



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

A report on

**Ynysddu Primary School
High Street
Ynysddu
Newport
NP11 7JH**

Date of inspection: July 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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Context

Ynysddu Primary School is in the lower Sirhowy Valley, approximately three miles south of the town of Blackwood. It serves the former mining village of Ynysddu and the surrounding locality, although a few pupils come from further afield. The school currently has a hundred pupils on roll from the ages of three to eleven, including twenty in the nursery, who attend part-time, and nine in two specialist resource bases, who attend four days a week. Over the last three years, the number of pupils on roll has gradually increased and the number of girls is consistently higher than boys. There are three mixed-age mainstream classes, each containing at least three year groups.

Over the last three years, pupils eligible for free school meals is around 30%, which is above the national average of approximately 21%. About 21% have additional learning needs, which is similar to the national average. No pupils currently have a statement of special educational needs, come from an ethnic minority background or speak Welsh as a first language. A very few receive support in English as an additional language or are looked after by the local authority.

The last inspection was in June 2012. The current headteacher took up his post in April 2013 and has a 40% commitment to the school. His substantive post is at a neighbouring primary school. There is a shared senior leadership team between the two schools.

The individual school budget per pupil for Ynysddu Primary School in 2014-2015 means that the budget is £5,106 per pupil. The maximum per pupil in the primary schools in Caerphilly is £5,106 and the minimum is £2,645. Ynysddu Primary School is 1st out of the 75 primary schools in Caerphilly in terms of its school budget per pupil.

Summary

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

Current performance

The current performance of the school is good because:

- Standards are good overall and no specific groups of pupils underachieve
- In 2014, pupils' performance at the end of key stage 2 in all three core subjects, at both the expected and higher levels, placed the school in the top 25% of similar schools
- In key stage 2, there is an overall trend of improvement and pupils achieve particularly well in science
- Nearly all pupils make good progress through the school in their literacy and numeracy skills and they apply these well in their work across the curriculum
- The school has been consistently in the higher 50% or top 25% of similar schools for attendance over the last five years
- Teachers provide a wide and well-balanced variety of interesting learning experiences
- Teaching and assessment are consistently good
- The provision for care, support and guidance is a strength of the school

Prospects for improvement

The school's prospects for improvement are good because:

- The headteacher exercises an effective oversight of the school and, together with the senior management team, leads the school forward decisively, particularly in relation to school-to-school co-operation
- The deputy headteacher plays a major role, for example by leading whole-school initiatives, such as improving pupils' reasoning skills
- The development teams structure across both schools, which involves all staff and governors, has a substantial impact on pupils' standards and wellbeing, as it enables the sharing and dissemination of good practice among all stakeholders
- All governors are sufficiently proactive in helping to determine the school's strategic direction
- The school has a thorough understanding of its strengths and areas for improvement
- There are well-developed and beneficial partnership arrangements with parents and the community, which enrich pupils' learning, for example in aspects of sustainable development

Recommendations

- R1 Improve pupils' skills in mental mathematics, especially in key stage 2
- R2 Ensure that the budget is planned and monitored effectively to secure the school's long-term financial health and stability

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
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Standards: Good

Overall, nearly all pupils make good progress through the school in their literacy and numeracy skills and they apply these successfully across the curriculum and to real-life situations.

In the Foundation Phase, all pupils listen well to adults and other pupils in a variety of situations. Most answer a range of questions in detail. They talk confidently with adults and each other about their work. In key stage 2, all pupils listen well in lessons and in group work to develop their understanding. Nearly all explain their thoughts and ideas effectively using a good range of vocabulary.

