in the most effective way. The headteacher has established a clear vision and direction for the school. Senior leaders have extremely high expectations and strive for excellence in all pupils and staff. All members of the senior leadership team understand their roles clearly and carry out their work effectively. They have developed a successful system of distributed leadership and a strong team ethos across the school.

All staff work together well and contribute effectively to a well-planned programme of activities that focuses appropriately on raising standards. The school has very detailed and effective systems and procedures that are designed to meet its challenging targets for improvement. All staff have a clear focus on raising standards and use data very well to monitor and challenge individual pupils' performance.

The school has highly effective performance management systems for all teachers and learning support assistants. These arrangements support staff to improve their practice through setting personal targets that focus on whole-school developments. Staff often film their own lessons to reflect on their own teaching and learning activities. This innovative activity is used as a starting point for discussion on aspects of effective practice and areas for improvement.

The school is dynamic and innovative and at the forefront of a range of sector-leading learning activities such as digital learning, technology and construction. Leaders and managers plan and pilot these initiatives carefully before introducing them across the school.

The governors support the school very well under the successful leadership of an effective chair and vice-chair of governors. They undertake their responsibilities conscientiously and take a strong interest in the day-to-day life of the school. They have a detailed knowledge of the school's current priorities and a good understanding of its performance compared with that of other schools. They participate fully in the school's self-evaluation processes. The governing body is an effective critical friend, it supports the school successfully and sets challenging targets for improvement.

Improving quality: Excellent

The on-going quest for excellence in all aspects of provision and standards is at the heart of the school's self-evaluation processes. The well-established self-evaluation process is rigorous and involves a wide range of stakeholders, including pupils, former pupils, governors, parents and members of the local community at the annual self-evaluation day.

The outcomes of self-evaluation provide a very accurate assessment of the school's strengths and areas for development. Regular monitoring of pupils' work books, learning walks, lesson observations and data analysis give the school an accurate picture of the school's strengths and areas for further development. Senior leaders use this information very effectively to determine clear priorities and targets for school improvement. The school improvement plan prioritises a realistic number of clear, measurable targets, identifies the staff with responsibility for delivery and sets realistic timescales. The plan considers costs and allocates the necessary funds well. Implementation of this plan is having a very positive impact on standards, with priorities such as literacy and numeracy developing extremely well.

The school is a very strong and well-established learning community. All staff belong to a wide range of learning communities both within the school and within the local cluster and family of schools network. Good mentoring for new teachers through the school's buddy system enables these teachers to develop effective teaching skills. All staff benefit from a comprehensive programme of training opportunities that supports their continuous professional development well. Experienced teachers visit other schools to model lessons and share good practice to improve standards across the family of schools. Senior staff lead family of schools network initiatives to develop digital skills and thinking skills. The school shares its sector-leading practice on digital technology with other schools throughout Wales, as well as schools in England, Canada and Spain.

The school has been very effective in continuing to improve standards and quality of provision since the last inspection.

Partnership working: Excellent

The school has outstanding strategic partnership links, which have a significant impact on pupils' standards and extend their learning opportunities successfully. Very effective links with many large multinational technology companies provide the school with valuable resources and support pupils' learning effectively. Through strong links with the local community, the school enriches pupils' learning experiences. For example, Year 4 pupils recently visited a building site to see the processes involved in construction and engineering work.

The school's relationship with parents is very strong. Parents receive regular information about the life and work of the school through weekly class letters and through the outstanding use of social media. The school ensures that parents are directly and regularly involved in their children's learning through shared learning activities. These successful activities include 'show and see' days, concerts, parental learning walks and 'Family Friday' sessions. The school runs an open café before

many school events, which offers good opportunities for parents to meet staff in a relaxed atmosphere. The school's recent 'Men behaving Dadly' project has enabled many fathers to support their children's learning effectively. All these successful innovations ensure that parents feel very welcome in the school.

There are effective partnerships between the school and other agencies in the community. These include the local authority, health and social services. The school's successful family and schools together (FAST) programme has been used by an international charity as a case study for improving children's learning and development at home.

Resource management: Excellent

The school has systematic and thorough budgetary arrangements, and monitors and reviews expenditure rigorously. The school ensures that expenditure is linked very well with its objectives, targets and plans.

The school has an effective range of strategies in place for managing staff and resources. It deploys teachers and learning support assistants very well to meet the needs of all pupils. The school uses their expertise and experience successfully, particularly in the teaching of ICT, Welsh and physical education.

