



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

A report on

**Millbrook Primary School
Parrett Road
Bettws
Newport
NP20 7DQ**

Date of inspection: November 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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Context

Millbrook Primary School is in the Bettws area of Newport. It caters for pupils between 3 and 11 years of age. There are currently 238 pupils on roll, including 32 pupils in the part-time nursery class. Most pupils live in the housing estate close to the school and nearly all are of white British ethnicity. No pupils speak Welsh at home. The school teaches its pupils in eight classes.

Approximately 35% of pupils are eligible for free school meals, which is well above the national average of 19%. The school identifies around 34% of pupils as having additional learning needs. This is above the national average of 25%.

The headteacher took up her post in 2007. The school's last inspection was in February 2009.

The school is currently a 'pioneer school' and is working with Welsh Government and other pioneer schools to take forward developments relating to the curriculum and professional learning.

The individual school budget per pupil for Millbrook Primary School in 2016-2017 means that the budget is £3,995 per pupil. The maximum per pupil in the primary schools in Newport is £4,945 and the minimum is £2,865. Millbrook Primary School is seventh out of the 44 primary schools in Newport 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 school's current performance is good because:

- Nearly all pupils make good progress, often from a low base
- Many pupils in key stage 2 use their literacy skills well in science and other topic work
- Nearly all pupils display positive attitudes to learning, concentrate well and show perseverance, which enables them to make good progress
- The behaviour of nearly all pupils is very good and they develop good social skills
- The school has a strong focus on nurturing and supporting vulnerable pupils, enabling them to succeed in reaching their personal goals
- The curriculum provides a wide range of stimulating learning experiences that motivate and meet the needs of most pupils
- Most teachers have high expectations and challenge pupils to achieve well
- The learning environment is a strong feature of the school and staff and pupils use it well for all aspects of school life

Prospects for improvement

The school's prospects for improvement are good because:

- The headteacher has a clear vision for the school and provides effective leadership
- The school's procedures for self-evaluation provide leaders with an accurate understanding of the school's strengths and identify areas for improvement
- The comprehensive development plan is a useful tool in addressing the school's priorities and bringing about measurable improvement
- Close working with a broad range of partners enriches and supports pupils' learning and wellbeing
- The school is a strong, reflective and proactive learning community in which many members of staff use their research findings to improve provision for pupils

Recommendations

- R1 Improve the performance of pupils who are eligible for free school meals and of boys in the Foundation Phase
- R2 Improve pupils' oracy skills in Welsh
- R3 Provide pupils with greater opportunities to develop their skills in information and communication technology (ICT)
- R4 Ensure that teachers' written feedback focuses more clearly on what pupils need to do to improve their work

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

Most pupils enter the school with levels of skills, knowledge and understanding that are below those expected of pupils of a similar age. During their time at the school, nearly all make good progress.

In the Foundation Phase, most pupils listen attentively to their teachers. Around half of the younger pupils in the Foundation phase have limited expressive language skills and do not speak clearly. By Year 2, many make good progress in developing their speech.

Most pupils in key stage 2 develop their listening skills well and pay close attention to one another's ideas when working in pairs or groups. Many make good progress in developing their oracy skills. By Year 6, they speak clearly and confidently and make strong progress in broadening their vocabulary.

Most pupils in the Foundation Phase make steady progress in learning to read. They associate letters with sounds and build on their phonic awareness to sound out regular words. As they progress through the Foundation Phase, many recognise irregular words and by Year 2, most read with appropriate fluency and developing expression. Many pupils demonstrate good levels of understanding. They correct themselves when they realise that a word does not make sense.

In key stage 2, most pupils continue to extend their reading skills well. They describe clearly how they deal with unfamiliar words and how they deduce their meaning from the words around them. Pupils name their favourite authors and discuss books they have read previously, describing plot, characters and settings. A few pupils have well-developed information retrieval skills, although many skim pages effectively when seeking key words in non-fiction books.