Nearly all Foundation Phase pupils are enthusiastic about reading and they read successfully at an appropriate level. They build up their phonic skills thoroughly and blend a range of sounds confidently to read words. In key stage 2, nearly all pupils respond effectively to what they read and take note of punctuation, speech and other text features well. Most read fluently and with appropriate expression. By Year 6, the majority differentiate fact from opinion and begin to recognise hidden meanings

Most pupils in the Foundation Phase develop their writing skills well and by Year 2 many, especially the more able, write a variety of extended pieces independently and at length. They make good progress with spelling, punctuation and handwriting. In key stage 2, most pupils write skilfully across a range of genres for different purposes and audiences. For example, they write interesting letters to members of the community to ask what life was like in the village in the past. Nearly all pupils plan their writing well and draft and edit it thoroughly to improve its quality. Most apply a good range of vocabulary successfully and present their work neatly. However, a few experience difficulty moving from printing to a cursive style of handwriting.

In the Foundation Phase, nearly all pupils develop a range of relevant numeracy skills, which, in particular, challenge the more able well. For example, by the end of Year 2, most pupils count upwards correctly using one and two digit numbers to one decimal point and they add and subtract accurately using place value. They measure precisely in standard units and recognise the properties of more complex two and three-dimensional shapes. They tell the time in minutes and understand negative numbers and basic fractions.

Nearly all pupils continue to make good progress in their mathematical knowledge and understanding through key stage 2, as reflected in their work and lessons. For example, they comprehend a range of number concepts and different methods of calculation, relevant to their age. They know how to collate and interpret various kinds of data. In particular, they develop effective problem-solving and reasoning skills and the more able undertake challenging tasks enthusiastically. However, nearly all pupils' mental mathematical skills are underdeveloped. Their ability to answer questions quickly, for example on multiplication tables, and their use of alternative strategies to reach correct solutions is especially limited.

Nearly all pupils use a range of Welsh language skills well for different purposes. They make good progress across the school in class lessons. They speak clearly to ask and answer questions and to present information, for example about the weather or themselves. They write consistently well using a suitable range of vocabulary. Most older pupils use different tenses effectively and many can read familiar texts with good pronunciation and understanding. Nearly all pupils understand what it means to be a citizen in Wales.

Due to the very small number of pupils at the end of both key stages, the results of national assessments often vary. No specific groups underachieve, but nearly all pupils underperform in national tests. Pupils eligible for free school meals generally do as well as their peers.

Over the last three years, at the end of the Foundation Phase, pupils' performance in literacy and mathematical development at the expected outcome 5 has fluctuated, moving the school between the top 25% and the lower 50% of similar schools. At the higher outcome 6, however, pupils' performance in both subjects has placed the school consistently in the top 25% or higher 50%.

Over the last five years, at the end of key stage 2, pupils' performance at both the expected level 4 and the higher level 5 has varied, moving the school between the bottom 25% and top 25% of similar schools in English and between the lower 50% and the top 25% in mathematics and science. There is an overall trend of improvement and pupils achieve particularly well in science at both levels.

Wellbeing: Good

Nearly all pupils have positive attitudes to keeping healthy and safe. For example, many choose healthy snacks and healthy options at lunch times. Foundation Phase pupils know how to brush their teeth thoroughly every day and understand why this is important. Many pupils develop their fitness well by taking part enthusiastically in a range of sports.

The school has been consistently in the higher 50% or top 25% of similar schools for attendance over the last five years, although authorised absence has been relatively high. Pupils eligible for free school meals generally attend as well their peers. Nearly all pupils are punctual.

Most pupils make an important contribution to the running of the school and take on a range of responsibilities willingly and enthusiastically. The school council is particularly active and plays an important role in decision-making. For example, members have introduced a colour-coded wristband system to ensure that all pupils obtain their preferred lunch choices. Many pupils participate in local events and represent the school on community groups, such as the Caerphilly Junior Forum, which develops their self-confidence and sense of responsibility.

All pupils participate well in a wide range of learning activities, which they find interesting and enjoyable. Nearly all sustain concentration effectively and behave consistently well. Most make good use of opportunities to influence how and what they learn and, from the Foundation Phase onwards, they develop an understanding of how to improve their own performance. Nearly all pupils show concern and

respect for others. Older pupils help those younger than themselves and are successful role models.

