



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

**A report on**

**Rogiet C.P. School  
Station Road  
Rogiet  
NP26 3SD**

**Date of inspection: July 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:

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

Rogiet Primary School is in the village of Rogiet in Monmouthshire. There are currently 211 pupils on roll from the ages of four to eleven in seven single-year classes.

Over the last three years, the average number of pupils eligible for free school meals is around 14%, which is below the national average of 19%. The school identifies about 18% as having additional learning needs, which is below the national average of 25%. A very few pupils have a statement of special educational needs. A very few pupils are from an ethnic minority background and no pupils receive support for English as an additional language. No pupils use Welsh as a first language or are in the care of the local authority. The school is a Frontier School for information and communication technology (ICT).

The last inspection was in December 2010. The headteacher took up her post in September 2009.

The individual school budget per pupil for Rogiet Primary School in 2016-2017 means that the budget is £3,460 per pupil. The maximum per pupil in the primary schools in Monmouthshire is £5,011 and the minimum is £2,837. Rogiet Primary School is 17<sup>th</sup> out of the 30 primary schools in Monmouthshire in terms of its school budget per pupil.

## Summary

<b>The school's current performance</b>	<b>Good</b>
<b>The school's prospects for improvement</b>	<b>Good</b>

### Current performance

The current performance of the school is good because:

- Most pupils make good progress in developing their literacy, numeracy and ICT skills as they move through the school
- Nearly all pupils behave very well
- Rates of attendance over time nearly always place the school consistently in the top 25% or higher 50% when compared with similar schools
- The school provides a well-balanced range of stimulating learning experiences
- The quality of teaching is good with some outstanding features
- The school's assessment arrangements provide relevant information for teachers to track pupils' progress accurately
- Staff provide care, support and guidance of high quality for pupils

### Prospects for improvement

The school's prospects for improvement are good because:

- Leaders and governors share a clear vision for the school's strategic direction
- The headteacher oversees all aspects of the school efficiently and purposefully and has a clear focus on raising standards and school improvement
- All staff work together well
- Governors participate fully in decision-making and school improvement activities and they question the school's leadership regularly and effectively
- A notable strength is that governors evaluate their own performance thoroughly
- The school has effective procedures for self-evaluation
- The school has a wide range of strategic partnerships, which make a valuable contribution to pupils' standards and wellbeing

## Recommendations

- R1 Raise pupils' attainment by the end of the Foundation Phase
- R2 Improve the performance of boys in key stage 2, especially in English
- R3 Ensure that teachers' planning indicates clearly how literacy, numeracy and ICT skills are integrated into pupils' learning across the curriculum
- R4 Plan learning tasks in key stage 2 to match pupils' levels of ability and promote the development of independent learning skills
- R5 Share leadership more effectively across the school

### **What happens next?**

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

## Main findings

### Key Question 1: How good are outcomes?

Good

#### Standards: Good

Most pupils make good progress in developing their literacy, numeracy and ICT skills as they move through the school.

Most pupils in the school listen to adults and each other attentively. In the Foundation Phase, most speak confidently and effectively about their learning. They use an increasingly varied vocabulary to convey meaning clearly. In key stage 2, most pupils speak articulately about a range of subjects and interests, both within the classroom and informally around the school.

Across the school, most pupils use their reading skills effectively in a variety of contexts and a suitable range of genres. They talk about their favourite books enthusiastically. In the Foundation Phase, most pupils enjoy reading and read age-appropriate stories and non-fiction books confidently. In key stage 2, most pupils read fluently and with good expression. They make sensible predictions about what is likely to happen next. By the end of Year 6, most read a wide range of texts in books and online. The more able, in particular, use their skills of inference and deduction well to sort information into fact, belief and opinion.