Many pupils in the Foundation Phase write neatly. They punctuate sentences correctly with capital letters and full stops. Pupils that are more able take care to spell difficult words, such as camouflage and regurgitate, correctly. Other pupils' spelling, when not correct, is a close approximation. They write for a range of purposes that includes book reviews, letters and recounts of activities and visits, using an appropriate writing style that suits their purpose.

In key stage 2, most pupils have legible handwriting and present their work neatly. They write in correctly punctuated paragraphs and include a wide range of punctuation marks that help to make their meaning clear. Most pupils' spelling is generally accurate and pupils that are more able use ambitious vocabulary to create vivid descriptions of the Chartist riots and the violence in Soweto.

Many pupils in the Foundation Phase and key stage 2 use their literacy skills well in science and other topic work. In history lessons in key stage 2, older pupils write moving poems about the First World War using powerful alliteration, such as: 'With head and heart held high with pride ...'

In the Foundation Phase, many pupils make strong progress in developing their mathematical skills. They use number lines and 100 squares to add and subtract two-digit numbers correctly. Most pupils use their knowledge of the 5 and 10 times tables to solve simple word problems. They develop measuring skills well and use standard units correctly to measure the length and weight of objects in the classroom.

Most pupils in key stage 2 continue to make good progress in mathematics. They read, write and order numbers up to a million and have a secure grasp of number facts. Many perform multi-step operations correctly, such as when they compare the manufacturing costs of gold and silver medals. They draw and measure angles accurately and demonstrate different types of symmetry. They read dials and scales correctly, a skill that they apply well in science investigations.

Overall, pupils in key stage 2 use only a narrow range of mathematical skills consistently well in other areas of the curriculum. They record measurements and present their findings in bar graphs. For example, they compare the flight times and distances of various paper aeroplanes. Older pupils use ICT efficiently to draw their graphs.

In the Foundation Phase, many pupils begin to develop their skills in ICT. Younger pupils use tablet computers to record their activities in and around the school and in Year 2, they programme simple robots to negotiate follow a course. In key stage 2, many pupils use a range of programs and applications to gather information from the internet and present in a number of imaginative ways. For example, they use green screen technology to provide realistic backdrops when comparing the lives of rich and poor Victorian children. Overall, however, pupils' skills in ICT are not well developed.

Pupils in the Foundation Phase make good progress in learning the Welsh language. They acquire a useful vocabulary that enables them to write about themselves, their likes and dislikes. Most pupils in key stage 2 continue to build proficiently on their Welsh writing skills. Older pupils in key stage 2 read simple texts in Welsh competently. However, most pupils' ability to speak Welsh is limited. Most lack the rapid recall of sentence patterns to engage in simple dialogue.

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

In the Foundation Phase, pupils' performance at the expected outcome in literacy and mathematical development generally places the school in the higher 50% when compared with similar schools, At the higher-than-expected outcome, performance in recent years has varied, placing the school between the lower 50% and top 25%.

In key stage 2, pupils' attainment over the past four years in English, mathematics and science at the expected level has fluctuated widely. At the higher-than-expected level, attainment in all subjects has placed the school generally in the higher 50% or the top 25% of similar schools.

Generally, girls tend to perform better than boys at the end of the Foundation Phase. At the end of key stage 2, boys outperform girls. Overall, pupils who are eligible for free school meals do not attain as well as other pupils do.

Wellbeing: Good

Nearly all pupils know how to live healthily and to stay safe, including when using the internet. They know the importance of a balanced diet, with many choosing to eat fruit at break times. Many older pupils actively promote healthy eating to the whole community through a weekly food co-operative. Many pupils enjoy participating in sporting and health-related extra-curricular activities, such as rugby, multi sports and dance clubs, in addition to regular physical education lessons.

Nearly all pupils behave well in lessons and around the school. They are courteous to adults and nearly all co-operate well with staff and each other. They engage in tasks enthusiastically and display positive attitudes to learning. Most concentrate well in lessons and persevere when they face difficulties.

