



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

A report on

**Stacey Primary School
Stacey Road
Roath
Cardiff
CF24 1DW**

Date of inspection: November 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.

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

Stacey Primary School is in Roath, Cardiff. Currently, the school has 209 pupils, including 36 in the nursery classes, who attend on a part-time basis. The school admits pupils to the nursery class at the age of three. There are nine single age classes.

Around 32% of pupils are eligible for free school meals. This is above the national average of 19%. The school identifies that around 14% of pupils have additional learning needs. Very few pupils have a statement of educational needs. A majority of pupils come from an ethnic minority background. A few of these pupils receive support for English as an additional language. English is the main home language of a minority of pupils and very few pupils use Welsh as their first language. Very few pupils are 'looked after' by the local authority. The school has excluded one pupil for a fixed-term in the last year.

The school's key stage 2 deputy headteacher has been acting headteacher since April 2015. Estyn last inspected the school in September 2012.

The individual school budget per pupil for Stacey Primary School in 2016-2017 means that the budget is £4,142 per pupil. The maximum per pupil in the primary schools in Cardiff is £7,995 and the minimum is £3,046. Stacey Primary School is 25th out of the 97 primary schools in Cardiff in terms of its school budget per pupil.

Summary

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

Current performance

The current performance of the school is good because:

- Most pupils make strong progress and achieve well
- A few pupils, including those whose first language is not English, achieve very highly given their starting points
- Most pupils read with fluency, expression and understanding
- Most pupils achieve good standards of wellbeing
- Staff provide a wide range of interesting out-of-school activities that support the taught curriculum successfully
- Teachers have high expectation of pupils and provide effective challenge in lessons
- The effective support for pupils who need extra help with their learning allows them to move on rapidly
- The school's work to raise awareness of the 'United Nations Rights of the Child' is having a beneficial effect on pupils' wellbeing

Prospects for improvement

The school's prospects for improvement are good because:

- The acting headteacher provides effective leadership and receives valuable support from her skilful senior leadership team
- There is a very clear, shared vision amongst all staff to improve outcomes for pupils
- Governors support the school well as a critical friend
- Effective self-evaluation procedures identify accurately the school's strengths and areas for improvement
- The school's family engagement officer is developing beneficial partnerships with parents
- Leaders support and develop staff effectively
- The school has a successful track record of introducing initiatives that raise standards and improve pupils' wellbeing

Recommendations

- R1 Improve standards in information and communication technology (ICT)
- R2 Improve attendance
- R3 Provide pupils with clear guidance on how to improve their work and further opportunities for them to act on the advice

What happens next?

Not in follow-up

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

Main findings

Key Question 1: How good are outcomes?	Good
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Standards: Good

Most pupils arrive in the school with skills, especially in speaking and listening that are below those normally expected of pupils of a similar age. By the time, they leave Year 6, most pupils make good progress and attain well. A few pupils, including those whose first language is not English, achieve very highly given their starting points.

In the Foundation Phase, most pupils listen well to each other and to adults. Although a majority of pupils need support initially to develop effective speaking skills, by the end of the Foundation Phase many speak clearly when responding to questions or talking to adults and their peers. In key stage 2, most pupils listen with interest to adults and to each other. They speak with growing confidence and an increasing vocabulary.

Most pupils in the Foundation Phase read at an appropriate level for their age and ability. They talk with enthusiasm about their favourite characters and are confident in explaining what might happen next in the story they are reading. They use an effective range of reading strategies to make sense of the text. Many pupils in Year 6 enjoy reading. They know the types of books and authors they like and discuss characters in depth. Most are fluent and expressive readers. They are able to infer meaning from a text successfully and have a good understanding of a wide vocabulary. Many pupils use an index correctly. Most scan a text accurately to pick-out its main points.

Many Foundation Phase pupils develop their writing skills quickly. By the end of Year 2, many pupils use an interesting range of 'wow words' to improve their writing. They punctuate their work appropriately and write legibly. Most pupils spell common words accurately and use their phonic skills well to attempt words that are more difficult. Key stage 2 pupils write well for different audiences and purposes, developing successfully a variety of story openings and techniques to engage the reader. Across the school, most pupils use their literacy skills effectively in different subjects and areas of learning. However, pupils who are more able do not always achieve their potential when working on cross-curricular tasks.