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

Teachers provide a wide and well-balanced variety of interesting learning experiences that engage nearly all pupils successfully. Teachers plan effectively, taking careful account of pupils' prior learning and the range of ages and abilities in each class. They prepare many useful opportunities for pupils to practise their literacy, numeracy and information and communication technology (ICT) skills.

In both key stages, teachers provide pupils with high quality indoor and outdoor activities and practical approaches that enhance their learning. They often set challenging activities that enable pupils to make good progress. Regular visitors to the school and educational visits, for example to a local farm and zoo, as well as the weekly enrichment sessions and the range of extra-curricular activities on offer, stimulate pupils' learning further. The provision within the special resource bases and the intervention programmes in literacy and numeracy meet the needs of targeted pupils well.

Teachers provide pupils with regular opportunities in lessons and school routines to practise and develop their skills of speaking, reading and writing in Welsh. However, there is a limited range of books to develop their independent reading skills. The school promotes pupils' knowledge and understanding of their Welsh heritage effectively by studying, for example, traditional tales of Wales.

The provision for education for sustainable development and global citizenship is a strength of the school. The eco committee makes a valuable contribution and pupils have many opportunities to be actively involved in recycling and energy conservation. For example, they take part in a local tree-planting programme and grow and sell their own produce from their allotment. All pupils have regular opportunities to learn about different cultures and current global issues, such as world poverty and wildlife conservation. For example, they study life in India and support an elephant sanctuary in Thailand.

Teaching: Good

All teachers have relevant up-to-date subject knowledge and high expectations of pupils' achievement. They use a range of effective teaching and learning methods and provide exciting activities, which engage and motivate nearly all pupils. These include, for example, imaginary messages from book characters and bringing a real shark into the classroom. All teachers use various stimulating resources and appropriate questioning techniques. They praise and reward pupils consistently and frequently. All teachers conduct lessons at a lively pace and establish suitable classroom routines. They use assessment for learning strategies consistently and effectively.

All teachers prepare and structure lessons appropriately. They have good working relationships with pupils and manage their behaviour well. They match tasks well to

pupils' ages and abilities and provide effective support to groups and individuals, including the more able. They promote pupils as independent and co-operative learners well. They deploy teaching assistants purposefully and beneficially to support pupils' learning.

The school applies a range of relevant assessments to measure how well pupils achieve. Teachers track pupils' progress effectively to inform their curriculum planning, as well as to set accurate long-term targets and to identify additional support. They agree and review appropriate individual targets with pupils. These approaches help pupils to evaluate how well they are doing and to recognise the next steps in their learning.

All teachers mark pupils' work conscientiously and provide positive and supportive comments. They identify ways in which pupils can move their learning forward. Well-constructed annual reports and regular consultation evenings provide parents with useful information about their children's progress and achievements.

Care, support and guidance: Good

Care, support and guidance are strong features of the provision. Personal and social education is an integral part of the curriculum and focuses effectively on developing pupils' emotional wellbeing through a range of useful support programmes. There are appropriate arrangements for promoting healthy eating and drinking. Staff encourage pupils to be active on the yard and young sports leaders take on their roles enthusiastically. The school's arrangements for safeguarding meet requirements and give no cause for concern.

The provision for pupils' spiritual, moral, social and cultural development is effective. Collective worship and religious education lessons, for example, develop pupils' spirituality successfully, as well as their understanding of other beliefs, such as Buddhism. The school provides good opportunities for pupils to develop moral values, such as sharing and caring for others, for example by visiting the local senior citizens' home. Pupils enjoy singing and other cultural activities.

The school uses certificates and other positive behaviour management strategies well to promote good behaviour. It also implements a variety of successful incentives to improve attendance and punctuality, although there is no late book for parents to sign.

