



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

A report on

**Ysgol Gymraeg Casnewydd
Hartridge Farm Road
Newport
Gwent
NP18 2LN**

Date of inspection: March 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.

Every possible care has been taken to ensure that the information in this document is accurate at the time of going to press. Any enquiries or comments regarding this document/publication should be addressed to:

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Context

Ysgol Gymraeg Casnewydd is situated on the eastern outskirts of the city and is maintained by Newport County Council. It serves the area of Ringland and the eastern part of the city. There are 353 pupils between 3 and 11 years old on roll, including 52 nursery-age children. Pupils are divided between 15 single age classes. Welsh is the main medium of the school's life and work.

Very few pupils come from Welsh-speaking homes. Approximately 18% are eligible for free school meals, which is below the national average (19%). The school has identified that 20% of pupils have additional learning needs, including a few who have a statement of special educational needs. This is below the national percentage (25%). Very few pupils come from ethnic minority or mixed backgrounds.

The headteacher was appointed to the post in January 2016 and the school was last inspected in February 2010.

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

The individual school budget per pupil for Ysgol Gymraeg Casnewydd in 2016-2017 is £3,442. The maximum per pupil in primary schools in Newport is £4,945 and the minimum is £2,865. Ysgol Gymraeg Casnewydd is in 20th place of the 44 primary schools in Newport in terms of the school budget per pupil.

Summary

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

Current performance

The school's current performance is excellent because:

- Most pupils make excellent progress in developing all of their skills across the curriculum by the end of their time at the school
- Nearly all pupils have excellent thinking and independent learning skills
- Pupils who are eligible for free school meals achieve as well as their peers and, in some areas, they achieve better than their peers
- Nearly all pupils treat each other, staff and adults with genuine respect and courtesy, work together effectively and behave excellently in lessons and around the school
- Staff provide a range of very innovative and creative learning experiences that motivate nearly all pupils exceptionally well
- The school has a strong Welsh ethos where nearly all pupils use the Welsh language confidently and correctly
- The standard of teaching is consistently good across the school with elements of excellence
- There are effective procedures for assessing and recording pupils' progress
- The school is a caring and supportive community that creates an inclusive, warm and friendly ethos
- The school environment is attractive, stimulating and of high quality

Prospects for improvement

The school's prospects for improvement are excellent because:

- The headteacher provides innovative, robust and very effective leadership
- Members of the senior management team have definite roles that make an exceptional contribution to improvements
- Leaders and staff have very high expectations of themselves, each other and pupils
- There is an exceptionally strong team spirit within the school
- There are exceptional self-evaluation systems that have been embedded firmly over a period of time
- The school development plan focuses clearly on raising standards
- The school has a range of very effective partnerships that make an exceptional contribution towards raising standards and supporting nearly all pupils' wellbeing
- The school shares excellent practice to raise and maintain standards of literacy and numeracy across Wales
- Leaders make very skilful use of staff and resources
- Governors have a purposeful understanding of strengths and areas for improvement

Recommendations

R1 Continue to raise pupils' attendance rates

R2 Develop further the governors' role in challenging the school about its performance

What happens next?

The school will produce an action plan that shows how it will address the recommendations. Estyn will invite the school to prepare a written case study, describing the excellent practice that was seen during the inspection.

Main findings

Key Question 1: How good are outcomes?

Excellent

Standards: Excellent

In general, most children start school with skills that are lower than that expected for their age. They develop very good literacy and numeracy skills by the end of the Reception class. By the end of their time at the school, most pupils make excellent progress in develop all of their skills across the curriculum. Nearly all pupils' thinking and independent learning skills are excellent. By the end of key stage 2, nearly all pupils make good progress, at least, and they achieve at a level that is higher than expected considering their starting point. This performance is consistent over time.

Nearly all pupils with additional learning needs make good progress towards reaching their targets, and many make progress that is higher than expected. Pupils of higher ability attain very high standards in their literacy and numeracy skills.

Across the school, nearly all pupils speak confidently and listen very well to adults and each other. This successfully promotes a high level of communication across the curriculum.

