



*Rhagoriaeth i bawb – Excellence for all*

Arolygiaeth Ei Mawrhydi dros Addysg  
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate  
for Education and Training in Wales

**A report on**

**Christ The King R.C. Primary School  
Everest Avenue  
Llanishen  
Cardiff  
CF14 5AS**

**Date of inspection: November 2014**

**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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**Publication date: 16/01/2015**

## Context

Christ The King Catholic Voluntary Aided Primary School is in Llanishen, in Cardiff. The school caters for 235 pupils aged four to eleven and pupils come mainly from the surrounding area. The school is a single storey building with an adjoining demountable. There are seven single-age classes.

Around four per cent of pupils are eligible for free school meals, which is well below the national average. The school identifies around eight per cent of pupils as having additional learning needs, which is below the national average. Very few pupils have statements of special educational needs. A very few pupils are from ethnic minority backgrounds, and a very few receive extra support in learning English. No pupils come from homes where Welsh is the first language.

The acting headteacher took up her post in September 2014 and the school was last inspected in November 2008.

The individual school budget per pupil for Christ The King Catholic Voluntary Aided Primary School in 2014-2015 means that the budget is £3,280 per pupil. The maximum per pupil in Cardiff primary schools is £6,523 and the minimum is £2,908. Christ The King Catholic Voluntary Aided Primary School is 74th out of the 95 primary schools in Cardiff in terms of its school budget per pupil.

## Summary

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

### Current performance

The school's current performance is adequate because:

- many pupils make sound progress over time;
- most pupils communicate confidently with others;
- pupils feel safe and happy and many develop positive attitudes to learning;
- most pupils behave well; and
- working relationships between staff and pupils are good and this creates a supportive environment in which to learn.

However:

- pupils achieve only adequate standards in their reading, writing, numeracy, Welsh and information and communication technology (ICT) skills;
- pupils' independent learning skills are underdeveloped;
- more able pupils do not achieve highly enough;
- the quality of teaching across the school is too variable; and
- the effective assessment of pupils' work and progress is limited.

### Prospects for improvement

The school's prospects for improvement are unsatisfactory because:

- although the acting headteacher is introducing positive change, this process is at a very early stage of development;
- there are on-going uncertainties regarding the leadership and management of the school;
- effective self-evaluation procedures are in their infancy;
- current monitoring arrangements are not sufficiently robust to enable leaders to recognise and to challenge shortcomings in the quality of teaching and learning;
- middle leaders lack the skills to carry out their roles effectively;
- there are limited professional development opportunities for staff; and
- the governing body does not challenge the school's leaders rigorously enough or hold them to account fully for the standards pupils achieve.

## Recommendations

- R1 Raise standards in literacy, numeracy, Welsh and ICT across the school
- R2 Improve the quality of teaching so that it consistently challenges pupils of all abilities, especially the more able
- R3 Strengthen assessment procedures and assessment for learning
- R4 Improve the quality of leadership and management at all levels
- R5 Ensure that self-evaluation is systematic and rigorous and focuses strongly on pupil outcomes
- R6 Develop the role of the governing body in self-evaluation, school improvement and strategic leadership and ensure that governors meet statutory requirements

### **What happens next?**

In accordance with the Education Act 2005, HMCI is of the opinion that this school is in need of significant improvement. The school will draw up an action plan, which shows how it is going to address the recommendations. Estyn will monitor the school's progress about 12 months after the publication of this report.

## Main findings

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

Adequate

#### Standards: Adequate

Most pupils enter the school with at least average basic and social skills. During their time at the school, many pupils make sound progress in relation to their starting points.

Pupils' speaking skills develop well and most willingly talk to adults and are keen to engage in conversation. Older, more able pupils in key stage 2 talk confidently about how words can be very persuasive. Overall in the Foundation Phase, pupils' listening skills are appropriate, but a minority find it difficult to maintain concentration in lessons. By Year 6, many pupils listen well to the opinions of their peers, take part in discussions and express their opinions clearly. However, concentration is an issue for a few pupils.

In the Foundation Phase, most pupils are eager to read and can name their favourite authors and books. Many pupils read at a suitable level, but their reading lacks fluency and a minority do not have appropriate strategies to read unfamiliar words. By the end of key stage 2, most pupils read competently, with enjoyment and fluency.