In the Foundation Phase, most pupils write in a variety of ways that communicate meaning and hold the reader's interest. They begin to use adventurous vocabulary and they apply their phonic knowledge to spell unfamiliar words plausibly. They present their work clearly with handwriting that is accurate and consistent. In key stage 2, most pupils continue to develop good writing skills. They use a wider range of vocabulary and different types of genres to make their work more interesting. Most pupils present their written work neatly using a legible cursive style. They apply their writing skills effectively, when writing across the curriculum, such as writing letters to company managers. Most pupils spell and punctuate their work accurately. The more able, in particular, have a good knowledge of English appropriate for their age. However, pupils' application of their literacy skills across the curriculum is less well developed.

In the Foundation Phase, most pupils develop relevant mathematical concepts and skills through a suitable range of mental and practical experiences. For example, by the end of Year 2, most pupils add and subtract numbers to 100 and count in twos, fives and tens. They recognise basic two and three-dimensional shapes, tell the time to quarter of an hour and measure in standard units accurately. They collect and collate data and present this in various forms well. They start to develop appropriate reasoning skills. In key stage 2, most pupils, especially the more able, select suitable strategies to reach correct answers quickly, for example by rounding up or down to the nearest 10 or 100. By the end of Year 6, most pupils know their multiplication tables well and understand a range of age-appropriate mathematical processes. For example, they convert between proper and improper fractions correctly. The more able, in particular, develop effective problem-solving skills relevant to real-life situations. They apply their mathematical skills well across the curriculum, for example in science.

Many pupils across the school develop a suitable range of age-appropriate ICT skills and use these securely in a variety of contexts. This has a positive impact on their learning and the standards they achieve in most curriculum areas. For example, many reception pupils use bar codes on tablets to access pictures of mini-beasts successfully and in Year 1 most pupils input their mini-beast images into a search engine confidently. In key stage 2, Year 4 pupils use ICT to construct and interpret bar graphs correctly, when recording the distance travelled by paper aeroplanes as part of a science project. By the end of key stage 2, most pupils use a variety of electronic devices confidently and competently to enhance their learning, involving, for example, the internet, spreadsheets and word processing. Many apply their ICT skills accurately, for example to calculate the mean, mode and median of their investigation results.

Nearly all pupils in the school demonstrate positive attitudes to learning Welsh. In the Foundation Phase, most pupils make good progress in developing their Welsh language skills. They understand and use basic greetings and responses confidently. Most pupils in key stage 2 build on this learning successfully. They extend their sentences with simple descriptions and explanations. They express their enjoyment of Welsh, for example when writing about themselves. By the end of Year 6, most pupils write at length in Welsh, using the past tense correctly in a suitable variety of genres.

Pupils' performance at the end of the Foundation Phase over the last four years at the expected and higher outcomes in literacy and mathematical development has varied, moving the school mostly between the top 25% and bottom 25%, when compared with similar schools. In key stage 2, pupils' performance at the expected and higher levels over the same period is better overall, particularly in mathematics and science, placing the school mainly between the lower 50% and top 25%. Overall, in both key stages, pupils eligible for free school meals achieve as well as, and at times better than, other pupils. In key stage 2, girls tend to perform better than boys, especially in English.

### **Wellbeing: Good**

Most pupils enjoy school. They are aware of the importance of healthy eating and know how to stay fit and healthy. They benefit from participation in a wide range of sporting and health-related activities, such as running 'the daily mile'. They understand how to use the internet safely, for example by developing digital charters with their teachers.

Nearly all pupils behave very well and know whom to speak to if they are worried or upset. They move around the school in an orderly manner and are courteous and polite to adults and each other. Older pupils help younger pupils, for example by playing board games with them during the breakfast club. Nearly all pupils have a good understanding of why it is important to attend school and to be punctual. Except for a dip in 2015 to 2016, due mainly to an outbreak of illness, rates of attendance over time have placed the school consistently in the top 25% or higher 50% when compared with similar schools over the last few years. Nearly all pupils arrive on time at school in the morning.