In the Foundation Phase, most pupils speak enthusiastically about their work, and ask and respond to questions confidently. By the end of the phase, they share excellent ideas, discuss their work maturely and are able to offer extended explanations of their oral activities during 'inquisitive play' periods.

Most pupils in key stage 2 use increasingly varied vocabulary and develop different ways of expressing their ideas confidently. By the end of the stage, nearly all pupils speak very openly and sensibly about their work when contributing enthusiastically during class discussions, such as 'why should girls not receive an education?'. They are keen to speak with visitors and talk about their favourite experiences, such as adapting their familiar habitats.

In relation to their starting points, most pupils develop their reading skills well. Nearly all pupils enjoy reading and speak enthusiastically about books that they have read and stories they have heard, such as the Little Red Hen and the story of the three Billy Goats Gruff. By the end of the Foundation Phase, most read with fluency and discuss their favourite books eagerly. They acquire a good understanding of the relationship between letters and sounds.

By the end of key stage 2, most pupils read confidently, fluently and with appropriate expression. They read a variety of fictional and factual books well. Nearly all pupils develop their research skills very effectively and apply these successfully to find relevant information when studying new themes.

In the Foundation Phase, most pupils develop their writing skills very well. By the end of Year 2, they write in full sentences and show a good understanding of spelling and syntax. Many more able pupils write excellent extended stories and detailed

information texts, such as letters, facts about goats and articles such as 'Helynt yr Hwla Hud'. Most use basic punctuation and spell familiar words correctly. They use a range of imaginative vocabulary to add interest to their writing, such as 'I feel happy like the yellow of the sunlight' when writing a monologue from the perspective of the Little White Bear.

In key stage 2, most build on their previous learning experiences successfully. They write in paragraphs and adapt the style and content of their writing very effectively in order to appeal to different audiences. They make excellent progress in their ability to apply their writing skills, use a range of forms excellently and create extended and creative work regularly. Nearly all pupils transfer their literacy skills, which are of a very high standard, across other areas of the curriculum.

In the Foundation Phase, nearly all pupils respond effectively to a variety of mathematical tasks, such as using numbers, measuring, handling data and shape. They gather and present information systematically and correctly in the form of tables and graphs, for example when researching on which slope a car travels best. Most pupils develop their numeracy skills exceptionally well and apply them to other areas of learning confidently, with other pupils doing so effectively, for example when helping to buy food for an elderly people's charity and discovering the location of Robert Peary when using metre sticks to measure the school playground.

During key stage 2, nearly all pupils make excellent progress in their numeracy skills in a wide range of tasks across the curriculum, such as solving reasoning problems, describing shapes and developing purposeful research skills. Nearly all pupils use their measuring and data handling skills very well in a variety of activities. Some of the pupils' recent examples are comparing the temperature in Cardiff and Kathmandu, researching how many people watched Martin Luther King's speech and creating a Newport census and comparing it with the census of 2011. By completing tasks such as these, they learn how to analyse information, solve problems and develop thinking skills very effectively. The mathematical skills of pupils in key stage 2 are developing to a very high standard.

Most pupils in the Foundation Phase are confident in using a range of information and communication technology (ICT) equipment very successfully to create and display their work across the curriculum. The youngest pupils use purposeful software confidently, by giving correct instructions for the bee to fly to the flowers. By the end of the phase, most use a database to sort various ribbons in a mathematics lesson. In key stage 2, most pupils use the internet successfully to research information. Many use a database program for holidays and to categorise small creatures. A majority of pupils use green screen effectively to write a report about their heroes. At the end of the phase, most pupils send and receive information effectively electronically, such as sending an e-mail to the head of the Urdd camp at Llangrannog to say thank you for the welcome during a residential visit.

At the end of the Foundation Phase, pupils' performance in literacy and mathematical development at the expected outcome is usually consistently high, and above the average in comparison levels in with similar schools over the last three years. At the higher than expected outcome, performance has placed the school in the top 25% of similar schools, except in 2014 in literacy, when it was placed in the upper 50%.

At the end of key stage 2, pupils' performance at the expected level (level 4) over the last three years in English, Welsh, mathematics and science has placed the school between the upper 50% and top 25% in comparison with similar schools. At the higher level (level 5), pupils' performance has placed the school among the top 25%.

