



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

A report on

**Penygloddfa C.P. School
School Lane
Newtown
Powys
SY16 2DF**

Date of inspection: June 2017

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

Penygloddfa Community Primary school is in Newtown, Powys. There are 329 pupils on roll between the ages of 3 and 11. They are in 10 mixed-aged and two single-aged classes.

The school identifies around 8% of pupils as having additional learning needs, which is well below the national average (25%). Approximately 5% of pupils are eligible for free school meals, which is well below the national average (19%). Nearly all pupils are white British and come from homes where English is the main language.

The school's last inspection was in March 2011. The headteacher took up his post in September 2015.

The individual school budget per pupil for Penygloddfa Community Primary School in 2016-2017 means that the budget is £2,960 per pupil. The maximum per pupil in the primary schools in Powys is £5,561 and the minimum is £2,960. Penygloddfa Community Primary School is 83rd out of the 83 primary schools in Powys in terms of its school budget per pupil.

Summary

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

Current performance

The current performance of the school is good because:

- Most pupils make strong progress in developing their language and mathematical skills from their starting points
- Most pupils across the school speak confidently and listen well
- Most pupils make good progress in developing their reading and writing skills
- Nearly all pupils behave very well during lessons and around the school
- Nearly all pupils show enthusiasm for learning and take pride in their work
- Teachers provide a stimulating range of learning experiences
- The quality of teaching is consistently good across the school
- The school provides a supportive and caring environment for all pupils
- The provision for pupils with additional learning needs is strong

Prospects for improvement

The school's prospects for improvement are good because:

- The headteacher has a clear vision for the school and its future development
- The headteacher has high expectations and is very effective in the management of the school
- The senior leadership team provides strong support to the headteacher and works well together
- Governors have a clear understanding of the school's performance and they participate actively in determining its strategic direction
- The self-evaluation process is well embedded and the school has a strong record of securing improvements in standards and provision
- The school works well with a range of partners, who have a positive impact on pupils' outcomes and wellbeing
- The headteacher and governors monitor spending carefully and ensure that expenditure addresses priorities in the school's development plan

Recommendations

- R1 Raise standards in Welsh and increase its use throughout the school day
- R2 Develop strategies further to promote pupils' independent learning skills in classes
- R3 Strengthen pupils' knowledge and understanding of global citizenship

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

On entry to the school, most pupils have skills, knowledge and understanding that are at the level expected for their age. As they move through the school, most pupils make good progress in developing their language and mathematical skills. Pupils who are eligible for free school meals currently perform at least as well as other pupils. Most pupils with additional learning needs make good progress from their individual starting points. More able pupils achieve well.

In the Foundation Phase, most pupils develop their speaking and listening skills well and use an increasing range of vocabulary. They listen attentively and discuss with other pupils confidently. In key stage 2, most pupils develop their oracy skills effectively and use an engaging range of interesting vocabulary. They speak confidently, contribute well to class discussions and express their opinions clearly.

In the Foundation Phase, most pupils develop their reading skills successfully. Younger pupils begin to identify letters and sounds and, by the end of Year 2, most are confident readers and read with accuracy. Across key stage 2, most pupils continue to develop their reading skills well. They read with increasing accuracy, discuss content and express their opinions intelligently. More able pupils use higher-order reading skills successfully when searching for information to support their class work, for example when working on the history of Newtown.

In the Foundation Phase, most pupils develop their writing skills well. By Year 2, most pupils write in sentences, punctuate their work correctly and use adjectives successfully. They write engaging pieces for a range of purposes. For example, they produce diary entries of good quality as children from the Stone Age. In key stage 2, most pupils develop their writing skills successfully across the curriculum. They use a wide range of vocabulary to enrich their work and they punctuate correctly. By Year 6, most write imaginatively in a range of forms and adapt their writing style appropriately for different purposes. For example, they produce effective and imaginative writing on the 'Ruby Cricket Ball'. Overall, most pupils across the school develop legible handwriting and present their work neatly. In both key stages, pupils apply their literacy skills well across the curriculum.

In the Foundation Phase, nearly all pupils develop their numeracy skills well. By Year 2, most double and halve numbers accurately, and they add, subtract and order numbers up to 100 correctly. They count in fives and tens and use place value effectively. They solve simple problems confidently, for example when they discover how many different ways they can sort nineteen eggs between three hens, using only odd numbers.