Many pupils have a positive impact on the quality of school life and are proud of their individual responsibilities, such as house captains and digital leaders. The school council is enthusiastic and plays an active role, for example by introducing and monitoring the effect of better handwashing facilities. Most pupils develop a good understanding of life and work outside school through, for example, enterprise projects during financial awareness week. They make a worthwhile contribution to their community, particularly through participation in an intergenerational initiative at the local senior citizens club.

<b>Key Question 2: How good is provision?</b>	<b>Good</b>
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**Learning experiences: Good**

The school provides a well-balanced range of stimulating learning experiences, based on a broad range of topics that build effectively on previous learning. Teachers use long-term and weekly plans to ensure full coverage of the curriculum. However, medium-term planning is limited. This means there is a lack of whole-school co-ordination in the application of skills across the curriculum, particularly in literacy.

In the Foundation Phase, staff organise the learning environment and resources well to create an appropriate balance between adult-led and pupil-initiated learning. As a result, pupils start to become independent and inquisitive learners. Teachers across the school make frequent use of the outdoor learning areas, for example by using ICT to find mini-beasts. The school offers a wide range of educational visits and extra-curricular clubs, which enhance pupils' learning experiences and enjoyment. Homework, which nearly all pupils can access online, is purposeful and provides beneficial support for learning.

Planning and provision for developing pupils' Welsh language skills across the school are good and ensure that pupils make good progress. The school promotes and celebrates Welsh traditions and culture very successfully throughout the year. For example, pupils visit places of local and national interest, such as the Magor Marshes. They study the work of famous Welsh artists and musicians, such as Pete Fowler.

There is effective provision to develop pupils' knowledge and understanding of sustainable living and global citizenship. For example, many pupils explain how the eco features of the school building support sustainability. The eco committee promotes recycling rigorously and contributes constructively to the development of the outdoor learning areas. Studies of other countries, such as the Year 1 link with Spain, raise pupils' awareness of the wider world.

**Teaching: Good**

All teachers prepare lessons efficiently and provide learning resources of good quality. They use a suitable range of teaching methods and conduct lessons at a good pace. In particular, they know their pupils well and establish good working relationships with them. Where there are outstanding features, teachers enable pupils to make their own choices and to reach their own conclusions, in order to move their learning forward, for example in science when investigating how quickly different objects fall.

Most teachers manage class routines and pupils' behaviour very effectively. They have high expectations of pupils' achievement and encourage them to succeed. However, in key stage 2, teachers do not always provide enough opportunities for pupils to develop their independent learning skills and, on occasions, they do not match learning tasks closely enough to pupils' abilities.

The school's arrangements for assessment, recording and reporting provide relevant information for teachers to track pupils' progress accurately. This enables teachers to analyse pupils' achievements well, to set reliable long-term targets and to identify any underperformance effectively. In addition, pupils have their own individual targets, which help them to improve their performance incrementally, relevant to their age and ability.

All teachers provide useful feedback to pupils to help them improve their work. By the end of key stage 2, most pupils respond positively to the comments they receive and have the ability to assess and advance their own work and that of others purposefully and constructively. Annual pupil reports and regular consultation evenings inform parents appropriately about their children's progress.

### **Care, support and guidance: Good**

Staff provide care, support and guidance of high quality for pupils, who have a diverse range of needs. There are appropriate arrangements for promoting healthy eating and drinking, through, for example, the daily fruit tuck shop and the personal and social education programme. The latter supports pupils' spiritual, moral, social and cultural development well, particularly through the use of circle time and counselling sessions. Daily assemblies foster positive values and provide good opportunities for pupils to reflect on the world around them and their own experiences.

There are purposeful arrangements to promote good attendance, for example through newsletters and termly celebrations with bronze, silver and gold awards for 100% attendance. An appropriate first-day response system is in place. Nearly all staff manage pupils' behaviour consistently well. They deal with any incidences of challenging behaviour effectively and proportionately. The school's arrangements for safeguarding meet requirements and give no cause for concern.

