



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

**A report on**

**St Fagans C.I.W. Primary School  
Drope Road  
Michaelston Super Ely  
CF5 4SZ**

**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:

<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: 05/06/2017**

## Context

St Fagans Church in Wales Primary School is a voluntary aided primary school on the west side of Cardiff. It serves the parishes of St Fagans, Michaelston Super Ely, Glan Ely and Caerau with Ely.

There are 235 pupils on role, including 25 part-time nursery pupils. The school is organised into two part-time nursery classes and seven single age classes.

About 10% of pupils are eligible for free schools meals. This is lower than the national average of 19%. The school states that 15% of pupils are on the additional learning needs register, which is below the national average. A very few pupils have a statement of special education needs. Many pupils are white British. A very few pupils speak Welsh at home. Approximately 7% of pupils have English as an additional language. The headteacher took up her post in September 2016. The school was last inspected in June 2009.

The individual school budget per pupil for St Fagans Church in Wales Primary School in 2016-2017 means that the budget is £3,719 per pupil. The maximum per pupil in the primary schools in Cardiff is £7,995 and the minimum is £3,046. St Fagans Church in Wales Primary School is 51<sup>st</sup> out of the 97 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>Adequate</b>

### Current performance

The current performance of the school is adequate because:

- Most pupils make appropriate progress
- Pupils' standards in speaking and listening are a strength
- Many pupils make steady progress in developing their reading and writing skills
- Nearly all pupils are enthusiastic and eager to learn
- Nearly all pupils behave appropriately

However:

- Too many pupils that are more able do not achieve the standards of which they are capable
- The progress pupils make in developing and applying their numeracy and information and communication technology (ICT) skills is too slow
- There is not a consistent approach to developing pupils' reading and writing skills
- Many teachers are in the very early stages of providing pupils with effective verbal and written feedback to help them improve their learning

### Prospects for improvement

The school's prospects for improvement are adequate because:

- The headteacher provides clear, purposeful leadership that focuses appropriately on improving outcomes and wellbeing
- The school's leadership team contribute suitably to the day-to-day running of the school
- The school's improvement plan has appropriate targets for improvement that link well to the outcomes of self-evaluation activities
- The school works well with a wide range of partners
- The school manages behaviour very well and has robust policies for promoting and sustaining high standards of conduct
- The headteacher and governing body manage the school's finances efficiently

However:

- The senior leadership team's role in strategic development and promoting accountability within the school is at an early stage
- Over time, senior leaders have not judged standards and the quality of provision accurately enough
- Staff do not always apply the skills and knowledge developed through training consistently

## Recommendations

- R1 Improve the outcomes of pupils who are more able
- R2 Improve pupils' ICT skills
- R3 Establish whole school processes to develop pupils' reading and writing skills
- R4 Ensure that teachers provide useful and regular feedback to pupils to help them improve their work
- R5 Ensure that all senior leaders take responsibility for strategic development and promoting accountability within the school

### **What happens next?**

The school will draw up an action plan that shows how it is going to address the recommendations. Estyn will review the school's progress.

## Main findings

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

Adequate

#### Standards: Adequate

Many pupils start school with literacy, numeracy and personal and social skills that are above those expected for their age. Most pupils make appropriate progress during their time in school. However, too many pupils that are more able do not achieve the standards of which they are capable.

Pupils in nursery benefit from a good start to their school experience. They are encouraged well to develop their speaking and listening skills and to use their emerging reading and writing skills. As a result, most make good progress. As they move through the Foundation Phase, pupils continue to improve their speaking and listening skills. Most listen well to their peers and adults. They use suitable language to negotiate in play situations and can express their ideas using a wide range of vocabulary. Pupils in key stage 2 become confident speakers who have a mature grasp of language. They use their skills well to discuss, reason and debate. Pupils' standards in speaking and listening are a strength of the school.

In nursery, pupils develop an appreciation of stories and they begin to learn their sounds. Many pupils in reception acquire an appropriate sight vocabulary and use picture clues to help them work out unknown words. By the end of the Foundation Phase, many read with a fluency suitable for their age and begin to read expressively. Most pupils in key stage 2 read a range of texts successfully. They talk animatedly about the books they enjoy. Many pupils show a good understanding of the material they read. However, the lack of a whole school approach to the teaching of reading means that a minority of pupils do not improve their phonological knowledge or higher order reading skills well enough.

Pupils in the Foundation Phase make steady progress in developing their writing skills. In Year 2, pupils that are more able use descriptions well to add interest to their writing. They spell the majority of high frequency words correctly and begin to use a joined, legible handwriting style. Pupils in key stage 2 continue to build on their steady start in the Foundation Phase. However, this progress is not consistent in all year groups. Many pupils write suitably for a range of purposes. By Year 6, a majority produce writing that is lively and interesting. For example, they write balanced arguments giving the pros and cons of wearing school uniform. Pupils use their speaking, listening, reading and writing skills beneficially across many areas of the curriculum.

