A report on

**Dinas Powys Primary School
Cardiff Road
Dinas Powys
Vale of Glamorgan
CF64 4JU**

Date of inspection: May 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.

Publication date: 27/07/2018

Context

Dinas Powys Primary school is in the large village of Dinas Powys in the Vale of Glamorgan local authority. It opened in 2015, following the amalgamation of Dinas Powys Infant and Murch Junior Schools. The school caters for pupils aged between three and eleven. There are currently 464 pupils on roll, including 73 in the part-time nursery classes. The school has 14 full-time classes on two sites, approximately one kilometre apart. There are two classes in each year group.

Currently, 12% of pupils are eligible for free school meals, which is much lower than the national average of around 20%. Nearly all pupils are of white British ethnicity and their first language is English. The school identifies approximately 11% of pupils as having additional learning needs, which is lower than the national average (25%). A very few pupils have statements of special educational needs. A very few pupils are looked after by the local authority. The headteacher took up her post in January 2015, having led the infant school since 1990. This is the school's first inspection.

The individual school budget per pupil for Dinas Powys Primary School in 2015-2016 means that the budget is £3,473 per pupil. The maximum per pupil in the primary schools in the Vale of Glamorgan is £5,170 and the minimum is £2,735. Dinas Powys Primary School is 24th out of the 46 primary schools in the Vale of Glamorgan in terms of its school budget per pupil.

Summary

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

Current performance

The school's current performance is good because:

- Nearly all pupils make very good progress from their individual starting points
- All pupils are eager and enthusiastic learners who are developing their literacy, numeracy and problem-solving skills well
- Levels of attendance compare well with those in similar schools
- Standards of pupils' wellbeing are high
- The curriculum provides a broad range of stimulating topics that meet the needs of nearly all pupils
- Most teaching is at least good and, in the best examples, is excellent
- Most pupils with additional learning needs make good progress towards their individual targets
- Pupils benefit from a very rich learning environment

Prospects for improvement

The school's prospects for improvement are excellent because:

- The headteacher's leadership is highly effective in setting out and promoting a clear vision for this new school
- In a relatively short time, the headteacher made notable progress in ensuring equality of provision and has given the new school a strong identity
- The senior leadership team plays a significant role in promoting a very effective professional learning culture throughout the school
- The governing body is developing its role as critical friend well
- Leaders use a wide range of first-hand evidence to evaluate the school's performance accurately
- Senior leaders carry out a highly detailed analysis of a wide range of assessment data to tailor the school's provision to meet the needs of disparate groups of children and individuals
- Planning for improvement is effective and has brought about notable improvements in a short time
- The school benefits from a wide range of effective partnerships

Recommendations

R1 Ensure that pupils evaluate their progress towards learning objectives and their own targets effectively

R2 Provide further opportunities for staff to disseminate the excellent practice that occurs in a number of classes across the school

R3 Improve pupils' use of the Welsh language outside of formal Welsh lessons

R4 Provide further opportunities for extended writing and for pupils to apply their numeracy skills independently across the curriculum

What happens next?

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

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

Main findings

Key Question 1: How good are outcomes?	Good

Standards: Good

Many 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, most are eager to learn and make very good progress from their individual starting points. Many pupils who are more able make excellent progress and attain standards well above those expected for their age.

Most pupils in the Foundation Phase listen well. They sustain concentration and demonstrate good listening by maintaining eye contact with the speaker and respond appropriately. They speak clearly using suitable vocabulary.

Nearly all pupils in key stage 2 have very good oracy skills. They listen carefully to their teachers and in class discussions, and they pay good attention to the contributions of other pupils. Many pupils in key stage 2 are articulate, choosing their words carefully so that their meaning is clear. This is particularly noticeable when they explain their thought processes in coming to a particular opinion or solution.

Pupils in the Foundation Phase make notable progress in learning to read. They acquire a good understanding of letters and sounds, which enables them to decode regular words easily. They quickly become familiar with words that they encounter frequently.

In key stage 2, nearly all pupils develop into accomplished readers. They read accurately and with good expression, voicing dialogue to add interest. They infer the meaning of unfamiliar words from their context, and make sensible predictions of how a story's plot might develop. Nearly all are adept at finding information from non-fiction books and the internet, using higher-order skills such as skimming and scanning well.