Over a period of four years, girls have performed better than boys at the end of the Foundation Phase at the expected outcomes in nearly all areas of learning, except in 2016 at the higher outcomes. Here, boys have performed better in language and mathematics. In key stage 2, there is no notable difference between the performance of boys and girls at the expected level but, at the higher level, boys do not tend to perform as well as girls.

In general, pupils who are eligible for free school meals achieve as well as their peers and, in some areas, they perform better than their peers.

Wellbeing: Good

Nearly all pupils treat each other, staff and adults with genuine respect and courtesy. This is one of the school's strengths. Nearly all pupils' behaviour is excellent in lessons and around the school. They feel safe at school and know to whom to turn for support. Nearly all pupils are aware of the importance of fitness and take part in healthy eating days.

Most pupils work together effectively on tasks in pairs and groups, and show exceptional enthusiasm towards their work. As they work independently, they are very successfully able to respond to questions, and discuss and write about intense experiences maturely and fluently.

Many older pupils are keen to shoulder responsibilities and play their part well. Members of the school council represent the voice of other pupils effectively. Recently, they have promoted use of the Welsh language during play time, which encourages more pupils to use the language in the school's life and work. 'Peer mentors' show a good range of social life skills. They take responsibility for the youngest pupils maturely, which has a positive effect on their wellbeing and social skills.

In three of the last four years, the school's attendance rates have been below the median in comparison with those of similar schools. However, the school's robust strategies to improve attendance are beginning to have a positive effect on the latest attendance rates. Most pupils arrive at school punctually.

Key Question 2: How good is provision?

Good

Learning experiences: Excellent

The school provides a range of very innovative and creative learning experiences that motivate nearly all pupils exceptionally well. By taking advantage of experiences both within the school and beyond, teachers plan the curriculum rigorously. They ensure that the attention that is given to the requirements of the National Curriculum, the Literacy and Numeracy Framework, religious education and the areas of learning in the Foundation Phase is effective.

There is a wide range of after-school clubs, such as sports, art and digital leaders, in order to enrich pupils' learning experiences and develop their wider skills excellently. Planning to develop pupils' thinking skills is of a high standard. A very imaginative example is the way in which a combination of creative strategies, through drama, is interwoven skilfully into planning across the school through activities that challenge pupils' metacognition. As a result, it enables nearly all pupils to question, discuss and write about intense experiences maturely and fluently to a very high standard.

The school provides an interesting variety of educational visits for pupils regularly, for example when they follow the journey of the river Taff to measure the speed of flow. As a result, this leads to a significant increase in pupils' standards and skills. The school provides imaginative experiences with an effective emphasis on developing active and independent pupils. Teachers give detailed attention to planning literacy, numeracy and ICT skills across the curriculum.

The school has a strong Welsh ethos. Teachers used polished Welsh regularly in lessons. In addition, the experiences that Foundation Phase teachers plan for daily inquisitive play sessions enrich nearly all pupils' Welsh language of communication and ensure that it is developed exceptionally well. As a result, nearly all pupils use the Welsh language confidently and correctly both within and outside lessons, in line with their age and ability. The school has a flourishing Urdd Club, and many pupils succeed in various competitions in the Urdd Eisteddfod. The school provides an excellent range of opportunities for pupils to develop their knowledge and understanding of Welsh culture, history and traditions. The school celebrates most aspects of Welsh life very effectively.

The school provides an extensive range of stimulating experiences for pupils to learn about sustainability and global citizenship; for example, the school uses the allotment and fruit and vegetable garden to teach pupils about sustainability. This is exceptional. As a result, the outdoor area makes a valuable contribution to promoting all pupils' understanding and experiences of environmental issues.

Staff, alongside the eco committee, encourage pupils to be responsible citizens and play an active part in the local community and within the global community.

Teaching: Good

The standard of teaching is consistently good across the school, with elements of excellence. All teachers have high expectations, good subject knowledge and a sound understanding of the needs of pupils in their class. Most lessons are well planned and identify learning objectives clearly. Teachers encourage pupils to set their success criteria independently when thinking about 'what is good?' within their literacy lessons. As a result, pupils are challenged to work consistently by responding to purposeful personal targets that encourage them to develop as independent learners.