The school deploys support staff very well and they have a positive impact on pupils' attainment. The school sets relevant performance management targets for all teachers and teaching assistants, which are closely linked to the school improvement plan.

The school has a very good range of learning resources and manages these very well. Pupils throughout the school use a wealth of digital equipment confidently to enhance their learning.

The school provides excellent value for money.

Appendix 1

Commentary on performance data

At the end of the Foundation Phase, in 2013, the performance of pupils at the expected outcome 5 in literacy, mathematical development and the Foundation Phase indicator places the school in the higher 50% when compared with similar schools. Pupils' performance places the school in the top 25% for personal and social skills. In the previous year pupils' performance placed the school in the lower 50% for literacy skills and mathematical development and the top 25% for personal and social skills. In 2013, pupils' performance at the expected outcome was above the average for its family of schools and for Wales in literacy, mathematical development, personal and social skills and the Foundation Phase indicator. In 2013, at the higher outcome 6 pupils' performance places the school in the upper 50% for literacy and personal and social skills and the top 25% for mathematical development. In the previous year, pupils' performance placed the school in the top 25% for mathematical development and the higher 50% for literacy and personal and social skills.

At the end of key stage 2, in 2013, the performance of pupils at the expected level 4 in the core subject indicator places the school in the higher 50% but in the lower 50% for English, mathematics and science when compared with similar schools. In the previous two years, the performance of pupils at the expected level placed it in the higher 50% for all indicators. Between 2009 and 2012, pupils' performance in achieving the expected level was above the average for its family of schools and for primary schools in Wales for all of the core subjects in every year. In 2013, the performance of pupils in the core subjects resulted in the school performing at slightly less well than the average for the family of schools. In that year, pupils performed better than the average for Wales in English, at the average in mathematics and slightly less than the average in science. At the higher level, pupils' performance in 2013 places the school in the top 25% of similar schools in all subjects. Pupils' performance for the last five years has placed it in the top 25% for all subjects other than in 2012 when it was in the higher 50% for English. Generally, over the past four years, pupils' performance in most subjects at the higher level has been well above the average for the family and Wales.

At the end of the Foundation Phase, in 2013, pupils eligible for free school meals performed better than the average for the family, for the local authority and for Wales. The difference between the performance of boys and girls varies each year, although in 2013, far fewer boys gained outcome 6 for personal and social skills.

In key stage 2, in the last four years, pupils eligible for free school meals have performed better than their peers in comparison with the averages for the family of schools and Wales. Over the past four years, the performance of pupils at the end of key stage 2 in the core subject indicator at the expected level has been 26 percentage points on average better than the average for schools in Wales. Boys' and girls' performance at the end of key stage 2 varies considerably and in 2013 more boys than girls achieved the higher level.

Appendix 2

Stakeholder satisfaction report – responses to learner questionnaires

Primary Questionnaire (Overall)