Most pupils in the Foundation Phase make very strong progress in developing their writing skills. Most pupils form letters correctly and develop a neat handwriting style. A few older pupils begin to join their letters in a cursive script. Most write in full sentences that have capital letters and full stops. Their spelling is generally accurate.

Most pupils in key stage 2 make notable progress in developing their writing skills. They write legibly, with accurate spelling and use a full range of punctuation marks correctly. Many pupils use an interesting range of sentence openers and conjunctions when writing complex sentences. Many pupils use adventurous vocabulary and literary devices such as alliteration and personification to enliven their writing, for example 'My Wales is a proud, titanic dragon, soaring hither and thither, patrolling the heavenly skies'. However, pupils do not routinely use redrafting to improve their writing.

Most pupils throughout the school apply their literacy skills well across the curriculum. They recount details of their visits to museums and a mock African village in detail. In their project about space, older pupils plan a trip to Mars by writing letters, lists and instructions. They adapt their style of writing according to their purpose and intended audience.

Most pupils have good mathematical skills. By the end of the Foundation Phase, they have a sound understanding of place value and perform calculations up to 100, using doubling and halving. They know the names and properties of simple shapes and use analogue and digital displays to tell the time correctly. By the end of key stage 2, most pupils read, write and order very large numbers correctly and calculate using decimals, fractions and percentages accurately. They have a good grasp of basic geometry and collect, arrange and present data in clear graphs. For example, they draw a graph to explain how an astronaut's heart rate alters during lift-off. Overall, however, few pupils apply their numeracy skills independently in their topic work.

Throughout the school, many pupils become very skilful in using information and communication technology (ICT) to enhance their work. For example, they create meaningful electronic books about themselves and their work and use coding skills to write simple programs and applications.

Most pupils in the Foundation Phase make very good progress in learning Welsh words and phrases. In key stage 2, many pupils have a good understanding of thematic Welsh vocabulary. Many can use present, past and future tenses in their writing. Many read simple Welsh books fluently and with good understanding.

Nearly all pupils with additional learning needs respond well to additional support and make strong progress towards their individual targets.

In recent years, pupils' attainment in the Foundation Phase at the expected outcome 5 in literacy skills and mathematical development has fluctuated, moving the school between the lower 50% and the higher 50% when compared with similar schools. At the higher-than-expected level, pupils', attainment has varied more widely, moving the school from the top 25% to the lower 50%.

Pupils' attainment at the expected level 4 in key stage 2 in English, mathematics and science shows an improving trend, moving the school from the lower 50% to the higher 50% of similar schools since 2012. Comparative attainment at the higher-than-expected level has fluctuated significantly over the same period.

Overall, the performance of boys is lower than that of girls. The gap is greater than the average for similar schools. Pupils who are eligible for free school meals generally do not achieve at the higher-than-expected levels as well as other pupils.

Wellbeing: Good

All pupils feel safe in school. They know whom to talk to if they are worried, and all pupils are confident that staff will deal quickly and effectively with any concerns. Nearly all pupils demonstrate high levels of engagement in all aspects of school life.

They have a secure understanding of the importance of a healthy lifestyle and they describe the benefits of eating a balanced diet, drinking enough water and taking exercise. They have high self-esteem and are confident, amiable and courteous.

Many pupils have a significant impact on the quality of school life. The 'school nutrition action group', junior road safety officers, coding club members and the school council make pupils more aware of how to keep safe and healthy. The eco committee understands the importance of recycling and older pupils are able to describe the benefits of sustainable energy. The school council has also improved play times on both sites by purchasing carefully selected playground equipment.

Nearly all pupils behave admirably, both in lessons and around the school. They treat others with respect and courtesy and are able to hold meaningful conversations on a range of topics. Nearly all pupils co-operate well and show concern for others. Most are enthusiastic learners. They contribute to lesson planning by posing questions that they will investigate. Attendance rates have remained about the same for the past four years at around 95%. This places the school in the upper 50% when compared with similar schools. Most pupils arrive punctually.

Key Question 2: How good is provision?	Good

Learning experiences: Good

Teachers plan a broad range of stimulating topics that meet the needs of nearly all pupils. Foundation Phase lessons provide engaging indoor and outdoor learning experiences that enable pupils to develop their literacy and numeracy skills effectively, building on their previous learning. For example, pupils in Year 2 produce factsheets about life in Botswana and have used what they have found out to inform their discussions about life in one of the country's villages. However, the school does not consistently provide opportunities for pupils to apply their numeracy skills across the curriculum. Pupils have very good opportunities to develop their ICT skills. They write coded programs to convert currencies and produce electronic books that contain sound, images and text.