There are thorough systems for meeting pupils' additional learning needs and staff review procedures regularly. The co-ordinator ensures that there is early intervention and that pupil-friendly individual educational plans are in place. Parents and staff discuss and agree these each term. The school makes good use of a range of specialist services to support pupils' needs. It works well in partnership with various agencies, such as the school nurse and the speech and language therapy service, to meet targeted pupils' needs.

Learning environment: Good

The school is an inclusive community, which has a happy and friendly ethos. All staff and pupils treat each other with courtesy and mutual respect, so that they feel appreciated and valued. Suitable policies and procedures are in place to ensure that all persons in the school, whatever their age, ability or background, are free from harassment and prejudice. The school celebrates diversity appropriately and the site is fully accessible for any pupils or adults with a disability.

The building and grounds offer a safe, well-maintained and enriching learning environment for pupils. Displays in the corridors and classrooms are attractive, reflecting pupils' efforts and achievements. Teachers use the well-developed outdoor areas regularly and effectively to promote purposeful learning. The forest school, in particular, provides a stimulating learning experience for all pupils and is a valuable asset. Security in and around the school is good.

The school has sufficient good quality resources, including a range of up-to-date ICT equipment, which support learning and teaching well.

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

The headteacher exercises an effective oversight of the school. Despite having responsibility for two schools, he manages his workload successfully and ensures that all administrative arrangements operate efficiently. Together with his senior management team, he leads the school forward decisively, particularly in relation to school-to-school co-operation.

The deputy headteacher, who oversees the school for 60% of the week, plays a major role, for example by leading whole-school initiatives such as improving pupils' reasoning skills. She works well with the headteacher and the deputy from the neighbouring school, who form the senior management team. All staff meet regularly for various purposes and work together well. They have a range of curriculum leadership roles and belong to one or more of the designated development teams across both schools. This innovative and successful structure, which involves all staff and governors, has a substantial impact on pupils' standards and wellbeing, as it enables the sharing and dissemination of good practice among all stakeholders.

There are appropriate arrangements to manage the performance of all staff, including teaching assistants, the secretary and the caretaker. All teachers have relevant targets, which relate to their professional needs, school priorities and pupils' achievement. The process ensures that the school maintains and extends its existing high quality of teaching and learning.

All governors are supportive and generally well informed about the school's performance. They are sufficiently proactive in helping to determine the school's strategic direction, for example as members of a development team. Most visit the school regularly as link subject governors. The chair and vice chair, in particular, are involved in the formulation of the school development plan at an early stage. Nearly all governors attend voluntary and mandatory training events relevant to their roles and interests to ensure that they remain up-to-date and fulfil statutory requirements.

The school addresses local and national priorities well, for example through the successful introduction of literacy and numeracy intervention programmes, to improve the performance of disadvantaged pupils.

Improving quality: Good

The school has a thorough understanding of its strengths and areas for improvement with a clear focus on outcomes. It uses rigorous processes to assess how it is performing, including analysing assessment data in detail, observing lessons, looking at pupils' work and communicating with different pupil groups. Leaders consider carefully the views of governors and external specialists and seek the opinions of parents regularly, for example in relation to homework and pupils' progress. Most staff contribute effectively to evaluations in meetings and through their monitoring and action plans. As a result, the self-evaluation report provides an honest and accurate picture of the school.

Leaders use the self-evaluation information to determine relevant priorities. The school development plan has a manageable number of targets, which focus on raising standards and enhancing provision. The improvement actions identify appropriate timescales, costs and responsibilities and indicate how leaders plan to measure progress. As a result, all staff know the impact each target makes and when it reaches successful completion.

The school has made good progress in response to the recommendations of its last inspection and it has been successful in implementing and sustaining other improvements. For example, it has developed its indoor and outdoor learning environments successfully to enhance pupils' independent learning.

Partnership working: Good

Co-operation with partners is a strength of the school that benefits pupils' learning and wellbeing. The school maintains strong links with parents, who are well informed and who engage fully in the life of the school. The parent-teacher association plays an important role in raising funds for pupils' activities and school resources, such as books for all ages and learning materials for the Foundation Phase.