Most pupils in the Foundation Phase, especially those who are more able, achieve good standards of mathematical development. They measure accurately in centimetres and calculate halves and quarters of quantities precisely. Most add and subtract three digit numbers correctly. However, pupils rarely use their numeracy skills well in other subjects. Across key stage 2, pupils develop their mathematical skills successfully. Particular strengths are pupils' neat presentation allowing them to work methodically and their ability to solve word problems successfully that demand more than one operation. Many pupils use their numeracy skills well in science or topic work.

Most pupils in the Foundation Phase use ICT successfully to control programmable toys, draw pictures and take videos and photographs. The ICT skills of pupils in key stage 2 are underdeveloped overall. Most pupils make good use of internet research for many topics and use this to produce informative presentations that include sound and graphics. Many pupils can use a spreadsheet to make a bar chart. However, few pupils use ICT effectively for databases, modelling or control. Nearly all pupils have a very sound understanding of e-safety.

In the Foundation Phase, most pupils make good progress in learning Welsh. In key stage 2, most pupils use their oracy skills effectively in everyday situations using a good range of words and phrases. Many read simple Welsh books fluently and write extended pieces of work with increasing accuracy.

Most pupils who have extra help with their learning, especially those who receive support for English as an additional language make strong progress and a few, who are more able, achieve very highly.

In the Foundation Phase, pupils eligible for free school meals do not perform as well as other pupils. In key stage 2, at the expected level 4, pupils eligible for free school meals and other pupils perform similarly but this is not the case at the higher level. However, in nearly all cases the gap in performance between the two groups is reducing.

Generally, there is little difference between the performance of boys and girls.

Over the last four years, outcomes in end of Foundation Phase assessments have risen. Outcomes for pupils at the expected outcome 5 in literacy fluctuate, moving the school between the lower 50% and top 25% of similar schools. At the higher outcome 6, pupil performance places the school mainly in the upper 50%. Performance in mathematical development, at both the expected and higher outcomes, places the school largely in the top 25% of similar schools.

Performance at the end of key stage 2 in English, mathematics and science has improved over the last four years at the expected level 4. The school has moved from being mainly in the lower 50% of similar schools to the upper 50% or top 25%. Outcomes at the higher level 5 have fallen slightly in English and mathematics. Performance in all three subjects has varied, moving the school between the lower 50% and upper 50% of similar schools during this period.

Wellbeing: Adequate

Levels of attendance are improving. However, in three out of the last four years, pupils' attendance rates have placed the school in the bottom 25% or lower 50% when compared with similar schools. Most pupils are punctual.

Most pupils feel safe in school and know how to use the internet safely. They understand the importance of healthy eating and know how to stay fit and healthy.

Most pupils have a positive, 'can do' attitude to learning. They are proud of their achievements and enjoy sharing their work with parents in 'Innovate Events'. Nearly all behave well in class and around the school. They are courteous and polite, and show care and concern for other pupils and adults alongside a growing understanding of the 'United Nations Rights of the Child'.

The school council makes a useful contribution to school life. It has recently been involved in developing effective lunchtime activities for the playground, adapting the school rules for behaviour and raising funds for charity. Older pupils have many worthwhile opportunities to take on extra responsibility, for example as house captains, playground pals, and as members of the eco-group and the 'Rights Responsibilities Group'. They fulfil their roles successfully. In a few classes, pupils are beginning to contribute well to what they learn.

Many pupils' problem solving skills are developing well. Most work effectively together in class, for example in drama lessons. Many pupils are showing increasing independence in improving their own learning.

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

The school provides an effective range of varied learning experiences that meet the needs of nearly all pupils successfully. Close collaboration between the Foundation Phase and key stage 2 ensures that pupils' learning builds systematically on their previous knowledge and understanding.

Provision for pupils who need extra help with their learning, especially for reading, is a particular strength. This has a positive effect on pupil standards of attainment. Teachers identify appropriate opportunities for many pupils to use their literacy and thinking skills across all areas of the curriculum. However, planning for aspects of ICT is underdeveloped. In the Foundation Phase, planning to develop pupils' cross-curricular numeracy skills is limited, but planning for this in key stage 2 is effective.

Pupils in Foundation Phase and key stage 2 benefit from a wide range of appropriate extra-curricular activities. These develop their physical, creative and social skills effectively, for example through cooking, gardening, ICT and sport. Pupils also benefit from many worthwhile trips and visits including a residential visit in Year 5 and Year 6.