Provision for Welsh language development in Welsh lessons is good. However, the use of Welsh in other lessons is limited. The school is very successful in developing pupils' knowledge and understanding of the history and culture of Wales. Pupils learn about many Welsh authors, artists and historical characters. Teachers use themes such as homes and animals successfully to teach sentence structures that form the basis of oracy, reading and writing exercises.

There are comprehensive opportunities for children to learn about the importance of caring for the environment. In addition to reducing waste by recycling paper, plastic, batteries and ink cartridges, the eco-committee raises pupils' awareness of energy and water usage by collecting and publishing meter readings. Staff promote pupils' understanding of different world religions and cultures well through their skilful use of stories, role-play and games.

Teaching: Good

There is high quality teaching throughout the school. Younger pupils benefit from excellent teaching. All teachers have good up-to-date knowledge of the subjects they teach. Teachers know their pupils well and maintain positive working relationships with pupils that contribute to the encouraging ethos that characterises the school. All staff have high expectations and challenge pupils to achieve highly. Many prepare stimulating lessons that enable pupils to develop their knowledge, skills and understanding in a way that builds progressively on what they already know and can do. Teachers encourage pupils' independence and problem solving skills by providing challenging, open-ended tasks. Most teachers use a range of teaching approaches effectively and many use ICT creatively to make their presentations memorable. Around half use the Welsh language consistently throughout their lessons, but do not routinely expect pupils to respond in Welsh.

All teachers provide pupils with effective feedback during lessons and by writing comments in their books. Teachers set clear lesson objectives and, as a result, many pupils understand each task's success criteria and how well they are performing. However, many pupils are unclear about how well they are progressing towards their individual targets. Their involvement in assessing their own work, and that of their classmates, is often underdeveloped. All teachers use an extensive range of tests and other measures to assess and track each pupil's progress. They use this information very effectively to plan relevant experiences that meet the needs of all pupils. Assessments enable staff to identify pupils' additional learning needs and provide appropriate support promptly. The school keeps parents well informed through regular consultation meetings and informative written reports.

Care, support and guidance: Good

Provision for the care, support and guidance of pupils is effective. There is a strong emphasis on developing pupils' wellbeing across the school with the result that nearly all pupils are happy, enthusiastic and confident learners. The school makes appropriate arrangements for promoting healthy eating and drinking.

Provision for pupils' spiritual, moral and social development is comprehensive. The emphasis on positive values and respect for others is a strength within the school. The school's values feature regularly in collective worship and within the personal and social education curriculum. This ensures that nearly all pupils realise the need to appreciate and respect one another and themselves. There are good arrangements for promoting pupils cultural development through a wide range of musical tuition and opportunities to perform before an audience.

The school promotes good attendance successfully. It ensures that parents are aware of the educational implications of absence through regular newsletters. The school's arrangements for safeguarding pupils meet requirements and give no cause for concern.

The school provides pupils with additional needs with very good support. This enables nearly all to make good or very good progress towards their individual targets. The school has strong links with specialist services and external agencies, such as the speech and language team and the autism outreach team. This ensures high quality support for pupils and their parents.

Learning environment: Excellent

The school provides a caring and welcoming environment for pupils. The school values all pupils and treats all equally and fairly, regardless of their background. The learning environment is highly stimulating and exceptionally well organised to make the most impact on all pupils learning experiences. For example, teachers encourage pupils to use the many stimulating role-play areas and the outdoor environment, with its gardens and forest, to develop independent thinking and problem solving skills effectively. The school is very well maintained with plentiful resources that support the needs of all pupils.

The school has worked successfully to improve the quality of the teaching and learning environment in key stage 2, bringing it in line with that of the Foundation Phase site. Consequently, there have been very significant improvements recently. This ensures parity of opportunity on both sites by providing all pupils with stimulating learning environments. For example, the mathematics trails and story circles allow pupils to develop their skills in adventurous and imaginative settings. The high quality displays around both sites celebrate the successful literacy work that pupils produce.