The provision for pupils with additional learning needs is a strength of the school. Staff identify pupils' needs quickly when they first join the school and provide relevant intervention programmes, when appropriate. However, the school has not yet fully monitored the impact of all these interventions on pupils' progress due to their recent introduction. External agencies and specialist services offer regular guidance and training to ensure that all staff have the skills necessary to support identified pupils and their families suitably.

### **Learning environment: Good**

The school is a supportive and caring community, where nearly all pupils feel safe and secure. Staff treat pupils fairly and with understanding and ensure that they have equal access to every aspect of school life. They promote an acceptance of diversity and racial equality successfully. This helps to ensure that most pupils thrive.

The relatively new school building provides an attractive environment for teaching and learning. All classrooms are spacious and well organised with good access to the outdoor areas, which all year groups use well. Pupils take a lead in instigating improvements to the grounds to complement the school's many beneficial environmental features. The site is in good order and appropriately managed.

There are plenty of resources of good quality to enrich pupils' work across the curriculum, including sufficient up-to-date ICT equipment and a well-stocked library, run by pupil librarians.

<b>Key Question 3: How good are leadership and management?</b>	<b>Good</b>
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### **Leadership: Good**

Leaders and governors share a clear vision for the school's strategic direction. The headteacher oversees all aspects of the school efficiently and purposefully and has a clear focus on raising standards and school improvement. Together with the senior leadership team, she is instrumental in moving the school forward, for example in raising standards in science. However, due particularly to recent staff absences, especially at the senior leadership level, she has a heavy workload. For example, she currently undertakes all staff appraisals. As a result, there is insufficient sharing of leadership roles and responsibilities throughout the school.

All teachers have clearly defined roles and responsibilities, based on their areas of expertise and interest. They undertake a range of monitoring activities, although opportunities for classroom observations are limited. They have appropriate performance management targets linked to pupils' progress and the school development plan. This is having an impact, for example, on the development of pupils' mathematical reasoning. All staff work together well and share good practice between themselves, in order to ensure consistent procedures across the school.

Governors are knowledgeable and supportive of the school's work and its performance. They participate fully in decision-making and school improvement activities and they question the school's leadership regularly and effectively. All governors have a link responsibility and most visit the school regularly to see learning in action. A notable strength is that they evaluate their own performance thoroughly. This ensures that they have an appropriate spread of skills to oversee the quality of the school's provision knowledgeably and confidently.

The school works well to meet national and local priorities, for example to improve standards and provision in ICT.

### **Improving quality: Good**

The school has effective procedures for self-evaluation. Senior leaders make good use of a range of evidence to evaluate standards and provision at the school. This includes analysing performance data carefully, scrutinising pupils' work and undertaking learning walks. The school also surveys the views of pupils, parents and external agencies regularly and values their opinions and suggestions for moving the school forward, for example in relation to homework. As a result, the self-evaluation

report is an honest and comprehensive document that highlights progress against school priorities. However, the links between the outcomes of the self-evaluation process and the school development plan are not explicit.

The school development plan includes a suitable range of relevant actions. It identifies staff roles and responsibilities for monitoring the effectiveness of improvement strategies. It also includes clear success criteria and timescales for completion of actions. It makes good use of advice from internal and external reports, such as governor and consortium reviews, to focus on specific improvement activities, for example the performance of boys in English. Overall, the school has addressed the two recommendations from the previous inspection successfully.

### **Partnership working: Good**

The school has a wide range of strategic partnerships, which make a valuable contribution to pupils' standards and wellbeing. Parents have good access to a wide range of information, which keeps them fully aware of events in the life and work of the school. For example, they receive a pack about healthy eating before their children start school. Most parents are very supportive of the school and attend regular events to share in their children's learning, for example by participating in an e-safety workshop and visiting classrooms. This enables them to support their children's learning at home effectively. There is an active parent-teacher association that raises funds successfully for the school.

Members of staff in the Foundation Phase liaise effectively with nurseries and pre-school playgroups to prepare pupils for their entry into the reception class. There are also good arrangements for the transition of pupils to secondary education. These promote pupils' wellbeing effectively, for example through reciprocal school visits, projects, concerts and sports festivals.