In key stage 2, nearly all pupils build systematically on their existing mathematical knowledge and understanding. Most recognise patterns and relationships between numbers. They understand fractions, decimals and percentage equivalents and they

are familiar with negative numbers. They select various methods and skills to carry out calculations or tasks effectively. Most pupils successfully interpret data in charts and graphs, and they can multiply and divide by 10, 100 and 1,000 to three-decimal places confidently. Many pupils make beneficial use of their mathematical skills to tackle real-life problems. For example, they calculate plane and train timetables and carefully quantify the costs of food and accommodation as they prepare for a holiday in Italy. In both key stages, most pupils apply their numeracy skills well across the curriculum.

Most pupils develop their information and communication technology skills (ICT) well across the school. In the Foundation Phase, most create simple graphs and use word-processing programs effectively. In key stage 2, most pupils communicate information clearly by selecting appropriate programs and they create effective word documents to improve their finished work. Older pupils confidently produce informative presentations linked to their class topics. Most pupils use a range of graphs, charts and spreadsheets successfully and they know how to create their own databases. All pupils have a good awareness of e-safety when using the internet.

Across the school, most pupils develop their Welsh language skills well in designated Welsh lessons. They speak clearly when asking and answering questions about themselves and their favourite foods and holidays. However, they do not use their oral skills in Welsh purposefully outside of Welsh lessons. Many write appropriately using a suitable range of vocabulary, but pupils do not always read familiar texts well enough.

Pupils' performance at the expected outcome at the end of the Foundation Phase has generally placed the school in the top 25% or higher 50% for literacy and mathematical development over the last four years when compared with similar schools. Performance at the higher outcome has generally placed the school in the lower 50% or bottom 25% in literacy and between the higher 50% and lower 50% in mathematical development over the same period.

At the end of key stage 2, over the same period, pupils' performance in English at the expected and higher levels has generally placed the school in the lower 50% when compared with similar schools. Pupils' performance in mathematics at the expected level has generally placed the school in the higher 50% or top 25% and in the lower 50% at the higher level. In science, pupils' performance at the expected and higher levels has generally placed the school in the lower 50% or bottom 25%.

Wellbeing: Good

Nearly all pupils have a good understanding of how to eat and drink healthily and they know the importance of taking regular exercise. They feel safe in school and treat each other and adults with respect. Nearly all pupils behave very well during lessons and around the school. They are polite and courteous, and they take responsibility for their own actions.

Nearly all pupils show enthusiasm for learning and take pride in their work. Most concentrate effectively on their tasks and work successfully in pairs and small groups. Most pupils develop the skills needed to improve their learning as they move

through the school, but they do not regularly make choices about how and what they learn.

Pupils of all ages undertake a wide range of responsibilities in school, for example through the school council, playground buddies and 'helpwr heddiw'. The 'papur newydd' group regularly prepares articles for the school website and the eco committee encourages others to save energy and recycle waste. Pupils of all ages display high levels of compassion for others by contributing to charitable organisations and collecting food parcels for the local food bank. These activities contribute in a valuable way towards their personal development.

Attendance rates over the past few years have generally placed the school in the top 25% or higher 50% when compared with similar schools. Pupils arrive punctually at the start of the school day.

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

The curriculum meets the requirements of the Foundation Phase, the National Curriculum and religious education effectively. The school provides a wide range of stimulating learning experiences that meet the needs of learners successfully. Teachers plan imaginative activities that provide a strong stimulus for learning. For example, pupils in Years 3 and 4 enthusiastically investigate space and aspects of astronomy and, as a result, improve their numeracy and literacy skills.

The successful implementation of the National Literacy and Numeracy Framework ensures that the curriculum builds on pupils' skills as they move through the school. Planning for ICT is effective and ensures clear progression in the tasks and activities that pupils undertake.

There is a wide range of extra-curricular activities, which includes football, tag rugby, hockey, pottery, tennis, athletics, gymnastics, dance, Urdd, and gardening clubs. Many pupils attend these clubs and they enhance pupils' wellbeing well. Visits and visitors to the school enrich pupils' learning experiences successfully. For example, there are annual residential visits to Conwy and Staylittle.

The school promotes pupils' Welsh language skills well in designated, well-structured Welsh lessons. However, the provision does not ensure that pupils use the language enough beyond these sessions. There are a variety of opportunities for pupils to learn about Welsh history, traditions and culture. These include studying Mary Jones and her Bible and Welsh artists, such as Kyffin Williams. The school regularly competes in Urdd activities and eisteddfodau.

Education for sustainable development is developing well. The eco committee provides many opportunities for pupils to understand the need to recycle waste and look after the environment. Provision to extend pupils' knowledge and understanding of global citizenship is more limited.