The extensive outdoor areas provide many outstanding facilities and learning opportunities. For example, the forest area provides younger pupils with a wide range of physical and creative challenges. The well-tended gardens and woodland areas at key stage 2 provide excellent opportunities to develop older pupils' appreciation of the environment.

There is a wide range of good quality resources to support pupils' learning needs, such as ICT equipment and a wide range of reading books.

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

Leadership: Excellent

The headteacher has a very clear vision that she communicates exceptionally well to all pupils, staff and governors. As a result, highly effective leadership at all levels promotes improvement very effectively.

An outstanding feature of the school is the extent to which the headteacher has worked diligently to build on the recognised qualities of the former infant school and unite all staff in establishing a consistent approach to teaching and learning across the newly amalgamated school. She has set an extremely clear strategic direction to increase the school's ability to raise standards for all pupils. She has focused strongly on improving the quality of the learning environment in key stage 2. These improvements give teachers greater opportunity to deliver stimulating and thought-provoking learning experiences both in classrooms and in the outdoor learning areas. The amount and quality of books, resources and outdoor learning areas are improved. This ensures equal opportunities for pupils on both sites and contributes positively to raising standards.

Members of the newly established senior leadership team understand clearly how the school's performance compares with that of other schools. They play a significant role in promoting a very effective, professional learning culture throughout the school. All teachers work very well in areas of learning teams and share expertise very effectively. This has led to exemplary provision for reading and ICT across the whole school.

Staff know their roles and responsibilities well and understand their role in contributing to the school's success. The school has robust and highly effective systems for managing the performance of all teachers and learning support assistants.

Governors support the school well and have a good awareness of the school's strengths and shortcomings and future priorities. They have been fully involved in successfully bringing together the two separate schools into one coherent unit.

The school responds very well to local and national priorities. For example, the Foundation Phase provision is outstanding and the Literacy and Numeracy Framework is contributing strongly to the high quality of many aspects of pupils' work. These contribute effectively to the high standards achieved by many pupils.

Improving quality: Good

The headteacher and the senior management team have a clear understanding of the school's strengths and areas for improvement. In a short time, they have established successful self-evaluation processes that provide comprehensive first-hand information. Leaders and staff use robust sources of evidence, including lesson observations, the scrutiny of pupils' work and the evaluation of teachers' planning and the findings of questionnaires.

The extent to which the headteacher and the senior leadership team rigorously analyse pupil performance data in fine detail is exceptional. They use it purposefully to monitor the progress of individuals and groups of pupils within the school. They compare how the outcomes achieved by pupils in the school compare with those in similar schools across Wales and use this information to inform their future targets.

The school takes good account of the views of a range of stakeholders. Through the school council, there are effective opportunities for pupils to express an opinion about provision. As a result, the amount of time that is allocated to the buddy reading scheme has been extended. Through questionnaires, the school takes account of the views of parents regularly. Consequently, the school has revised and improved traffic management arrangements on the junior site.

The findings of self-evaluation link clearly to the school development plan. The plan contains a manageable number of priorities. They are realistic and include quantitative targets that enable staff to measure progress easily. The plan gives appropriate details regarding timescales and costs, and identifies staff with delegated responsibilities. Leaders ensure that they allocate appropriate resources to support the actions.

Leaders have successfully replicated many of the positive features that characterised the former schools' management of the improvement process. Since the amalgamation of the two schools, development planning has successfully unified the former schools into one with shared vision, values and identity. The improvement of provision and raised standards in ICT in key stage 2 is particularly noticeable.

Partnership working: Good

The school works effectively with a wide range of partners that successfully enrich and support pupils' learning and wellbeing.

The school has a very strong partnership with parents. Regular communication through newsletters and detailed curriculum information sheets keeps parents very well informed about the life and work of the school. The parent-teacher association makes a valuable contribution to help the school improve the resources available for pupils. For example, they have raised funds to purchase tablet computers, which have enhanced the provision for ICT within the school.

The school has a successful partnership with a local playgroup. As a result, pupils settle quickly into the nursery class. Well-established transition arrangements with the local secondary school ensure pupils are confident to move on to the next stage in their education. Arrangements for the standardisation and moderation of pupils' work are comprehensive and effective.

The school is an active partner in a group of primary schools that is working collaboratively to raise standards in numeracy. This is beginning to have a positive impact on the standards of numeracy in the school.