Provision for promoting the progressive development of Welsh is good. A comprehensive range of activities support the use of Welsh in everyday situations. The Welsh area and display in every classroom and the use of 'Helpwr Heddiw' phrases provide valuable opportunities for pupils to use Welsh successfully. There are suitable opportunities for pupils to study the history and culture of Wales.

The school promotes education for sustainable development and global citizenship successfully through, for example, topics on recycling and energy conservation. These contribute positively to pupils' understanding of ways to improve the school

and their own environment. The eco council plays an active role through regular monitoring of energy use and litter. The school draws well on the rich diversity of pupils' backgrounds to raise their awareness of the wider world.

Teaching: Good

In nearly all lessons, teachers expect pupils to work hard. They promote a 'can do' attitude amongst pupils successfully, with a clear focus on raising pupils' standards of achievement. This contributes extensively to the strong progress most pupils are making. However, teachers do not always challenge more able pupils sufficiently, in literacy work across the curriculum.

Most teachers challenge pupils effectively, making good use of thoughtful 'hot questions' to extend pupils' understanding. Staff make very good use of resources, particularly ICT, to engage and interest pupils. They promote pupils independent learning successfully. Teaching assistants support pupils well in class. Most take a valuable part in leading sessions to improve significantly, outcomes for pupils who need extra help with their learning.

When marking pupils' work, teachers give pupils plenty of praise. However, they do not always provide pupils with clear advice on how to improve their work. Rarely do pupils have worthwhile opportunities to act upon the advice. Teachers are helping pupils to assess their own and others' work successfully. This is particularly evident where pupils' use helpful checklists in English in Year 6. Most pupils are aware of targets set for them.

The school tracks the progress of its pupils efficiently. Staff use this information successfully to identify pupils who need extra help and to monitor improvements carefully. Teachers use the outcomes from tracking to help plan lessons effectively. Reports to parents are informative and meet requirements.

Care, support and guidance: Good

The school is a safe and extremely caring environment where staff place a high emphasis on pupils' wellbeing. It encourages pupils to manage their own and the behaviour of others, resulting in a happy and calm community. The school has appropriate arrangements to promote healthy eating and drinking. All pupils have regular opportunities to be physically active and to learn how to keep healthy and safe. Staff provide good opportunities to develop pupils' physical fitness in lessons and through the after-school sports clubs. Staff and the e-safety group reinforce regularly important messages about being safe on-line.

Provision to develop pupils' spiritual, cultural, moral and social skills is effective. For example, pupils' cultural awareness develops successfully through studies of different religions and visits to local places of worship. There are suitable opportunities for pupils to learn about sex and relationships and drugs and substance misuse.

The school promotes and monitors pupils' attendance appropriately and uses a range of useful initiatives, including the use of the pupil 'A Team' to monitor lateness in the mornings. These are helping to raise levels of attendance.

Provision for pupils with additional learning needs is highly effective helping them to make strong progress in their learning. Pupils' individual learning plans have clear targets. Staff review these appropriately on a termly basis and involve parents and pupils. The school links well with many specialist services to provide effective support and guidance for pupils and parents.

The school's arrangements for safeguarding pupils generally meet requirements.

Learning environment: Good

The school is a vibrant community where all pupils are valued equally. Its motto of "Celebrating Success Together" permeates the life of the school. It promotes the 'UN Rights of the Child' highly effectively. This helps create a caring ethos where pupils develop tolerance, respect and an understanding of each other. All pupils have equal access to the life and work of the school. The school integrates pupils with English as an additional language extremely successfully.

Staff make effective use of the indoor and outdoor space to support teaching and learning. Many attractive and informative displays celebrate pupils work successfully. There is a good range of suitable resources, which match well to pupils' needs. The school site is safe, secure and in good order.

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

The acting headteacher has established a clear set of values that promote good standards and wellbeing effectively. She has high expectations of staff and pupils within an ethos where families and pupils are encouraged to be aspirational. She has created a successful team spirit that ensures all staff work hard to raise pupil standards and wellbeing.

The senior leadership team have a wide range of expertise, which they use effectively to raise pupil standards. For example, the school responds skilfully to local and national priorities, by improving outcomes for vulnerable pupils' and raising pupil standards in Welsh.

Staff understand their roles and responsibilities well and receive a good range of support to improve their own performance. Senior leadership team and staff meetings focus carefully on strategic priorities and improvement plans that lead to sustained improvements.