Teaching: Good

Teachers prepare work for their classes effectively and provide a range of stimulating activities for different ages and abilities. They structure their lessons well and conduct them at a brisk pace. They successfully manage pupils' behaviour and ensure that they remain on task. Most teachers use effective questioning techniques to promote pupils' understanding and skills and to probe their understanding.

Teachers and support staff work together effectively. They know pupils well and establish positive working relationships with them. Support staff make a significant contribution to pupils' learning and provide strong support for individuals and groups. In the few examples where teaching is less effective, too much teacher direction limits pupils' ability to develop their independent learning skills.

Teachers throughout the school adopt purposeful assessment for learning strategies. They offer suitable opportunities for pupils to begin to assess their own work and that of other pupils. They offer helpful feedback to pupils and provide supportive comments that celebrate their success.

The school has effective procedures to track pupils' progress. It makes effective use of all assessments to plan for groups of pupils and this contributes successfully to improving standards.

Reports to parents meet requirements and provide useful information about their children's achievements and the next steps in their learning.

Care, support and guidance: Good

The school provides a supportive and caring environment where all pupils feel safe and secure. There are appropriate arrangements to promote healthy eating, drinking and regular exercise. Staff foster the benefits of healthy living effectively through the curriculum and the wide range of extra-curricular activities.

The school supports pupils' spiritual, moral, social and cultural development well. The emphasis on positive values and respect for others is a prominent feature of school life. These values underpin the daily acts of collective worship and the personal and social education curriculum. Participation in local concerts and Urdd eisteddfodau promote pupils' cultural awareness successfully.

The school manages pupils' behaviour and attendance well. The family support co-ordinator works closely with teachers and teaching assistants to promote pupils' good behaviour. In the few instances when pupils display challenging behaviour, staff respond consistently well and put in place effective intervention programmes to support these pupils.

The school has strong links with a wide range of external agencies, such as health, counselling and social services, to support vulnerable pupils and their families. Leaders monitor and track carefully the outcomes of intervention programmes to ensure that they have a positive impact on pupils and their families.

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

The provision for pupils with additional learning needs is strong. The school identifies pupils' needs at an early stage and provides a beneficial range of intervention strategies that focus on pupils' literacy and numeracy skills as well as on their wellbeing and physical development. Individual education plans include measurable targets that are appropriate to pupils' needs. The school reviews pupils' progress and needs regularly with pupils and parents.

Learning environment: Good

The school is a caring, inclusive and nurturing community, where pupils and staff treat each other with respect and courtesy. Clear policies and procedures ensure equal opportunities for all pupils. The school celebrates cultural differences and diversity successfully.

The school's accommodation meets the needs of pupils well. The building provides sufficient space for teaching and learning and staff make purposeful use of every part of it. Very attractive displays enhance the learning environment and celebrate pupils' work well. Pupils have access to a wide range of resources of good quality, including well-stocked library areas and a computer suite. The school has developed its outdoor spaces successfully, such as the playgrounds and the stimulating forest school area, to enhance pupils' learning and recreation.

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 its future development. He has high expectations and is very effective in the management of the school. The senior leadership team provides strong support and works well together. They have driven forward new initiatives successfully, for example in science and mathematics. These innovations are having a positive impact on standards.

Regular staff meetings focus well on pupils' performance and the priorities in the school development plan. This ensures that the school works consistently towards meeting its targets for improvement.

All staff work together well and a positive team spirit permeates the school. Staff have specific curricular and administrative responsibilities that they understand well and undertake effectively.

The school meets national and local priorities well. Staff have implemented the National Literacy and Numeracy Framework successfully. Leaders have recently improved aspects of the building and the outdoor provision to improve the delivery of the Foundation Phase.

Governors meet regularly and are very supportive of the school. They have a clear understanding of the school's performance and participate actively in determining its

strategic direction, for example by attending staff meetings to discuss the school development plan. Governors have specific roles and responsibilities and many undertake learning walks with teachers to see the school in action. Governors question and challenge the school appropriately. The governing body meets its statutory obligations well.

Improving quality: Good

The self-evaluation process is well established and the school has a strong record of securing improvements in standards and provision, for example in the tracking of pupils' progress. Staff make good use of a range of first-hand evidence from lesson observations, scrutiny of pupils' work, subject monitoring and rigorous analysis of performance data. Questionnaires and various group meetings, such as the parent forum, ensure that the views of governors, pupils and parents inform the process well. The school responds effectively to these views. For example, it changed the use of the playground at break times so that all pupils could access the space in the way that suits them best.