Teachers take advantage of opportunities to work with other schools, which has improved provision, for example in Welsh second language. They also participate successfully in Foundation Phase and special needs networks, as well as engaging constructively in internal and cluster moderation sessions to ensure the accuracy and validity of pupil assessments. The school has developed productive relationships with the regional consortium and local authority, as well as with various colleges and universities. It also has close links with local community groups and businesses, such as a cosmetics firm. This enhances pupils' learning and understanding of the world of work.

### **Resource management: Good**

The school has enough suitably qualified and experienced teachers and support staff to deliver the curriculum and to ensure the wellbeing of all pupils. All make a valuable contribution to pupils' learning. However, recent absences have caused a period of relative instability in staffing.

All staff participate regularly in relevant professional development activities through attendance at courses and in-house and cluster training events. These are linked appropriately to the school's priorities and teachers' performance management

targets. As a result, staff take on new initiatives willingly, in order to develop their classroom practice and to improve pupils' outcomes, for example in numeracy. The arrangements for teachers' planning, preparation and assessment time are suitable.

The headteacher and the governing body manage the budget well and liaise closely with the local authority regarding funding arrangements. They ensure that appropriate budgetary controls are in place. Spending decisions reflect school priorities. The school uses its pupil deprivation grant almost exclusively to employ extra teaching assistants to support targeted pupils. These initiatives are having a positive impact. For example, nearly all pupils eligible for free school meals in Year 6 met or exceeded their targets in 2015 to 2016.

Due to the good standards pupils achieve overall, the school provides good value for money.

## Appendix 1: Commentary on performance data

### 6792164 - ROGIET COUNTY PRIMARY

Number of pupils on roll	206
Pupils eligible for free school meals (FSM) - 3 year average	15.2
FSM band	2 (8%<FSM<=16%)

#### Foundation Phase

	2013	2014	2015	2016
<b>Number of pupils in Year 2 cohort</b>	25	26	30	30
<b>Achieving the Foundation Phase indicator (FPI) (%)</b>	96.0	69.2	90.0	80.0
Benchmark quartile	1	4	2	4
<b>Language, literacy and communication skills - English (LCE)</b>				
Number of pupils in cohort	25	26	30	30
Achieving outcome 5+ (%)	96.0	73.1	90.0	83.3
Benchmark quartile	1	4	3	4
Achieving outcome 6+ (%)	16.0	26.9	36.7	36.7
Benchmark quartile	4	3	2	3
<b>Language, literacy and communication skills - Welsh (LCW)</b>				
Number of pupils in cohort	*	*	*	*
Achieving outcome 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving outcome 6+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
<b>Mathematical development (MDT)</b>				
Number of pupils in cohort	25	26	30	30
Achieving outcome 5+ (%)	96.0	73.1	90.0	86.7
Benchmark quartile	1	4	3	4
Achieving outcome 6+ (%)	28.0	26.9	30.0	40.0
Benchmark quartile	2	3	3	2
<b>Personal and social development, wellbeing and cultural diversity (PSD)</b>				
Number of pupils in cohort	25	26	30	30
Achieving outcome 5+ (%)	100.0	88.5	96.7	86.7
Benchmark quartile	1	4	3	4
Achieving outcome 6+ (%)	32.0	15.4	43.3	43.3
Benchmark quartile	3	4	3	4

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.