The school has strong links with the community, which provide a range of valuable experiences for pupils. An example of this is the way local shops support the mathematics week, enabling pupils to develop their mathematical skills in a real life context. The school choir performs regularly in the local community. This helps to strengthen pupils' self-esteem and confidence.

The local authority is a key partner and many pupils benefit from the school's work with its specialist health and learning support services. Regular visits from the community police liaison officer and the fire and rescue service all enrich pupils' experience and understanding of how to stay safe.

Resource management: Good

Leaders manage the deployment of staff and resources very well. All staff work highly effectively together as teams to share good practice and improve their professional knowledge and understanding. Teachers and support staff have roles that make the best use of their expertise.

Performance management targets identify sound opportunities for the development and training for all staff. They link closely to the priorities of the school development plan. For example, numeracy training has enabled all learning support assistants to improve the effectiveness of their role.

Arrangements for teachers to have time to plan, prepare and assess pupils' progress are well established. They use the time effectively to help to raise standards and to work closely with other staff to improve provision. The school has been active in sharing specific examples of good practice in the Foundation Phase across the local authority. Teachers' involvement in networks of professional practice contributes effectively to improving aspects of provision, for example in improving reading and numeracy.

Governors monitor the school's budget carefully and deploy the school's resources very efficiently. As a result, there is now an ample supply of learning resources for all pupils, and staff use the accommodation very effectively to enhance pupils' learning. The school uses its Pupil Deprivation Grant well to support the needs of pupils who are eligible for free school meals.

In view of the purposeful use the school makes of its funding and the very good progress made by most pupils, the school provides good value for money.

Appendix 1: Commentary on performance data

6732185 - DINAS POWYS PRIMARY SCHOOL

Number of pupils on roll   441
Pupils eligible for free school meals (FSM) - 3 year average   9.4
FSM band   2 (8%<FSM<=16%)

Foundation Phase

	2012	2013	2014	2015
Number of pupils in Year 2 cohort	47	55	56	60
Achieving the Foundation Phase indicator (FPI) (%)	87.2	87.3	83.9	95.0
Benchmark quartile	2	3	3	2
Language, literacy and communication skills - English (LCE)				
Number of pupils in cohort	47	55	56	60
Achieving outcome 5+ (%)	93.6	89.1	91.1	96.7
Benchmark quartile	2	3	3	2
Achieving outcome 6+ (%)	42.6	36.4	32.1	36.7
Benchmark quartile	1	2	3	3
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	47	55	56	60
Achieving outcome 5+ (%)	95.7	94.5	92.9	98.3
Benchmark quartile	2	2	3	2
Achieving outcome 6+ (%)	38.3	49.1	26.8	41.7
Benchmark quartile	1	1	3	2
Personal and social development, wellbeing and cultural diversity (PSD)				
Number of pupils in cohort	47	55	56	60
Achieving outcome 5+ (%)	91.5	92.7	98.2	96.7
Benchmark quartile	3	4	3	3
Achieving outcome 6+ (%)	48.9	45.5	33.9	53.3
Benchmark quartile	2	3	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.

6732185 - DINAS POWYS PRIMARY SCHOOL

Number of pupils on roll	441
Pupils eligible for free school meals (FSM) - 3 year average	9.4
FSM band	2 (8%<FSM<=16%)