Although many pupils can recount stories accurately, they are not able to use inference and deduction to gain the full meaning from texts.

By the end of the Foundation Phase, many pupils write simple sentences appropriately and have a good understanding of when to use full stops and capital letters. However, their independent writing skills are underdeveloped and they do not write well enough in areas of learning across the curriculum. In key stage 2, many pupils make satisfactory progress in developing their writing skills in English lessons. They produce imaginative pieces of writing following research and planning. Many structure their writing appropriately and write for a range of purposes in different styles. However, many pupils' spelling and punctuation are not accurate enough. Many pupils do not apply their extended writing skills well across the curriculum.

Most pupils enjoy learning Welsh but few develop their speaking skills sufficiently as they move through the school. In both key stages, very few pupils have the confidence to write in Welsh and their reading lacks expression.

Pupils with special educational needs make appropriate progress against their personal targets. Those who are eligible for free school meals perform as well as other pupils in their classes. In the majority of lessons, pupils of higher ability do not achieve as well as they could in many aspects of their work. Pupils develop their ICT across a limited range of application.

Many pupils develop their numeracy skills appropriately in mathematics. In the Foundation Phase, many add two-digit numbers together competently and have a basic understanding of place value. A majority tell the time to the hour and half hour

on analogue and digital clocks and recognise the features of two and three-dimensional shapes. Many pupils in upper key stage 2 have good recall of multiplication facts, understand the difference between mean, median, mode and range and use this knowledge to interpret simple charts. However, progress is inconsistent throughout key stage 2. Pupils' ability to use and apply their numeracy skills across the curriculum is limited.

In the Foundation Phase, performance at the expected outcome in literacy and mathematical development has varied over the last three years when compared with that in similar schools. Performance in literacy varies from the higher 50% to the bottom 25%, while performance in mathematical development varies between the lower 50% and the bottom 25%. At the higher-than-expected outcome, the attainment of more able pupils varies from the lower 50% to the higher 50% for literacy with performance in mathematical development remaining consistently in the higher 50% when compared to that in similar schools. Overall, during this period, girls outperformed boys in literacy skills and boys performed better at the higher-than-expected outcome in mathematical development.

In key stage 2, performance at the expected level 4 in English, mathematics and science has varied over the last four years when compared with that in similar schools. Performance in English has varied between the top 25% and the bottom 25%. Performance in mathematics and science has varied between the lower 50% and the top 25%. The performance of more able pupils at level 5, over the same period in English, has varied between the top 25% and higher 50% in comparison with the performance levels in similar schools, with performance in mathematics and science varying between the top 25% and lower 50%. Boys generally perform better than girls in mathematics.

Scrutiny of pupils' work during the inspection confirms that standards, particularly at the higher than expected levels, are not as high as those indicated by teacher assessment.

### **Wellbeing: Adequate**

Nearly all pupils enjoy coming to school. They feel safe and are confident that staff will deal effectively with any threats to their health and wellbeing. Pupils of all ages have a good understanding of how to stay healthy and they appreciate that healthy foods and regular physical exercise have a beneficial effect on their wellbeing and development.

Most pupils behave well in lessons and around the school. They participate enthusiastically in their work and are keen to learn. However, pupils do not always take enough responsibility for their own learning and are not always clear about what they need to do to improve their work.

Pupils have a strong commitment to the school and, as they mature, they are willing to shoulder additional responsibilities, for example through caring for younger children on the yard. The school council is active and pupils' opinions have an appropriate effect on various aspects of provision, such as deciding on suggestion boxes and classroom targets.

The school's attendance rate has placed it consistently in the top 25% when compared to similar schools over recent years. Pupils' punctuality is good.

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

The curriculum is broad and balanced and covers statutory requirements. Teachers are beginning to plan to meet the requirements of the Literacy and Numeracy Framework and this means greater consistency in the development of pupils' communication, numeracy and ICT skills. However, planning does not provide sufficient opportunities for pupils to develop and apply their writing and numeracy skills across other areas of the curriculum. Although the school actively seeks to improve the provision for disadvantaged pupils, it does not ensure that the needs of all groups of pupils are fully met, especially those who are more able. The overuse of worksheets in several areas of the curriculum limits the development of pupils' independent learning skills.

A suitable range of extra-curricular activities and educational visits helps to support pupils' learning well.