The self-evaluation report is clear and provides a comprehensive and accurate picture of the school's strengths and areas for improvement. The priorities in the school development plan derive directly from the outcomes of the self-evaluation process. The plan is clear and includes a broad range of realistic and attainable targets. It contains success criteria, identifies the staff responsible for delivering the priorities and has appropriate timescales. Senior leaders and governors have appropriate responsibilities for reviewing and evaluating progress. Consequently, the school is able to move ahead purposefully and successfully.

Partnership working: Good

The school works well with a range of partners who have a positive impact on pupils' outcomes and wellbeing. It has a strong partnership with parents and the parent forum provides an effective channel for discussions. The friends of the school association meets regularly to raise money through such activities as fetes, discos and photographic sessions.

The school has effective links with the local area. Visitors from the community enrich pupils' learning experiences well, and they include local builders, veterinary surgeons, craftsmen, engineers, farmers, the Montgomeryshire Wildlife Trust, the Dance Company of Wales and Newtown Football Club. There are positive links with the church, the police and local cafes and housing developments. The local supermarket supports various school topics actively so that pupils are able to extend their literacy and numeracy skills and experience a range of activities, such as bread making.

The school has purposeful arrangements to support the transfer of pupils to the receiving secondary school. Regular moderation and standardisation procedures within the school and the local cluster ensure accuracy and continuity in the assessment of pupils' learning. Successful partnerships exist with Bangor and Aberystwyth Universities, which enable teacher training students to gain experiences in school and ensure that the school benefits from current educational practices.

Leaders liaise closely with the local authority and regional consortium to improve provision and pupils' outcomes, for example through active engagement in school-to-school support.

Resource management: Good

The school has a sufficient number of staff with suitable qualifications to teach all aspects of the curriculum. The headteacher deploys staff purposefully and creates a culture of mutual respect and active co-operation among staff. Teaching assistants make a strong contribution to pupils' outcomes and wellbeing across the school.

Arrangements for teachers' planning, preparation and assessment time are effective. Performance management arrangements ensure good opportunities for the professional development of staff. Training opportunities for staff also meet the school's priorities for improvement well.

The school uses its Pupil Deprivation Grant effectively to raise standards of literacy and numeracy and to ensure the wellbeing of specific groups of pupils.

The headteacher and governors monitor spending carefully and ensure that expenditure addresses the priorities in the school development plan. The school has recently spent much of its large reserves on extending the school building effectively.

Considering pupils' achievement and the overall quality of provision and leadership, the school provides good value for money.

Appendix 1: Commentary on performance data

6662040 - PENYGLODDFA C.P. SCHOOL

Number of pupils on roll	323
Pupils eligible for free school meals (FSM) - 3 year average	6.7
FSM band	1 (FSM<=8%)

Foundation Phase

	2013	2014	2015	2016
Number of pupils in Year 2 cohort	45	40	46	42
Achieving the Foundation Phase indicator (FPI) (%)	91.1	95.0	100.0	92.9
Benchmark quartile	2	2	1	3
Language, literacy and communication skills - English (LCE)				
Number of pupils in cohort	45	40	46	42
Achieving outcome 5+ (%)	91.1	97.5	100.0	92.9
Benchmark quartile	2	1	1	3
Achieving outcome 6+ (%)	31.1	30.0	47.8	38.1
Benchmark quartile	3	3	2	4
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	45	40	46	42
Achieving outcome 5+ (%)	95.6	97.5	100.0	97.6
Benchmark quartile	2	2	1	2
Achieving outcome 6+ (%)	31.1	32.5	37.0	42.9
Benchmark quartile	2	2	3	3
Personal and social development, wellbeing and cultural diversity (PSD)				
Number of pupils in cohort	45	40	46	42
Achieving outcome 5+ (%)	95.6	97.5	100.0	100.0
Benchmark quartile	3	3	1	1
Achieving outcome 6+ (%)	46.7	55.0	50.0	73.8
Benchmark quartile	3	2	4	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.