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

| | Number of responses Nifer o ymatebion | | Agree Cytuno | Disagree Anghytuno | |
|---|---|--|-----------------|-----------------------|--|
| I feel safe in my school. | 101 | | 101 100% | 0 0% | Rwy'n teimlo'n ddiogel yn fy ysgol. |
| | | | 98% | 2% | |
| The school deals well with any bullying. | 101 | | 98 97% | 3 3% | Mae'r ysgol yn delio'n dda ag unrhyw fwlio. |
| | | | 92% | 8% | |
| I know who to talk to if I am worried or upset. | 101 | | 100 99% | 1 1% | Rwy'n gwybod pwy i siarad ag ef/â hi os ydw I'n poeni neu'n gofidio. |
| | | | 96% | 4% | |
| The school teaches me how to keep healthy | 101 | | 101 100% | 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. | 101 | | 101 100% | 0 0% | Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd. |
| | | | 96% | 4% | |
| I am doing well at school | 101 | | 99 98% | 2 2% | 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. | 101 | | 101 100% | 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. | 101 | | 101 100% | 0 0% | Rwy'n gwybod beth I'w wneud a gyda phwy i siarad os ydw I'n gweld fy ngwaith yn anodd. |
| | | | 98% | 2% | |
| My homework helps me to understand and improve my work in school. | 101 | | 99 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. | 101 | | 101 100% | 0 0% | Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith. |
| | | | 95% | 5% | |
| Other children behave well and I can get my work done. | 101 | | 88 87% | 13 13% | 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 | 101 | | 91 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. | 61 | 47 77% | 13 21% | 0 0% | 0 0% | 1 | Rwy'n fodlon â'r ysgol yn gyffredinol. |
| | | 63% | 33% | 3% | 1% | | |
| My child likes this school. | 63 | 51 81% | 12 19% | 0 0% | 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. | 63 | 53 84% | 10 16% | 0 0% | 0 0% | 0 | Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol. |
| | | 72% | 26% | 1% | 0% | | |
| My child is making good progress at school. | 63 | 46 73% | 15 24% | 1 2% | 0 0% | 1 | Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol. |
| | | 61% | 34% | 3% | 1% | | |
| Pupils behave well in school. | 63 | 30 48% | 27 43% | 5 8% | 0 0% | 1 | Mae disgyblion yn ymddwyn yn dda yn yr ysgol. |
| | | 45% | 46% | 4% | 1% | | |
| Teaching is good. | 63 | 48 76% | 14 22% | 1 2% | 0 0% | 0 | Mae'r addysgu yn dda. |
| | | 60% | 35% | 2% | 0% | | |
| Staff expect my child to work hard and do his or her best. | 63 | 50 79% | 11 17% | 1 2% | 0 0% | 1 | Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau. |
| | | 63% | 33% | 1% | 0% | | |
| The homework that is given builds well on what my child learns in school. | 63 | 30 48% | 25 40% | 1 2% | 1 2% | 6 | Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhentyn yn ei ddysgu yn yr ysgol. |
| | | 47% | 40% | 6% | 1% | | |
| Staff treat all children fairly and with respect. | 63 | 45 71% | 16 25% | 1 2% | 0 0% | 1 | Mae'r staff yn trin pob plentyn yn deg a gyda pharch. |
| | | 58% | 34% | 4% | 1% | | |
| My child is encouraged to be healthy and to take regular exercise. | 62 | 43 69% | 17 27% | 1 2% | 1 2% | 0 | Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd. |
| | | 59% | 36% | 2% | 0% | | |
| My child is safe at school. | 63 | 49 78% | 13 21% | 0 0% | 0 0% | 1 | Mae fy mhentyn yn ddiogel yn yr ysgol. |
| | | 66% | 31% | 1% | 0% | | |
| My child receives appropriate additional support in relation to any particular individual needs'. | 62 | 38 61% | 17 27% | 1 2% | 0 0% | 6 | Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol. |
| | | 50% | 34% | 4% | 1% | | |
| I am kept well informed about my child's progress. | 63 | 38 60% | 18 29% | 6 10% | 0 0% | 1 | Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn. |
| | | 49% | 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. | 63 | 47 75% | 14 22% | 2 3% | 0 0% | 0 | Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem. |
| | | 62% | 31% | 4% | 2% | | |
| I understand the school's procedure for dealing with complaints. | 62 | 29 47% | 23 37% | 4 6% | 0 0% | 6 | Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion. |
| | | 44% | 39% | 7% | 2% | | |
| The school helps my child to become more mature and take on responsibility. | 62 | 36 58% | 22 35% | 1 2% | 0 0% | 3 | Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb. |
| | | 56% | 39% | 2% | 0% | | |
| My child is well prepared for moving on to the next school or college or work. | 57 | 29 51% | 19 33% | 2 4% | 0 0% | 7 | Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith. |
| | | 42% | 34% | 4% | 1% | | |
| There is a good range of activities including trips or visits. | 63 | 44 70% | 16 25% | 2 3% | 0 0% | 1 | Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau. |
| | | 53% | 38% | 5% | 1% | | |
| The school is well run. | 63 | 50 79% | 12 19% | 0 0% | 0 0% | 1 | Mae'r ysgol yn cael ei rhedeg yn dda. |
| | | 61% | 32% | 3% | 2% | | |

Appendix 3

The inspection team

| | |
|----------------------------|---------------------|
| Ms Eleanor Davies | Reporting Inspector |
| Ms Ann Jones | Team Inspector |
| Mrs Rhiannon Mary Boardman | Lay Inspector |
| Ms Sally - Ann Wright | Peer Inspector |
| Mr Ty Golding | Nominee |

Copies of the report

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

Year groups, the Foundation Phase and key stages

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

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

Primary phase:

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

Secondary phase:

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

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

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

Glossary of terms – Primary

Foundation Phase indicator (FPI)

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

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

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

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

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

The core subject indicator (CSI)

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

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

- English or Welsh first language
- mathematics; and
- science

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

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

All-Wales Core Data sets

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

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

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