Most lessons build on previous learning experiences successfully. Teachers provide a purposeful and effective trigger to engage pupils' interest consistently.

Where teaching is very effective, learning activities motivate pupils to play a full and active part in their learning. All staff make good use of resources, particularly ICT, to support and enrich pupils' learning. Most teachers are good language models and ask probing questions in order to assess pupils' understanding and encourage them to think individually and in pairs. Staff have a very good relationship with pupils and are very supportive, and foster learning successfully. There is a very strong sense of teamwork throughout the school, and teachers and support staff know pupils well as individuals. As a result, nearly all pupils are eager to learn.

All teachers mark pupils' work regularly. They give constructive oral and written feedback to pupils in order for them to understand what they need to do to improve the standard of their work. Assessment for learning procedures are embedded across the school. Increasing opportunities are provided to pupils to plan jointly with teachers, to reflect on their own learning and that of their peers, and to contribute effectively to the process of setting targets to improve their work. Nearly all pupils improve aspects of their work regularly, which contributes effectively to reaching and maintaining high standards.

The school has effective policies and procedures for assessing and recording pupils' progress. Teachers track pupils' progress very effectively and, as a result, plan specifically for the needs of individuals and groups of learners. The school works with other teachers from local primary schools and the secondary school in order to reach an agreement on the standards of teachers' assessments. Reports for parents and carers are comprehensive and provide useful information about their children's progress and wellbeing.

Care, support and guidance: Good

The school is a caring and supportive community that promotes pupils' moral, spiritual, social and cultural development very effectively through visits and curricular activities; for example, the 'multicultural week' enables pupils to research successfully into issues that affect Wales and beyond. Pupils are given valuable opportunities to reflect on moral issues around the school and in curricular work, for example about leaders such as Martin Luther King and Ghandi.

The school has appropriate arrangements to promote pupils' health and wellbeing. An example of this is the daily fruit shop and taking part in healthy eating days. Regular physical education sessions are reinforced by a range of rich fitness activities both inside and outside the school.

The school works effectively with a number of specialist agencies, such as the police, health services and social services. This has a very positive effect on pupils' health and wellbeing. Arrangements for safeguarding pupils meet requirements and are not a cause for concern.

Provision for pupils with additional learning needs is comprehensive and thorough. Teachers identify pupils' needs at an early stage. Purposeful intervention programmes respond to the needs of individual pupils and groups very successfully. Pupils play a prominent part in producing individual education plans, and the school includes parents in regular reviews. As a result, most pupils achieve at least the expected standards at the end of key stages. Daily sessions in the 'cwtsh' have a very positive effect on the wellbeing of groups of pupils.

There is regular emphasis on good and consistent attendance. Staff use reward systems consistently in order to celebrate successes regularly. This has a positive effect on pupils' wellbeing. The school works tirelessly with the education welfare officer in order to continue to increase pupils' attendance rates.

Learning environment: Excellent

The school is exceptionally happy and has a friendly, warm and inclusive ethos. This is based on implementing policies whereby nearly all pupils are very aware of the importance of equality in society. There is a strong sense of a familial ethos in which all pupils and their families are welcomed, respected and supported.

There is a very effective emphasis on identifying and respecting diversity, and this is celebrated successfully in the school.

The daily inquisitive play area is an excellent resource that supports and improves learning for all pupils in the Foundation Phase, and develops their oral skills and independent learning skills very effectively; for example, specific workstations enable pupils to make more choices about what and how they learn.

The indoor rooms provide a learning environment that is stimulating, attractive and of high quality. Displays around the school celebrate a wide range of pupils' work and successes. This is an excellent element of the school's work that reinforces and improves pupils' learning. There is a wide range of good quality resources that respond to pupils' learning needs, such as a wide selection of reading books and purposeful learning resources.