**6792164 - ROGIET COUNTY PRIMARY**

Number of pupils on roll	206
Pupils eligible for free school meals (FSM) - 3 year average	15.2
FSM band	2 (8%<FSM<=16%)

**Key stage 2**

	2013	2014	2015	2016
<b>Number of pupils in Year 6 cohort</b>	29	28	29	26
<b>Achieving the core subject indicator (CSI) (%)</b>	86.2	85.7	93.1	92.3
Benchmark quartile	3	3	2	3
<b>English</b>				
Number of pupils in cohort	29	28	29	26
Achieving level 4+ (%)	89.7	89.3	93.1	92.3
Benchmark quartile	3	3	2	3
Achieving level 5+ (%)	34.5	46.4	37.9	46.2
Benchmark quartile	2	1	3	2
<b>Welsh first language</b>				
Number of pupils in cohort	*	*	*	*
Achieving level 4+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
<b>Mathematics</b>				
Number of pupils in cohort	29	28	29	26
Achieving level 4+ (%)	86.2	92.9	93.1	100.0
Benchmark quartile	3	2	2	1
Achieving level 5+ (%)	31.0	60.7	51.7	57.7
Benchmark quartile	3	1	1	1
<b>Science</b>				
Number of pupils in cohort	29	28	29	26
Achieving level 4+ (%)	86.2	96.4	93.1	100.0
Benchmark quartile	4	2	3	1
Achieving level 5+ (%)	34.5	57.1	48.3	61.5
Benchmark quartile	2	1	2	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.	118	110 93%	8 7%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	114	96 84%	18 16%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	115	106 92%	9 8%	Rwy'n gwybod pwy i siarad ag ef/â hi os ydw I'n poeni neu'n gofidio.
		96%	4%	
The school teaches me how to keep healthy	117	109 93%	8 7%	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.	116	109 94%	7 6%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	117	109 93%	8 7%	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.	118	118 100%	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.	116	111 96%	5 4%	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.	115	95 83%	20 17%	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.	115	97 84%	18 16%	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.	115	72 63%	43 37%	Mae plant eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
		76%	24%	
Nearly all children behave well at playtime and lunch time	116	84 72%	32 28%	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.	44	30 68%	11 25%	2 5%	1 2%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		62%	34%	3%	1%		
My child likes this school.	44	35 80%	8 18%	1 2%	0 0%	0	Mae fy mhentyn yn hoffi'r ysgol hon.
		72%	26%	1%	0%		
My child was helped to settle in well when he or she started at the school.	44	36 82%	6 14%	0 0%	1 2%	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.	44	28 64%	12 27%	3 7%	0 0%	1	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	35%	3%	1%		
Pupils behave well in school.	43	19 44%	12 28%	4 9%	2 5%	6	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		46%	48%	4%	1%		
Teaching is good.	43	26 60%	11 26%	4 9%	0 0%	2	Mae'r addysgu yn dda.
		60%	37%	2%	1%		
Staff expect my child to work hard and do his or her best.	44	26 59%	16 36%	0 0%	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.	44	18 41%	17 39%	6 14%	1 2%	2	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.	44	21 48%	18 41%	3 7%	1 2%	1	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.	44	25 57%	18 41%	1 2%	0 0%	0	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.	43	25 58%	14 33%	3 7%	1 2%	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'.	43	19 44%	12 28%	7 16%	1 2%	4	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		55%	39%	5%	2%		
I am kept well informed about my child's progress.	44	17 39%	16 36%	8 18%	3 7%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		48%	41%	9%	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.	44	29 66%	11 25%	2 5%	2 5%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		62%	31%	5%	2%		
I understand the school's procedure for dealing with complaints.	44	21 48%	11 25%	6 14%	0 0%	6	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.	44	23 52%	15 34%	3 7%	0 0%	3	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.	42	18 43%	8 19%	3 7%	1 2%	12	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.	44	20 45%	21 48%	1 2%	1 2%	1	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	39%	6%	1%		
The school is well run.	45	30 67%	11 24%	2 4%	1 2%	1	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	34%	4%	2%		

## Appendix 3

### The inspection team

David Peter Ellis	Reporting Inspector
Gillian Cheverton	Team Inspector
Catherine Mary Jenkins	Lay Inspector
Elizabeth Beevers	Peer Inspector
Kathryn Evans	Nominee

## Copies of the report

Copies of this report are available from the school and from the Estyn website ([www.estyn.gov.wales](http://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.