A major feature of the school's partnerships is its collaboration with its neighbouring school, for example in curriculum planning, staff development and the sharing of resources. This results in a significant pooling of knowledge and expertise that adds value to school improvement.

Well-cultivated community links enrich pupils' learning. For example, engagement with a local professional beekeeper has resulted in grant funding for the school to invest in bee-keeping clothing, equipment and a glass-sided hive.

Partnership with the local authority has enabled the school to develop a community-based gardening scheme. Pupils have developed a large plot in the community allotment next to the school, which allows them to work closely with the local allotment association. As a result, they sell their produce at community events and donate items for the harvest festival in a local church. They have received an award and public recognition for their work and this has increased their pride in their school.

The school works effectively with other agencies, businesses and educational institutions. It has close links with the main receiving secondary school and its cluster of primary schools, particularly in relation to the standardisation of pupils' work and the sharing of professional expertise. This helps to promote a smooth transition from primary to secondary education.

Resource management: Good

The school has an appropriate number of well-qualified teachers and support staff, all of whom make a valuable contribution to pupils' learning and wellbeing. All participate in regular in-house and external training events, linked to their identified needs and school priorities.

Day-to-day administrative routines operate efficiently and the arrangements for teachers' planning, preparation and assessment time are effective. The deputy headteacher has appropriate management time to lead the school when the headteacher is carrying out his duties at the neighbouring school.

The school manages its accommodation and resources well and the buildings are clean and tidy. Financial management is less secure. Although spending decisions reflect school priorities, the budget has been in deficit for the last few years and financial controls have required improvement. The school is taking steps to address these issues. Current plans for spending the pupil deprivation grant focus appropriately on raising standards for pupils from disadvantaged backgrounds. As a result, their attendance rate is rising and they generally perform as well as their peers in teacher assessments.

Due to the successful outcomes achieved by pupils, the school provides good value for money.

Appendix 1: Commentary on performance data

6762296 - YNYSDDU PRIMARY SCHOOL

Number of pupils on roll	85
Pupils eligible for free school meals (FSM) - 3 year average	29.7
FSM band	4 (24%<FSM<=32%)

Foundation Phase

	2012	2013	2014
Number of pupils in Year 2 cohort	14	14	7
Achieving the Foundation Phase indicator (FPI) (%)	85.7	85.7	85.7
Benchmark quartile	2	2	2
Language, literacy and communication skills - English (LCE)			
Number of pupils in cohort	14	14	7
Achieving outcome 5+ (%)	85.7	100.0	85.7
Benchmark quartile	2	1	3
Achieving outcome 6+ (%)	35.7	28.6	42.9
Benchmark quartile	1	2	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	14	14	7
Achieving outcome 5+ (%)	85.7	92.9	85.7
Benchmark quartile	3	1	3
Achieving outcome 6+ (%)	28.6	28.6	57.1
Benchmark quartile	2	2	1
Personal and social development, wellbeing and cultural diversity (PSD)			
Number of pupils in cohort	14	14	7
Achieving outcome 5+ (%)	100.0	92.9	85.7
Benchmark quartile	1	3	4
Achieving outcome 6+ (%)	57.1	35.7	42.9
Benchmark quartile	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.

6762296 - YNYSDDU PRIMARY SCHOOL

Number of pupils on roll	85
Pupils eligible for free school meals (FSM) - 3 year average	29.7
FSM band	4 (24%<FSM<=32%)