6662040 - PENYGLODDFA C.P. SCHOOL

Number of pupils on roll	323
Pupils eligible for free school meals (FSM) - 3 year average	6.7
FSM band	1 (FSM<=8%)

Key stage 2

	2013	2014	2015	2016
Number of pupils in Year 6 cohort	40	34	33	33
Achieving the core subject indicator (CSI) (%)	92.5	97.1	97.0	93.9
Benchmark quartile	2	2	2	3
English				
Number of pupils in cohort	40	34	33	33
Achieving level 4+ (%)	92.5	97.1	97.0	93.9
Benchmark quartile	3	2	2	3
Achieving level 5+ (%)	32.5	38.2	45.5	45.5
Benchmark quartile	3	3	3	3
Welsh first language				
Number of pupils in cohort	*	*	*	*
Achieving level 4+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematics				
Number of pupils in cohort	40	34	33	33
Achieving level 4+ (%)	95.0	97.1	100.0	93.9
Benchmark quartile	2	2	1	3
Achieving level 5+ (%)	30.0	41.2	57.6	45.5
Benchmark quartile	3	3	2	3
Science				
Number of pupils in cohort	40	34	33	33
Achieving level 4+ (%)	97.5	97.1	97.0	93.9
Benchmark quartile	2	2	3	4
Achieving level 5+ (%)	37.5	41.2	39.4	45.5
Benchmark quartile	3	3	4	3

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.	99	99 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	99	91 92%	8 8%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	99	94 95%	5 5%	Rwy'n gwybod pwy i siarad ag ef/â hi os ydw I'n poeni neu'n gofidio.
		97%	3%	
The school teaches me how to keep healthy	99	98 99%	1 1%	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.	99	96 97%	3 3%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	99	95 96%	4 4%	Rwy'n gwneud yn dda yn yr ysgol.
		96%	4%	
The teachers and other adults in the school help me to learn and make progress.	98	98 100%	0 0%	Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddsygu a gwneud cynnydd.
		99%	1%	
I know what to do and who to ask if I find my work hard.	99	98 99%	1 1%	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.	99	90 91%	9 9%	Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol.
		90%	10%	
I have enough books, equipment, and computers to do my work.	99	95 96%	4 4%	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.	99	72 73%	27 27%	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	99	77 78%	22 22%	Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
		84%	16%	

Responses to parent questionnaires

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

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
Overall I am satisfied with the school.	99	50 51%	44 44%	2 2%	0 0%	3	Rwy'n fodlon â'r ysgol yn gyffredinol.
		62%	34%	3%	1%		
My child likes this school.	99	64 65%	33 33%	1 1%	0 0%	1	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.	98	51 52%	43 44%	2 2%	1 1%	1	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		72%	26%	1%	0%		
My child is making good progress at school.	99	49 49%	44 44%	2 2%	0 0%	4	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	35%	3%	1%		
Pupils behave well in school.	99	37 37%	50 51%	3 3%	1 1%	8	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		47%	48%	4%	1%		
Teaching is good.	98	42 43%	52 53%	1 1%	0 0%	3	Mae'r addysgu yn dda.
		61%	37%	2%	1%		
Staff expect my child to work hard and do his or her best.	96	45 47%	48 50%	1 1%	0 0%	2	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.	99	26 26%	55 56%	8 8%	3 3%	7	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.
		48%	43%	7%	2%		
Staff treat all children fairly and with respect.	99	35 35%	46 46%	7 7%	3 3%	8	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		59%	35%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	98	35 36%	50 51%	6 6%	0 0%	7	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		59%	38%	3%	0%		
My child is safe at school.	99	50 51%	47 47%	2 2%	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'.	96	27 28%	44 46%	7 7%	1 1%	17	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		55%	39%	5%	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 am kept well informed about my child's progress.	98	25 26%	53 54%	17 17%	2 2%	1	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		48%	41%	9%	2%		
I feel comfortable about approaching the school with questions, suggestions or a problem.	99	37 37%	50 51%	7 7%	0 0%	5	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.	99	23 23%	45 45%	17 17%	3 3%	11	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.	99	37 37%	56 57%	2 2%	0 0%	4	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		57%	40%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	98	27 28%	49 50%	1 1%	0 0%	21	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.	99	44 44%	46 46%	3 3%	1 1%	5	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	39%	6%	1%		
The school is well run.	97	40 41%	49 51%	2 2%	1 1%	5	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	34%	4%	2%		

Appendix 3

The inspection team

Dr David Gareth Evans	Reporting Inspector
Mrs Mary Dyas	Team Inspector
Mr Joseph Fraser Darlington	Team Inspector
Mrs Justine Barlow	Lay Inspector
Mrs Rhian Jones	Peer Inspector
Mr Jim Macdonald (Headteacher)	Nominee

Copies of the report

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

Year groups, the Foundation Phase and key stages

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

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

Primary phase:

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

Secondary phase:

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

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

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

Glossary of terms – Primary

Foundation Phase indicator (FPI)

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

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

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

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

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

The core subject indicator (CSI)

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

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

- English or Welsh first language
- mathematics
- science

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

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

All-Wales Core Data sets

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

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

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