Many pupils have a positive impact on the quality of school life through a range of committees. The leading lights group, digital leaders and the school council make pupils more aware of how to keep safe and healthy. For example, the school council has been effective in reducing rates of bullying after setting up 'friendship stops' and buddying arrangements. The eco committee promotes the importance of recycling and pupils show a good understanding of fair trade and the positive effect it has on the price paid to producers.

The most recent verified data shows that the rate of attendance places the school in the higher 50% of similar schools. Unverified recent data shows that attendance rates are continuing to improve. Nearly all pupils are punctual for the start of the school day.

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

The school provides a wide range of stimulating learning experiences that motivate and meet the needs of most pupils. The curriculum ensures good coverage of the Foundation Phase areas of learning and subjects of the National Curriculum. Planning for the development of pupils' skills in literacy is effective and ensures progression as they move through the school. However, opportunities for pupils to develop independent skills in numeracy and ICT across the curriculum are not well developed.

A wide range of relevant support and intervention programmes help many pupils who experience emotional difficulties highly effectively. This is a strength of the school. Many pupils participate enthusiastically in the school's extensive range of extra-curricular clubs, including its sports, music, writing and ICT clubs. These cater well for pupils' different interests.

Opportunities for pupils to develop their Welsh writing skills in formal lessons are effective. However, provision for developing pupils' oracy skills in Welsh and use of the language outside lessons is less effective. Visits to local historical sites, including the Caerleon amphitheatre and St Woolos Cathedral, enhance the curriculum well. Pupils learn about Welsh traditions in assemblies and at their annual eisteddfod.

Pupils have appropriate opportunities to consider the effect of human activity on the planet. Members of the eco-council promote and practise energy conservation and recycling successfully. Provision for developing pupils' understanding of global citizenship is highly successful. There are purposeful opportunities to learn about different cultures, particularly about the language and culture of China. Through their links with a Chinese cultural organisation, the school teaches Mandarin to pupils in key stage 2.

Teaching: Good

All teachers have positive working relationships with their pupils. Most plan and deliver well-paced, interesting lessons that engage and motivate pupils to succeed. They have appropriately high expectations and challenge nearly all pupils to achieve well. However, in a few instances, the tasks they set are not adapted well enough to suit the differing abilities of all pupils. Teachers organise their classes flexibly, enabling pupils to work in pairs and small groups, as well as individually. In nearly all lessons in key stage 2, teachers provide regular opportunities for pupils to develop as independent learners. Many teachers use skilful questioning techniques to check pupils' understanding and encourage them to think more deeply about their learning.

Many teachers and teaching assistants provide pupils with useful oral feedback during lessons. Teachers' written comments in pupils' books praise good work, but do not always help pupils to understand clearly what they should do to improve their work, or what their next steps might be.

Teachers use a programme of tests to assess pupils' progress thoroughly. They use an electronic tracking system consistently to track pupils' progress. The system also enables teachers to identify promptly any pupils who are not progressing as well as they could.

The school keeps parents and carers well informed about their children's progress and achievement through termly parents' consultations and detailed and informative annual reports.

Care, support and guidance: Good

Throughout the school, a caring and supportive ethos promotes pupils' wellbeing very effectively. Staff co-operate closely with a broad range of support agencies that provide valuable support for pupils and their families. The school's attention to ensuring that pupils attain high levels of emotional and physical wellbeing is central to its nurturing ethos.

The school makes effective provision for pupils' spiritual, moral, social and cultural development. A comprehensive programme of personal and social education meets pupils' social and emotional needs well. The school makes appropriate arrangements for promoting healthy eating and drinking.

The school has effective strategies and reward systems to encourage good attendance, and rates of attendance are improving as a result. There are clearly understood policies and procedures to manage pupils' behaviour. Pupils know the school rules and the sanctions that teachers may use. As a result, nearly all pupils' behaviour is good. The school's arrangements for safeguarding meet requirements and give no cause for concern.