Key stage 2

	2011	2012	2013	2014
Number of pupils in Year 6 cohort	18	8	11	6
Achieving the core subject indicator (CSI) (%)	83.3	75.0	81.8	100.0
Benchmark quartile	2	4	3	1
English				
Number of pupils in cohort	18	8	11	6
Achieving level 4+ (%)	83.3	75.0	81.8	100.0
Benchmark quartile	3	4	3	1
Achieving level 5+ (%)	22.2	37.5	36.4	50.0
Benchmark quartile	3	2	2	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	18	8	11	6
Achieving level 4+ (%)	94.4	87.5	90.9	100.0
Benchmark quartile	1	3	2	1
Achieving level 5+ (%)	22.2	50.0	36.4	50.0
Benchmark quartile	3	1	2	1
Science				
Number of pupils in cohort	18	8	11	6
Achieving level 4+ (%)	94.4	100.0	100.0	100.0
Benchmark quartile	2	1	1	1
Achieving level 5+ (%)	22.2	50.0	54.5	50.0
Benchmark quartile	3	1	1	1

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

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

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

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.	45		45 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
			98%	2%	
The school deals well with any bullying.	45		45 100%	0 0%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			92%	8%	
I know who to talk to if I am worried or upset.	45		45 100%	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	45		44 98%	1 2%	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.	45		44 98%	1 2%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			96%	4%	
I am doing well at school	45		45 100%	0 0%	Rwy'n gwneud yn dda yn yr ysgol.
			96%	4%	
The teachers and other adults in the school help me to learn and make progress.	45		45 100%	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.	45		45 100%	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.	44		42 95%	2 5%	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.	45		45 100%	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.	45		44 98%	1 2%	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	45		44 98%	1 2%	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 Dalim yn gwybod	
Overall I am satisfied with the school.	15	15 100%	0 0%	0 0%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		64%	33%	3%	1%		
My child likes this school.	15	14 93%	1 7%	0 0%	0 0%	0	Mae fy mhlentyn 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.	15	15 100%	0 0%	0 0%	0 0%	0	Cafodd fy mhlentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		73%	26%	1%	0%		
My child is making good progress at school.	15	15 100%	0 0%	0 0%	0 0%	0	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
		63%	34%	3%	1%		
Pupils behave well in school.	15	11 73%	4 27%	0 0%	0 0%	0	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		48%	47%	4%	1%		
Teaching is good.	15	15 100%	0 0%	0 0%	0 0%	0	Mae'r addysgu yn dda.
		62%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	15	15 100%	0 0%	0 0%	0 0%	0	Mae'r staff yn disgwyl i fy mhlentyn weithio'n galed ac i wneud ei orau.
		65%	33%	1%	0%		
The homework that is given builds well on what my child learns in school.	15	14 93%	1 7%	0 0%	0 0%	0	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhlentyn yn ei ddysgu yn yr ysgol.
		50%	42%	6%	2%		
Staff treat all children fairly and with respect.	15	15 100%	0 0%	0 0%	0 0%	0	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		61%	34%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	15	15 100%	0 0%	0 0%	0 0%	0	Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		61%	37%	2%	0%		
My child is safe at school.	15	15 100%	0 0%	0 0%	0 0%	0	Mae fy mhlentyn yn ddiogel yn yr ysgol.
		67%	31%	1%	0%		
My child receives appropriate additional support in relation to any particular individual needs'.	15	15 100%	0 0%	0 0%	0 0%	0	Mae fy mhlentyn 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.	15	14 93%	1 7%	0 0%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		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.	15	15 100%	0 0%	0 0%	0 0%	0	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.	15	12 80%	2 13%	1 7%	0 0%	0	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
The school helps my child to become more mature and take on responsibility.	15	13 87%	2 13%	0 0%	0 0%	0	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.	13	12 92%	1 8%	0 0%	0 0%	2	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.	15	13 87%	2 13%	0 0%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
The school is well run.	15	14 93%	1 7%	0 0%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.

Appendix 3

The inspection team

Dr David P Ellis	Reporting Inspector
Mr Gregory John Owens	Team Inspector
Mrs Gwen Lloyd Aubrey	Lay Inspector
Mrs Jane Elizabeth Borthwick	Peer Inspector
Mr David Witchell (HeadTeacher)	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
- 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.