In all classes, there are opportunities for pupils to practise Welsh language patterns daily. However, these are not progressive enough and do not develop pupils' learning, especially in key stage 2. There are too few opportunities for pupils to use the language outside of Welsh lessons. Teachers plan engaging activities to develop the Welsh dimension, for example visits to important Welsh landmarks such as Cardiff Castle and Caerleon Amphitheatre.

The school provides pupils with a wide range of opportunities to learn about sustainability and global citizenship. Links with schools in other countries, such as Zambia and New Zealand, deepen their understanding well of other cultures.

**Teaching: Unsatisfactory**

Most teachers have clear learning objectives for their lessons and share these with pupils to provide a specific purpose to the learning. Throughout the school, many teachers use their subject knowledge well to provide an interesting range of learning experiences. Nearly all teachers establish effective working relationships with their pupils and generally deploy support staff well. A majority of teachers use effective questioning techniques, which encourage pupils to think for themselves. However, the quality of teaching across the school is too variable and, in a minority of lessons, there is a lack of pace and challenge for pupils. Teachers do not always plan activities to match the learning needs of all pupils, especially those who are more able.

Teachers provide pupils with oral and written feedback on their work but comments do not identify consistently what pupils have achieved or how they can make further progress. In key stage 2, teachers are beginning to provide pupils with appropriate opportunities to evaluate their own work and the work of others and to encourage pupils to set and review their own targets. These are recent developments and are

not yet having a positive effect on improving pupils' work. There is no consistency in the use of assessment for learning strategies across the school. The school is refining its assessment and tracking procedures to enable staff to identify groups of pupils who are underperforming and to help plan the next steps for them. Processes to ensure the accuracy of teacher assessment throughout the school are not secure, especially at the higher levels.

The school provides parents with informative written reports and regular opportunities to discuss pupils' achievements and progress.

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

All adults and pupils show care and respect towards each other and there are strong working relationships. Staff support pupils well and boost their confidence through praise and rewards. The school promotes pupils' spiritual, moral, social and cultural development successfully.

There are effective arrangements for promoting healthy eating and drinking. Regular extra-curricular activities provide a valuable variety of experiences to promote pupils' wellbeing and fitness.

The school makes appropriate use of a wide range of external agencies and services to provide useful guidance and support for staff, pupils and parents, when necessary.

Arrangements for safeguarding pupils meet requirements and give no cause for concern.

The school has appropriate procedures for identifying the additional learning needs of pupils who need extra support. There are appropriate individual education plans in place for these pupils. However, the school does not evaluate the success of specific intervention programmes for this group of pupils and the monitoring of their progress is not systematic.

### **Learning environment: Good**

The school is a welcoming and inclusive community with a close family atmosphere. All pupils have equal access to all activities irrespective of their gender, background or ability. The school treats pupils fairly and with respect and encourages them to recognise the similarities and differences between people of all backgrounds, cultures and faiths. This contributes well to pupils' understanding of the world in which they live.

Accommodation and learning resources are good. Displays in corridors and classrooms support learning and celebrate achievement effectively. Outdoor areas provide good opportunities for learning and recreation. Foundation Phase staff use these areas effectively to support teaching and learning. The accommodation and grounds are secure, clean and maintained to a high standard.

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

The recently appointed acting headteacher has a clear focus to raise standards and improve the quality of provision, with the full support of staff, parents and governors.

Prior to her appointment, failures in strategic leadership, management and governance meant that the school lacked a clear vision to move forward. Leaders gave little direction, guidance or opportunities to staff to enable them to embrace recent developments in teaching and learning. Leadership, at all levels, did not pay enough attention to raising pupils' standards.

Teachers with additional responsibilities now help to shape the direction of the school and they are beginning to monitor standards. However, opportunities for them to develop their roles and responsibilities as middle leaders were very limited prior to September 2014 and performance management was ineffective. As a result, pupils did not have sufficient opportunities and challenge to help them reach their full potential.

The acting headteacher has good working relationships with the current governing body and the new chairperson. However, in the recent past, governors have not fulfilled their statutory functions. For example, performance management did not take place during the last year. With improved leadership from the new chairperson, governors are supportive of the school and are eager to improve their skills in order to challenge leaders about the quality of provision and the standards pupils achieve.

The school responds appropriately to national and local priorities. The Foundation Phase is in place and teachers are responding to the requirements of the Literacy and Numeracy Framework.