There is well-planned provision for pupils with additional learning needs. Teachers intervene at an early stage to identify any pupil's individual needs and to provide effective support. They use appropriate systems to monitor pupils' progress. Individual learning plans contain relevant targets. Teachers review these regularly with parents and pupils. Support staff deliver programmes in literacy and numeracy that have a positive impact on targeted pupils' achievement.

The school works well with a number of specialist agencies such as 'Team Around the Cluster' and the on-site pre-school agency. Links with the Families First Team has influenced positively on pupils' well-being. Highly effective co-operation between the school and parents in order to share information and receive support and expertise has a significant effect on pupils' progress.

Learning environment: Good

The school is a welcoming, inclusive community with an ethos of mutual respect. Members of staff value all pupils, who in turn value each other. Policies and procedures promote equality and equal access to provision.

The school makes best use of available space and resources. Classrooms are well organised. The family learning room, Chinese base room and the library and ICT suite, provide purposeful specialist areas to support pupils' learning. The school grounds are of high quality and maintained well. There is a plentiful supply of outdoor equipment and resources. The learning environment is a strong feature of the school and staff and pupils use it well for all aspects of school life. For example, pupils make effective use of the forest school areas during lessons and teachers plan stimulating activities in the mud kitchen and garden area for pupils in the Foundation Phase. Classrooms and corridors are bright and attractive, and filled with colourful interactive displays, which celebrate pupils' achievements and support learning well.

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

The headteacher has a clear vision for the school and provides effective leadership, with purposeful support from the deputy headteacher, senior leaders and staff. They have high expectations of all staff and pupils. As a result, pupils' standards of behaviour, achievement and wellbeing are good.

Staff understand their roles clearly and work together well to create a whole-school ethos that encourages effective teamwork. They use data skilfully to identify and challenge the areas in which the school could do better. The arrangements for performance management of the headteacher and teaching staff are robust and link well to the school's priorities for learning.

All members of the school community make a strong contribution to improving standards in the school. The headteacher provides relevant opportunities for staff to develop their leadership skills. Many teachers and teaching assistants make a positive contribution to the school's role as a pioneer school for developing professional learning. For example, research into family learning has raised levels of parental engagement, which is benefitting pupils and their parents. Based on its research into triple literacy, the school has initiated a programme in which pupils develop their grammatical skills in English, Welsh and Mandarin concurrently.

Teams meet regularly to monitor and evaluate the school's priorities and to plan for improvements. The governing body supports the school well and members are knowledgeable about its performance. Many have undergone training and have appropriate skills to challenge the school's leaders and hold them to account for the standards that pupils achieve.

The school responds well to national and local priorities. For example, standards in numeracy have improved, particularly through a programme of educating pupils about financial skills.

Improving quality: Good

The school's procedures for self-evaluation provide leaders with an accurate understanding of the school's strengths and areas for improvements.

Leaders undertake a detailed analysis of a wide range of performance data to consider how well pupils' performance compares with that in similar schools. They analyse a range of first-hand evidence from lesson observations and work scrutiny and take good account of opinions of pupils and parents and the findings of reviews by external agencies. The school uses all of this information constructively to identify its strengths and areas for development accurately.

The comprehensive school improvement plan arises directly from the self-evaluation process. The plan includes measurable targets that have realistic costs and time scales for completion. Regular and efficient monitoring of the plan takes place to evaluate its impact on pupils' outcomes. The school pays particular attention to the progress of specific groups of pupils, such as those from different cultures and backgrounds, those who have additional learning needs or who are eligible for free school meals. Leaders evaluate the impact of actions at the end of each year. This enables them to judge whether or not a priority has been wholly successful. The improved standards in both literacy and numeracy in the Foundation Phase exemplify the effectiveness of the self-evaluation and improvement planning process.

Partnership working: Good

The school has established a range of successful partnerships that contribute well to improving pupils' attainment and wellbeing. The highly effective partnership with parents benefits from the work of the school's family and pupil engagement officer and the proactive parent council. As a result, pupil and family engagement has increased and attendance rates have improved.