The governing body is supportive of the school and are knowledgeable about the school's performance. Governors make consistently good use of monitoring including visits to classes, to gain a strong understanding of the school's provision.

They are effective in challenging the school and contribute well to school improvement processes.

Improving quality: Good

The school has effective self-evaluation processes. The acting headteacher and senior leadership team have introduced a range of thorough procedures for gathering information that gives the school a clear understanding of its strengths and areas for development. Senior staff analyse performance data in detail and compare results nationally and locally in order to develop a strong understanding of areas for development. Staff use this information consistently well to plan improvement outcomes for groups of pupils and individuals.

Senior leaders undertake a wide range of effective monitoring activities. These activities are rigorous and evaluative and provide the school with valuable information. The opinions of governors, parents and pupils are an important part of self-evaluation and contribute positively to the school's understanding of its current position.

The findings of self-evaluation link clearly to the school development plan. This plan identifies useful actions in order to address a manageable number of school priorities. Effective evaluations of previous plans take place. These identify clearly where initiatives have helped raise outcomes or where there needs to be further action, such as in the improvements to pupils' Welsh language skills.

The school has made good progress in addressing many of the recommendations from the previous inspection.

Partnership working: Good

The school is effective in working with a range of partners to improve pupils' standards and wellbeing.

A specific strength is the work undertaken by the school's family engagement officer. She is particularly successful in introducing a range of initiatives that support parents so that they feel more confident in approaching the school and working with their children. Worthwhile daily workshops include sewing, plumbing, Indian massage and a reading club. Increased parental participation is improving outcomes and wellbeing for pupils.

The school has useful links with the community and local businesses. For example, a professional football club provides coaching sessions, helping to develop pupil sporting skills and fitness levels.

Close links with pre-school settings help settle pupils into school life quickly. There are effective transition arrangements for pupils moving to the high school.

A local music service provides tuition for pupils to play the ukulele, recorder and drum. It supports music teaching in the school, helping to raise pupils' creative skills. A local business funded football kits for the school team and other businesses

generously donate prizes for various school fund raising events. A parents' fund raising group purchases books for pupils, helping to increase their enjoyment of reading.

Resource management: Good

The acting headteacher manages the deployment of staff well. She distributes responsibilities successfully and staff work together effectively to share good practice. Teachers and support staff have roles that make best use of their expertise.

Performance management targets link closely to school development priorities and all staff have worthwhile opportunities to develop their own skills. For example, senior leaders are undertaking an outstanding teacher programme and are sharing this best practice with teaching staff. Staff visits to schools in a neighbouring authority help raise the quality of teaching in the school and improve links with parents.

There are appropriate arrangements for teachers to plan, prepare and assess pupils' progress. Leaders provide valuable time for teaching assistants and teachers' to plan together in order to focus on raising pupil standards.

Governors monitor spending carefully and ensure that the school provides an ample supply of learning resources for all staff. Spending matches school development priorities.

The school makes good use of its pupil deprivation grant to support vulnerable pupils. Leaders use the funding well to support family engagement and to target interventions, both of which benefit pupils and improve their engagement in learning.

In view of the standards that pupils achieve and the quality of provision and leadership, the school provides good value for money.

Appendix 1: Commentary on performance data

6812050 - STACEY PRIMARY SCHOOL

Number of pupils on roll	229
Pupils eligible for free school meals (FSM) - 3 year average	35.9
FSM band	5 (32%<FSM)

Foundation Phase

	2013	2014	2015	2016
Number of pupils in Year 2 cohort	27	29	24	28
Achieving the Foundation Phase indicator (FPI) (%)	77.8	86.2	79.2	92.9
Benchmark quartile	2	1	3	1
Language, literacy and communication skills - English (LCE)				
Number of pupils in cohort	27	29	24	28
Achieving outcome 5+ (%)	77.8	89.7	79.2	92.9
Benchmark quartile	3	1	3	1
Achieving outcome 6+ (%)	11.1	27.6	25.0	46.4
Benchmark quartile	4	2	2	1
Language, literacy and communication skills - Welsh (LCW)				
Number of pupils in cohort	*	*	*	*
Achieving outcome 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving outcome 6+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematical development (MDT)				
Number of pupils in cohort	27	29	24	28
Achieving outcome 5+ (%)	81.5	89.7	95.8	92.9
Benchmark quartile	3	1	1	1
Achieving outcome 6+ (%)	7.4	41.4	41.7	39.3
Benchmark quartile	4	1	1	1
Personal and social development, wellbeing and cultural diversity (PSD)				
Number of pupils in cohort	27	29	24	28
Achieving outcome 5+ (%)	85.2	93.1	95.8	100.0
Benchmark quartile	3	2	2	1
Achieving outcome 6+ (%)	33.3	58.6	70.8	71.4
Benchmark quartile	2	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.