Purposeful outdoor areas around the school have been developed in a very creative way. This particularly good provision, and the wide range of outdoor experiences, support learning effectively and make a significant contribution to the sound progress that is made by most pupils from their starting point. The allotment, forest school and wild meadow are very valuable resources that contribute effectively to pupils' environmental experiences. A very good example of this is the effective way in which the pond is used to develop pupils' investigative skills when considering the characteristics of mini-beasts. All of this contributes to creating a high quality outdoor learning environment that stimulates pupils to achieve in an interesting and attractive environment.

The buildings and grounds are clean, well-maintained and safe.

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

The headteacher provides innovative, robust and very effective leadership. She has a clear vision and high expectations, and she succeeds in leading the school in a very dynamic and mindful way. Members of the senior management team have definite roles, which contribute exceptionally well to improvements. They work closely with the headteacher to ensure that the school is an organised community and is managed very successfully.

The headteacher distributes responsibilities well among all staff. The headteacher has clear structures and systems to support staff and, as a result, leaders and staff have very high expectations of themselves, each other and all pupils. The focus on raising standards, through powerful self-evaluation systems, is clear and ensures that the school's performance is challenged consistently. There is an exceptionally strong team spirit. All management, team and staff meetings are structured carefully, which provides effective lines of communication between leaders, teachers and assistants.

The school gives excellent attention to local and national priorities. Planning for the Literacy and Numeracy Framework is central to the curriculum plans, which are of high quality. These arrangements enable pupils to apply and develop their skills successfully in a number of stimulating real-life contexts.

Governors have a purposeful understanding of the school's strengths and areas for improvement through learning walks and the headteacher's comprehensive reports. They have knowledge of the issues that need attention when analysing data and know how the school is performing in comparison with similar schools. Governors hold the school to account for its performance and are beginning to develop their role in challenging the school appropriately.

Improving quality: Excellent

The school has exceptional evaluation systems that have embedded firmly over a period of time. Through regular and rigorous data analysis, lesson observations and scrutinising pupils' work, leaders have an exceptional understanding of the school's strengths and areas for development. The school gathers the views of all stakeholders effectively, analyses results and acts on outcomes carefully. These processes are linked directly to the school's strategic planning.

A strength in the evaluation process is the way in which all members of staff share their ideas, knowledge and expertise. Curriculum leaders conduct very rigorous reviews to ensure that they have a clear picture and a sound understanding of standards and provision. Priorities, which focus clearly on raising standards, are included carefully in the school development plan. This document is used very effectively in order to promote improvement and allocate resources and staff responsibilities in order to meet the priorities that have been identified.

The school has developed very good links with other schools both within and outside the cluster. This ensures extensive opportunities to share good practice and reflect on the effect of their own practice on pupils' learning and wellbeing. Within the school, staff's commitment to share their professional knowledge contributes very effectively towards developing exciting methods of learning and teaching. During the last year, the school has researched into developing successful ways to improve the school's marking policy. This has led to nearly all pupils improving their own work very effectively.

Partnership working: Excellent

The school has a range of very effective partnership that make an exceptional contribution to raising standards and supportive nearly all pupils' wellbeing.

The school shares its excellent practice to raise and maintain standards of literacy and numeracy, in learning and teaching, in primary and secondary schools and across Wales. It contributes effectively to national conferences, workshops and training in a number of nearby schools and in the wider community. This strengthens the staff's competence very effectively in order to ensure continuous improvements at Ysgol Gymraeg Casnewydd, and contributes to creating an ethos of researching and providing innovative teaching and learning among the staff.

The relationship with parents is very good. The school communicates effectively with parents through text messages, the website and weekly letters. 'Clonc a Chlonc' mornings are held each month for the early years parents, which fosters a strong relationship with them. In addition, support is provided to promote the wellbeing of families, which helps the school to maintain pupils' standards of behaviour and progress. The parents' association raises significant amounts of money each year to enrich provision for pupils. One characteristic example is the contribution towards pupils' learning trips, which stimulates teaching and learning very successfully.

The school has numerous links with the local community that have an extensive influence on pupils' learning experiences and their awareness of their community and the importance of contributing to it. A number of residents visit the school regularly to enrich learning experiences effectively, for example a 'Michelin'-starred chef to cook with pupils and a local judge to lead older pupils through experiences of a court of law.