The school has strong links with the local community and is involved in planning of community events. For example, pupils' association with the community allotment project strengthens their sense of belonging to the community. Links with a wide range of local authority and outside agencies are very strong and wide-ranging. For example, work with the local authority's achievement centre, Communities First, and dance and rugby clubs enriches pupils' experiences well. A close working partnership with the local consortium's Foundation Phase team and a community children's centre has enabled the school to improve its nursery provision.

Effective partnership working with other local schools has created a diverse range of learning opportunities for all pupils. The employment of a shared mathematics liaison teacher has ensured consistency of teaching approaches. This helps to prepare pupils well for their transition to the local secondary school. This, along with procedures for standardising and moderating work and other successful transition arrangements with the secondary school, ensures pupils transfer confidently. Arrangements between the school, families and a local authority pre-school agency, facilitate successful transition from home to school.

The school leads a successful partnership with schools across south east Wales that has brought about increased access to schools in Europe and Asia, strengthening its planning of global learning activities.

Resource management: Good

There are sufficient staff to meet the school's requirements and the headteacher deploys teachers and support staff effectively to meet the needs of all pupils successfully.

The school provides a good range of relevant opportunities for teaching staff to participate in training that links closely to their role and the school's priorities. There are appropriate arrangements to give teachers time to plan, prepare and assess pupils' work. Teachers receive training that links closely to the targets identified during their performance management reviews.

As a pioneer school, leaders make good use of additional funds to develop the school as a strong, reflective and proactive learning community. Nearly all staff participate in innovative networks of professional practice within and beyond the school. For example, many members of staff carry out research into key areas of pupils' learning and wellbeing. They share good practice with other schools. For This also resulted in improved nurture provision that influences pupils' attendance and behaviour positively and enables pupils to make better progress.

The school manages and monitors its accommodation, resources and budget well and robust financial controls are in place. The school uses its Pupil Deprivation Grant efficiently to support pupils who are disadvantaged. The school has employed additional staff to deliver support and intervention programmes and these are having a positive effect on pupils' progress in mathematics. The governing body, headteacher and local authority representatives, with valuable support from the school's clerical staff, ensure that financial decisions link closely to school priorities.

Considering the progress nearly all pupils make and the good quality of provision, the school offers good value for money.

Appendix 1: Commentary on performance data

6802317 - Millbrook Primary

Number of pupils on roll	238
Pupils eligible for free school meals (FSM) - 3 year average	29.0
FSM band	4 (24%<FSM<=32%)

Foundation Phase

	2013	2014	2015	2016
Number of pupils in Year 2 cohort	27	30	28	30
Achieving the Foundation Phase indicator (FPI) (%)	88.9	86.7	89.3	86.7
Benchmark quartile	1	2	2	2
Language, literacy and communication skills - English (LCE)				
Number of pupils in cohort	27	30	28	30
Achieving outcome 5+ (%)	88.9	90.0	89.3	90.0
Benchmark quartile	2	2	2	2
Achieving outcome 6+ (%)	33.3	26.7	28.6	33.3
Benchmark quartile	1	3	3	2
Language, literacy and communication skills - Welsh (LCW)				
Number of pupils in cohort	*	*	*	*
Achieving outcome 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving outcome 6+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematical development (MDT)				
Number of pupils in cohort	27	30	28	30
Achieving outcome 5+ (%)	92.6	86.7	89.3	90.0
Benchmark quartile	1	3	2	2
Achieving outcome 6+ (%)	29.6	20.0	35.7	33.3
Benchmark quartile	2	3	1	2
Personal and social development, wellbeing and cultural diversity (PSD)				
Number of pupils in cohort	27	30	28	30
Achieving outcome 5+ (%)	92.6	96.7	96.4	90.0
Benchmark quartile	3	2	2	3
Achieving outcome 6+ (%)	51.9	63.3	42.9	46.7
Benchmark quartile	2	1	3	3

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

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

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

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

6802317 - Millbrook Primary

Number of pupils on roll	238
Pupils eligible for free school meals (FSM) - 3 year average	29.0
FSM band	4 (24%<FSM<=32%)