### **Improving quality: Unsatisfactory**

The acting headteacher, with support from the local authority, is working well with staff to improve and develop effective self-evaluation processes. However, self-evaluation has not been a regular part of the school's life over the last few years and it is in the early stages of development.

In recent years, leaders and managers have not accurately identified areas for improvement. This is because the planning for and monitoring and evaluation of school improvement were not rigorous enough. This means that improvement over recent years was minimal and, as a result, standards and the quality of provision have suffered.

The self-evaluation report is a generally accurate document, which links well to the new school development plan. The plan clearly sets out areas for improvement and it contains appropriate responsibilities, actions, timescales and procedures for monitoring progress. All staff understand the school's current priorities for improvement and their role in achieving these.

Progress in addressing the one recommendation from the last inspection, to improve standards in Welsh, is unsatisfactory.

### **Partnership working: Adequate**

The school co-operates effectively with parents. The friends of the school and local employers help to buy computer resources and fund improvements to the external area of the school. The school plays a prominent part in the community and there are good links between the school and the local parish church.

There are effective partnerships with the numerous feeder nursery schools, which help new pupils to settle in to school life quickly.

Transfer plans between the school and the local secondary schools enable older pupils to prepare appropriately for the next phase of their education. Pupils have an opportunity to visit the local secondary school in order to prepare them for the next stage in their education.

The school has suitable partnerships with its cluster of schools. However, arrangements to ensure the accurate standardisation and moderation of pupils' work are underdeveloped.

### **Resource management: Adequate**

The school now identifies and allocates resources in line with the priorities and targets in the school improvement plan. The budget is in deficit but there is an agreed plan in place to address this. The school uses the pupil deprivation grant appropriately to raise standards in literacy, for example in reading and to promote pupils' wellbeing.

Teachers are suitably qualified to deliver the curriculum. Teaching assistants are an invaluable part of the team and have a positive influence on teaching and learning; for example through the delivery of intervention schemes in reading and numeracy. The school makes the best possible use of resources to reinforce pupils' learning experiences. There are appropriate arrangements for teachers' planning, preparation and assessment time. However, there are no networks of professional practice within the school or with other schools and partners. This means a lack of opportunities for staff to share good practice in order to help raise standards in identified improvement priorities.

In view of the outcomes that pupils achieve, the school provides adequate value for money.

## Appendix 1: Commentary on performance data

### 6813351 - CHRIST THE KING PRIMARY SCHOOL

Number of pupils on roll	242
Pupils eligible for free school meals (FSM) - 3 year average	3.5
FSM band	1 (FSM<=8%)

#### Foundation Phase

	2012	2013	2014
<b>Number of pupils in Year 2 cohort</b>	30	40	32
<b>Achieving the Foundation Phase indicator (FPI) (%)</b>	93.3	85.0	90.6
Benchmark quartile	2	3	3
<b>Language, literacy and communication skills - English (LCE)</b>			
Number of pupils in cohort	30	40	32
Achieving outcome 5+ (%)	93.3	87.5	90.6
Benchmark quartile	2	4	3
Achieving outcome 6+ (%)	30.0	42.5	46.9
Benchmark quartile	3	2	2
<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	30	40	32
Achieving outcome 5+ (%)	93.3	87.5	90.6
Benchmark quartile	3	4	3
Achieving outcome 6+ (%)	30.0	40.0	46.9
Benchmark quartile	2	2	2
<b>Personal and social development, wellbeing and cultural diversity (PSD)</b>			
Number of pupils in cohort	30	40	32
Achieving outcome 5+ (%)	93.3	97.5	93.8
Benchmark quartile	3	3	4
Achieving outcome 6+ (%)	36.7	45.0	81.3
Benchmark quartile	3	3	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.