Transition arrangements with the secondary school are beneficial and ensure that pupils transfer confidently to the next stage in their education. Teachers work very successfully and take the lead in standardising and moderating in meetings with other schools in order to ensure accuracy and consistency in teachers' assessments. The school works very effectively with a variety of specialist agencies, which ensures good support for vulnerable pupils and their families.

Resource management: Excellent

Leaders make very effective use of staff and other resources. In particular, the school uses teaching assistants very imaginatively and, as a result, they make an exceptional contribution to pupils' learning and wellbeing both inside and outside the classroom. They work closely with teachers to stimulate pupils' enjoyment of their learning and to ensure that they achieve high standards.

All members of staff benefit from regular professional development, and this has a positive effect on school life. As a result of sharing good practice internally, teachers use writing through drama strategies very successfully. As a result, pupils develop high quality oral and writing skills. Arrangements for teachers' planning, preparation and assessment time are effective.

The headteacher and governing body manage financial resources carefully and ensure that expenditure addresses the priorities in the school's development plans. The Pupil Deprivation Grant is used effectively to raise standards of literacy and ensure the wellbeing of specific groups of pupils. This has a positive effect on these pupils' confidence, and their basic skills in literacy and numeracy are developing very

successfully. There is not much difference between their attainment and the attainment of other pupils.

Considering the high standards and the exceptional quality of provision, the school provides excellent value for money.

Appendix 1: Commentary on performance data

6802314 - Ysgol Gymraeg Casnewydd

Number of pupils on roll	343
Pupils eligible for free school meals (FSM) - 3 year average	18.1
FSM band	3 (16%<FSM<=24%)

Foundation Phase

	2013	2014	2015	2016
Number of pupils in Year 2 cohort	51	42	44	44
Achieving the Foundation Phase indicator (FPI) (%)	82.4	90.5	90.9	93.2
Benchmark quartile	3	2	2	1
Language, literacy and communication skills - English (LCE)				
Number of pupils in cohort	*	*	*	*
Achieving outcome 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving outcome 6+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Language, literacy and communication skills - Welsh (LCW)				
Number of pupils in cohort	51	42	44	44
Achieving outcome 5+ (%)	86.3	92.9	93.2	95.5
Benchmark quartile	2	2	2	2
Achieving outcome 6+ (%)	23.5	45.2	52.3	50.0
Benchmark quartile	3	2	1	1
Mathematical development (MDT)				
Number of pupils in cohort	51	42	44	44
Achieving outcome 5+ (%)	90.2	90.5	93.2	95.5
Benchmark quartile	2	2	2	2
Achieving outcome 6+ (%)	27.5	47.6	54.5	56.8
Benchmark quartile	2	1	1	1
Personal and social development, wellbeing and cultural diversity (PSD)				
Number of pupils in cohort	51	42	44	44
Achieving outcome 5+ (%)	96.1	100.0	100.0	100.0
Benchmark quartile	2	1	1	1
Achieving outcome 6+ (%)	39.2	92.9	86.4	86.4
Benchmark quartile	3	1	1	1

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.

6802314 - Ysgol Gymraeg Casnewydd

Number of pupils on roll	343
Pupils eligible for free school meals (FSM) - 3 year average	18.1
FSM band	3 (16%<FSM<=24%)

Key stage 2

	2013	2014	2015	2016
Number of pupils in Year 6 cohort	59	50	41	40
Achieving the core subject indicator (CSI) (%)	94.9	94.0	97.6	95.0
Benchmark quartile	1	1	1	1
English				
Number of pupils in cohort	59	50	41	40
Achieving level 4+ (%)	98.3	92.0	97.6	95.0
Benchmark quartile	1	2	1	2
Achieving level 5+ (%)	50.8	64.0	58.5	62.5
Benchmark quartile	1	1	1	1
Welsh first language				
Number of pupils in cohort	59	50	41	40
Achieving level 4+ (%)	98.3	94.0	95.1	92.5
Benchmark quartile	1	2	2	2
Achieving level 5+ (%)	40.7	50.0	48.8	57.5
Benchmark quartile	1	1	1	1
Mathematics				
Number of pupils in cohort	59	50	41	40
Achieving level 4+ (%)	96.6	98.0	97.6	100.0
Benchmark quartile	1	1	1	1
Achieving level 5+ (%)	52.5	58.0	58.5	70.0
Benchmark quartile	1	1	1	1
Science				
Number of pupils in cohort	59	50	41	40
Achieving level 4+ (%)	100.0	100.0	97.6	97.5
Benchmark quartile	1	1	2	2
Achieving level 5+ (%)	40.7	56.0	63.4	70.0
Benchmark quartile	2	1	1	1