Key stage 2

	2013	2014	2015	2016
Number of pupils in Year 6 cohort	24	21	29	31
Achieving the core subject indicator (CSI) (%)	91.7	81.0	89.7	87.1
Benchmark quartile	1	3	2	3
English				
Number of pupils in cohort	24	21	29	31
Achieving level 4+ (%)	95.8	85.7	89.7	87.1
Benchmark quartile	1	3	2	3
Achieving level 5+ (%)	45.8	42.9	31.0	51.6
Benchmark quartile	1	1	3	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	24	21	29	31
Achieving level 4+ (%)	95.8	85.7	89.7	87.1
Benchmark quartile	1	3	2	4
Achieving level 5+ (%)	50.0	42.9	34.5	48.4
Benchmark quartile	1	1	3	1
Science				
Number of pupils in cohort	24	21	29	31
Achieving level 4+ (%)	100.0	90.5	93.1	87.1
Benchmark quartile	1	2	2	4
Achieving level 5+ (%)	45.8	42.9	34.5	41.9
Benchmark quartile	1	1	2	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.	109	103 94%	6 6%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	110	97 88%	13 12%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	110	104 95%	6 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	110	107 97%	3 3%	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.	109	101 93%	8 7%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	105	93 89%	12 11%	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.	107	104 97%	3 3%	Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddsygu a gwneud cynnydd.
		99%	1%	
I know what to do and who to ask if I find my work hard.	110	104 95%	6 5%	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	85 84%	16 16%	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.	108	105 97%	3 3%	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.	108	59 55%	49 45%	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	107	72 67%	35 33%	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.	31	25 81%	6 19%	0 0%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	34%	3%	1%		
My child likes this school.	31	25 81%	6 19%	0 0%	0 0%	0	Mae fy mhentyn yn hoffi'r ysgol hon.
		72%	26%	1%	0%		
My child was helped to settle in well when he or she started at the school.	31	27 87%	4 13%	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.	31	22 71%	9 29%	0 0%	0 0%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		62%	35%	3%	1%		
Pupils behave well in school.	31	12 39%	18 58%	1 3%	0 0%	0	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		47%	48%	4%	1%		
Teaching is good.	31	24 77%	7 23%	0 0%	0 0%	0	Mae'r addysgu yn dda.
		61%	36%	2%	0%		
Staff expect my child to work hard and do his or her best.	31	22 71%	8 26%	1 3%	0 0%	0	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		64%	34%	1%	0%		
The homework that is given builds well on what my child learns in school.	30	15 50%	14 47%	1 3%	0 0%	1	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.
		49%	43%	6%	2%		
Staff treat all children fairly and with respect.	31	20 65%	11 35%	0 0%	0 0%	0	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		60%	35%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	30	19 63%	11 37%	0 0%	0 0%	1	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.	31	26 84%	5 16%	0 0%	0 0%	0	Mae fy mhentyn yn ddiogel yn yr ysgol.
		66%	32%	2%	1%		
My child receives appropriate additional support in relation to any particular individual needs'.	31	18 58%	12 39%	1 3%	0 0%	0	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		55%	39%	4%	1%		
I am kept well informed about my child's progress.	31	21 68%	9 29%	1 3%	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.	31	25 81%	5 16%	1 3%	0 0%	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.	31	17 55%	12 39%	2 6%	0 0%	0	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		48%	42%	8%	2%		
The school helps my child to become more mature and take on responsibility.	31	19 61%	12 39%	0 0%	0 0%	0	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.	27	18 67%	9 33%	0 0%	0 0%	3	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.	30	19 63%	11 37%	0 0%	0 0%	1	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		54%	39%	6%	1%		
The school is well run.	30	24 80%	6 20%	0 0%	0 0%	1	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	34%	3%	2%		

Appendix 3

The inspection team

Christopher Ian Dolby	Reporting Inspector
Clive A Evans	Team Inspector
David Owen Jenkins	Lay Inspector
Angela Heald	Peer Inspector
Lindsey Watkins	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.