**6813351 - CHRIST THE KING PRIMARY SCHOOL**

Number of pupils on roll	242
Pupils eligible for free school meals (FSM) - 3 year average	3.5
FSM band	1 (FSM<=8%)

**Key stage 2**

	2011	2012	2013	2014
<b>Number of pupils in Year 6 cohort</b>	33	30	30	32
<b>Achieving the core subject indicator (CSI) (%)</b>	97.0	100.0	86.7	93.8
Benchmark quartile	2	1	3	2
<b>English</b>				
Number of pupils in cohort	33	30	30	32
Achieving level 4+ (%)	100.0	100.0	86.7	93.8
Benchmark quartile	1	1	4	3
Achieving level 5+ (%)	54.5	50.0	60.0	50.0
Benchmark quartile	1	2	1	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	33	30	30	32
Achieving level 4+ (%)	97.0	100.0	100.0	93.8
Benchmark quartile	2	1	1	3
Achieving level 5+ (%)	57.6	56.7	60.0	40.6
Benchmark quartile	1	1	1	3
<b>Science</b>				
Number of pupils in cohort	33	30	30	32
Achieving level 4+ (%)	100.0	100.0	100.0	96.9
Benchmark quartile	1	1	1	3
Achieving level 5+ (%)	57.6	50.0	46.7	43.8
Benchmark quartile	1	2	2	3

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

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

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

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

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

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

## Appendix 2

### Stakeholder satisfaction report

#### Responses to learner questionnaires

##### Primary Questionnaire (Overall)

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.	112		112 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
			98%	2%	
The school deals well with any bullying.	111		105 95%	6 5%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			92%	8%	
I know who to talk to if I am worried or upset.	112		106 95%	6 5%	Rwy'n gwybod pwy i siarad ag ef/â hi os ydw I'n poeni neu'n gofidio.
			97%	3%	
The school teaches me how to keep healthy	112		112 100%	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.	112		106 95%	6 5%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			96%	4%	
I am doing well at school	110		108 98%	2 2%	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.	112		110 98%	2 2%	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.	112		108 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.	112		102 91%	10 9%	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.	109		102 94%	7 6%	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.	111		90 81%	21 19%	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	111		96 86%	15 14%	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.	39	27 69%	11 28%	1 3%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	39	29 74%	10 26%	0 0%	0 0%	0	Mae fy mhentyn yn hoffi'r ysgol hon.
		73%	25%	1%	0%		
My child was helped to settle in well when he or she started at the school.	39	31 79%	8 21%	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.	39	19 49%	18 46%	2 5%	0 0%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	38	19 50%	16 42%	1 3%	0 0%	2	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	45%	4%	1%		
Teaching is good.	39	21 54%	17 44%	0 0%	0 0%	1	Mae'r addysgu yn dda.
		60%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	39	23 59%	13 33%	2 5%	0 0%	1	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		63%	33%	1%	0%		
The homework that is given builds well on what my child learns in school.	39	16 41%	22 56%	0 0%	0 0%	1	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.
		47%	40%	6%	1%		
Staff treat all children fairly and with respect.	39	21 54%	14 36%	1 3%	1 3%	2	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		58%	33%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	39	19 49%	15 38%	1 3%	0 0%	4	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		59%	36%	2%	0%		
My child is safe at school.	39	22 56%	15 38%	0 0%	0 0%	2	Mae fy mhentyn yn ddiogel yn yr ysgol.
		66%	31%	1%	0%		
My child receives appropriate additional support in relation to any particular individual needs.	37	14 38%	18 49%	2 5%	1 3%	2	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		50%	34%	4%	1%		
I am kept well informed about my child's progress.	39	15 38%	21 54%	3 8%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		49%	40%	8%	2%		

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
I feel comfortable about approaching the school with questions, suggestions or a problem.	38	20 53%	15 39%	1 3%	1 3%	1	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		62%	31%	4%	2%		
I understand the school's procedure for dealing with complaints.	39	13 33%	16 41%	1 3%	0 0%	9	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		45%	39%	7%	2%		
The school helps my child to become more mature and take on responsibility.	39	25 64%	10 26%	1 3%	0 0%	3	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		56%	38%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	39	13 33%	17 44%	0 0%	0 0%	9	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		42%	33%	4%	1%		
There is a good range of activities including trips or visits.	39	22 56%	14 36%	1 3%	1 3%	1	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	38%	5%	1%		
The school is well run.	39	21 54%	13 33%	2 5%	1 3%	2	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	32%	3%	2%		

## Appendix 3

### The inspection team

Dr David Gareth Evans	Reporting Inspector
Mr Christopher Ian Dolby	Team Inspector
Ms Sarah Botterill	Lay Inspector
Ms Indira Yagambrun	Peer Inspector
Mrs Rachel Woodward (Headteacher)	Nominee

## Copies of the report

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

### 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; and
- 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; and
- 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.