Key stage 2

	2012	2013	2014	2015
Number of pupils in Year 6 cohort	45	39	52	48
Achieving the core subject indicator (CSI) (%)	86.7	84.6	100.0	95.8
Benchmark quartile	3	3	1	2
English				
Number of pupils in cohort	45	39	52	48
Achieving level 4+ (%)	86.7	92.3	100.0	95.8
Benchmark quartile	3	3	1	2
Achieving level 5+ (%)	51.1	30.8	51.9	47.9
Benchmark quartile	1	3	1	2
Welsh first language				
Number of pupils in cohort	*	*	*	*
Achieving level 4+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematics				
Number of pupils in cohort	45	39	52	48
Achieving level 4+ (%)	91.1	87.2	100.0	95.8
Benchmark quartile	3	3	1	2
Achieving level 5+ (%)	35.6	20.5	50.0	39.6
Benchmark quartile	3	4	1	3
Science				
Number of pupils in cohort	45	39	52	48
Achieving level 4+ (%)	88.9	92.3	100.0	97.9
Benchmark quartile	3	3	1	2
Achieving level 5+ (%)	37.8	33.3	51.9	47.9
Benchmark quartile	2	3	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.	101		101	0		Rwy'n teimlo'n ddiogel yn fy ysgol.
			100%	0%		
			98%	2%		
The school deals well with any bullying.	101		85	16		Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			84%	16%		
			92%	8%		
I know who to talk to if I am worried or upset.	100		95	5		Rwy'n gwybod pwy i siarad ag ef/â hi os ydw I'n poeni neu'n gofidio.
			95%	5%		
			97%	3%		
The school teaches me how to keep healthy	101		94	7		Mae'r ysgol yn fy nysgu i sut i aros yn iach.
			93%	7%		
			97%	3%		
There are lots of chances at school for me to get regular exercise.	101		96	5		Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			95%	5%		
			96%	4%		
I am doing well at school	98		96	2		Rwy'n gwneud yn dda yn yr ysgol.
			98%	2%		
			96%	4%		
The teachers and other adults in the school help me to learn and make progress.	99		99	0		Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddysgu a gwneud cynnydd.
			100%	0%		
			99%	1%		
I know what to do and who to ask if I find my work hard.	100		96	4		Rwy'n gwybod beth I'w wneud a gyda phwy i siarad os ydw I'n gweld fy ngwaith yn anodd.
			96%	4%		
			98%	2%		
My homework helps me to understand and improve my work in school.	99		89	10		Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol.
			90%	10%		
			91%	9%		
I have enough books, equipment, and computers to do my work.	101		97	4		Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
			96%	4%		
			95%	5%		
Other children behave well and I can get my work done.	98		69	29		Mae plant eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
			70%	30%		
			77%	23%		
Nearly all children behave well at playtime and lunch time	99		91	8		Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
			92%	8%		
			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.	182	129 71%	51 28%	2 1%	0 0%	2	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	183	139 76%	42 23%	2 1%	0 0%	0	Mae fy mhlentyn yn hoffi'r ysgol hon.
		73%	26%	1%	0%		
My child was helped to settle in well when he or she started at the school.	181	131 72%	48 27%	2 1%	0 0%	2	Cafodd fy mhlentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		72%	26%	1%	0%		
My child is making good progress at school.	182	114 63%	66 36%	2 1%	0 0%	1	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
		62%	34%	3%	1%		
Pupils behave well in school.	177	72 41%	100 56%	5 3%	0 0%	7	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		48%	47%	4%	1%		
Teaching is good.	178	104 58%	73 41%	1 1%	0 0%	4	Mae'r addysgu yn dda.
		62%	36%	2%	0%		
Staff expect my child to work hard and do his or her best.	180	127 71%	52 29%	1 1%	0 0%	2	Mae'r staff yn disgwyl i fy mhlentyn weithio'n galed ac i wneud ei orau.
		65%	34%	1%	0%		
The homework that is given builds well on what my child learns in school.	174	81 47%	86 49%	7 4%	0 0%	8	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.	174	106 61%	59 34%	8 5%	1 1%	10	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.	180	103 57%	70 39%	7 4%	0 0%	4	Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		60%	37%	2%	0%		
My child is safe at school.	179	126 70%	53 30%	0 0%	0 0%	3	Mae fy mhlentyn yn ddiogel yn yr ysgol.
		66%	31%	2%	1%		
My child receives appropriate additional support in relation to any particular individual needs'.	162	82 51%	72 44%	6 4%	2 1%	19	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.	183	86 47%	80 44%	15 8%	2 1%	1	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		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.	183	110 60%	61 33%	9 5%	3 2%	1	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.	161	58 36%	87 54%	14 9%	2 1%	22	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		49%	42%	8%	2%		
The school helps my child to become more mature and take on responsibility.	181	106 59%	70 39%	4 2%	1 1%	2	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.	162	78 48%	76 47%	8 5%	0 0%	22	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.	180	88 49%	84 47%	5 3%	3 2%	3	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		54%	39%	6%	1%		
The school is well run.	181	126 70%	53 29%	2 1%	0 0%	3	Mae'r ysgol yn cael ei rhedeg yn dda.
		62%	33%	3%	2%		

Appendix 3

The inspection team

Christopher Ian Dolby	Reporting Inspector
Aileen Patricia Brindley	Team Inspector
Rosemarie Wallace	Team Inspector
Matthew Evans	Lay Inspector
Nicola Jayne Price	Peer Inspector
Julie Thompson (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.