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

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

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

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

Further information is available from the Welsh Government My Local School website at the link below.

<http://mylocalschool.wales.gov.uk/index.html?lang=eng>

Appendix 2

Stakeholder satisfaction report

Responses to learner questionnaires

Denotes the benchmark – this is the total of all responses to date since September 2010.

	Number of responses Nifer o ymatebion		Agree Cytuno	Disagree Anghytuno	
I feel safe in my school.	98		98 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
			98%	2%	
The school deals well with any bullying.	98		98 100%	0 0%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			92%	8%	
I know who to talk to if I am worried or upset.	98		97 99%	1 1%	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	98		98 100%	0 0%	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.	98		98 100%	0 0%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			96%	4%	
I am doing well at school	98		98 100%	0 0%	Rwy'n gwneud yn dda yn yr ysgol.
			96%	4%	
The teachers and other adults in the school help me to learn and make progress.	98		98 100%	0 0%	Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddysgu a gwneud cynnydd.
			99%	1%	
I know what to do and who to ask if I find my work hard.	98		97 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.	98		95 97%	3 3%	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.	98		96 98%	2 2%	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.	98		83 85%	15 15%	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	98		94 96%	4 4%	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 the total of all responses to date 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.	109	79 72%	28 26%	1 1%	1 1%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	34%	3%	1%		
My child likes this school.	108	89 82%	17 16%	2 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.	109	84 77%	23 21%	1 1%	0 0%	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.	109	74 68%	32 29%	3 3%	0 0%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		62%	35%	3%	1%		
Pupils behave well in school.	109	52 48%	50 46%	3 3%	0 0%	4	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		47%	48%	4%	1%		
Teaching is good.	109	79 72%	27 25%	1 1%	0 0%	2	Mae'r addysgu yn dda.
		61%	36%	2%	0%		
Staff expect my child to work hard and do his or her best.	108	82 76%	26 24%	0 0%	0 0%	0	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		64%	34%	1%	0%		
The homework that is given builds well on what my child learns in school.	109	54 50%	39 36%	7 6%	1 1%	8	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhentyn yn ei ddysgu yn yr ysgol.
		49%	43%	7%	2%		
Staff treat all children fairly and with respect.	109	65 60%	32 29%	5 5%	0 0%	7	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.	109	60 55%	42 39%	1 1%	1 1%	5	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		59%	38%	2%	0%		
My child is safe at school.	109	75 69%	33 30%	1 1%	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'.	107	54 50%	37 35%	3 3%	0 0%	13	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		55%	39%	4%	1%		

	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.	109	54 50%	40 37%	14 13%	0 0%	1	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		49%	41%	9%	2%		
I feel comfortable about approaching the school with questions, suggestions or a problem.	109	77 71%	27 25%	3 3%	1 1%	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.	109	51 47%	37 34%	10 9%	0 0%	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.	109	63 58%	41 38%	0 0%	0 0%	5	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.	107	43 40%	35 33%	1 1%	1 1%	27	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.	108	46 43%	42 39%	9 8%	1 1%	10	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		54%	39%	6%	1%		
The school is well run.	108	83 77%	24 22%	0 0%	0 0%	1	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	34%	4%	2%		

Appendix 3

The inspection team

Meinir Howells	Reporting Inspector
Delyth Jones	Team Inspector
Eleri Hurley	Team Inspector
Michaela Leyshon	Lay Inspector
Aled Davies	Peer Inspector
Ceri Parry	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.