6812050 - STACEY PRIMARY SCHOOL

Number of pupils on roll	229
Pupils eligible for free school meals (FSM) - 3 year average	35.9
FSM band	5 (32%<FSM)

Key stage 2

	2013	2014	2015	2016
Number of pupils in Year 6 cohort	16	23	25	28
Achieving the core subject indicator (CSI) (%)	68.8	78.3	92.0	89.3
Benchmark quartile	4	3	1	1
English				
Number of pupils in cohort	16	23	25	28
Achieving level 4+ (%)	75.0	82.6	92.0	89.3
Benchmark quartile	3	3	1	2
Achieving level 5+ (%)	37.5	47.8	32.0	35.7
Benchmark quartile	1	1	2	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	16	23	25	28
Achieving level 4+ (%)	75.0	82.6	92.0	92.9
Benchmark quartile	3	3	1	1
Achieving level 5+ (%)	25.0	30.4	28.0	32.1
Benchmark quartile	2	2	3	3
Science				
Number of pupils in cohort	16	23	25	28
Achieving level 4+ (%)	81.3	87.0	92.0	92.9
Benchmark quartile	3	2	2	1
Achieving level 5+ (%)	31.3	39.1	28.0	39.3
Benchmark quartile	2	1	3	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.	99	96 97%	3 3%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	99	85 86%	14 14%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	99	96 97%	3 3%	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	89 91%	9 9%	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
		97%	3%	
There are lots of chances at school for me to get regular exercise.	99	94 95%	5 5%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	99	93 94%	6 6%	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.	99	98 99%	1 1%	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	94 96%	4 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.	99	75 76%	24 24%	Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol.
		91%	9%	
I have enough books, equipment, and computers to do my work.	99	95 96%	4 4%	Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
		95%	5%	
Other children behave well and I can get my work done.	99	70 71%	29 29%	Mae plant eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
		77%	23%	
Nearly all children behave well at playtime and lunch time	99	69 70%	30 30%	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.	18	13 72%	4 22%	1 6%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	34%	3%	1%		
My child likes this school.	17	12 71%	5 29%	0 0%	0 0%	1	Mae fy mhentyn 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.	18	14 78%	4 22%	0 0%	0 0%	0	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.	18	14 78%	3 17%	1 6%	0 0%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		62%	35%	3%	1%		
Pupils behave well in school.	18	7 39%	11 61%	0 0%	0 0%	0	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		47%	48%	4%	1%		
Teaching is good.	18	14 78%	3 17%	1 6%	0 0%	0	Mae'r addysgu yn dda.
		61%	36%	2%	0%		
Staff expect my child to work hard and do his or her best.	18	13 72%	4 22%	0 0%	1 6%	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.	18	10 56%	7 39%	0 0%	1 6%	0	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%	6%	2%		
Staff treat all children fairly and with respect.	18	14 78%	4 22%	0 0%	0 0%	0	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.	18	11 61%	7 39%	0 0%	0 0%	0	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		60%	37%	2%	0%		
My child is safe at school.	18	13 72%	5 28%	0 0%	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'.	18	7 39%	10 56%	0 0%	1 6%	0	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.	18	8 44%	8 44%	2 11%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		49%	41%	8%	2%		
I feel comfortable about approaching the school with questions, suggestions or a problem.	18	13 72%	5 28%	0 0%	0 0%	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.	16	12 75%	2 12%	2 12%	0 0%	2	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.	18	8 44%	9 50%	1 6%	0 0%	0	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.	15	6 40%	9 60%	0 0%	0 0%	3	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.	18	11 61%	5 28%	1 6%	1 6%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		54%	39%	6%	1%		
The school is well run.	18	15 83%	3 17%	0 0%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	34%	3%	2%		

Appendix 3

The inspection team

Mr Richard Hawkley	Reporting Inspector
Mr Robert Gwyn Williams	Team Inspector
Ms Andrea Louise Davies	Lay Inspector
Mrs Julie Jones	Peer Inspector
Mrs Emma Vokes (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.