Pupils develop their numeracy skills appropriately in mathematical sessions. In nursery they begin to count and order numbers to 15. By the end of the Foundation Phase, many pupils have appropriate numeracy skills. They can add and subtract numbers to 100 successfully and can order days of the week and months of the year. However, more able pupils do not make the progress of which they are capable. Pupils in key stage 2 have a good knowledge of mathematical concepts and they use specific methods and skills to carry out calculations or tasks appropriately. They

interpret data in charts and graphs and understand area and perimeter. Across the key stage, pupils do not develop their mental calculation strategies consistently nor do they apply their reasoning skills well enough to solve problems. Pupils do not apply their numeracy skills well enough across other areas of the curriculum.

Pupils develop their ICT skills slowly. In the Foundation Phase, they program simple toys, use drawing and painting programmes to develop their fine motor skills, improve their word processing skills and make their own posters. Pupils in key stage 2 create interesting e-books. They insert their own animations and links and add sound effects and voice-overs. Pupils also produce collages for the front covers of their project books and make informative power point presentations. However, pupils do not study the full ICT curriculum and have very limited opportunities to develop their knowledge of databases, spreadsheets, coding or programming. Pupils do not apply a range of ICT skills effectively across the curriculum.

In Welsh sessions, pupils develop Welsh speaking and listening skills progressively. They build up a good vocabulary and can ask and answer questions on a range of subjects, such as what activities they enjoy and their likes and dislikes. Pupils are not yet confident enough to use their skills outside of dedicated Welsh sessions. Pupils' skills in reading and writing in Welsh are around the level expected for their age.

Teacher assessments at the expected outcome at the end of the Foundation Phase have been above average for literacy and mathematical development for the last two years, when compared with those of similar schools. Teacher assessments at the higher than expected outcome generally place the school in the lower 50% or bottom 25%, when compared with similar schools.

There is an improving trend at the expected level in English at key stage 2. However, over the last four years, teacher assessments at the expected level have generally placed the school in the lower 50% or bottom 25% of similar schools in English, mathematics and science. At the higher than expected level, there is an improving trend in both English and mathematics. In 2016, teacher assessment placed the school in the higher 50% when compared with similar schools.

In both the Foundation Phase and key stage 2, there is no notable difference in the attainment of boys and girls at the expected level. Pupils eligible for free school meals achieve equally as well as other pupils at both the expected and higher levels.

### **Wellbeing: Good**

Most pupils feel secure and happy in school and know how to keep themselves safe online. They understand the importance of making healthy choices about food and drink and keeping active. Nearly all enjoy taking part in regular physical education lessons. Many pupils attend extra-curricular activities that encourage them to eat well and to be active such as cookery, football and netball.

Nearly all pupils are enthusiastic and eager to learn. They are polite and speak confidently to visitors. Their behaviour is consistently good in classrooms and around the school. They show respect, care and concern for others. Many pupils listen attentively in class and contribute well in discussions. They express their views freely and confidently. Nearly all pupils co-operate well and work collaboratively in pairs and groups.

Pupils are beginning to share their ideas about what they would like to learn about in their topic work. As a result, pupils are enthusiastic and engaged. Many pupils take on responsibilities willingly and their role as eco committee members and digital leaders is developing well. However, the school council's role in influencing the work of the school is in its very early stages of development.

Many pupils take part in concerts and raise money for various community and national charities. These activities strengthen their involvement in their local area and contribute valuably towards their personal development as rounded and responsible individuals.

Pupils have a good understanding about why it is important to attend school and be punctual. For the past four years, the school's attendance has placed it in the top 25% when compared with similar schools.

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

The school provides a broad and balanced curriculum, offering pupils an effective range of stimulating learning experiences that meet statutory requirements. However, there is not a consistent approach to developing pupils' reading and writing skills and this impedes the progress they make.

Planning provides beneficial opportunities for pupils to apply their reading and writing skills across the curriculum. The provision for pupils to apply their numeracy and ICT skills is less well developed. In the Foundation Phase, there is a suitable balance between activities that adults lead and those that encourage pupils to make choices and develop their independent learning skills. In classes where planning and organisation are most effective, activities engage and motivate nearly all pupils. However, planning does not always challenge learners that are more able well enough.

The school promotes and develops pupils' use of the Welsh language appropriately. Frequent oracy sessions ensure that pupils develop suitable skills in speaking Welsh. However, there is less consistency in reading and writing opportunities. The school effectively promotes pupils' understanding of the culture and history of Wales through its enriched curriculum. For example, key stage 2 pupils learn about the effects of the blitz on Cardiff. Useful visits to local museums and castles develop a further understanding of Welsh culture.

Provision for education for sustainable development and global citizenship is effective. The eco-committee promotes sustainability actively throughout the school. The school provides valuable opportunities for pupils to learn about other countries. For example, the 'Where in the World' topic develops pupils' understanding of contrasting countries and cultures.

### **Teaching: Adequate**

Nearly all teachers develop positive working relationships and create purposeful working environments. Many ask a good range of questions and urge pupils to extend their answers by providing reasons and explanations. Many staff in the

Foundation Phase promote pupils' independent learning skills well. For example, pupils in Year 2 make decisions about how best to measure a bicycle track and how to construct freestanding buildings. Many teachers help pupils to make connections between previous and new learning. Learning support staff make a valuable contribution in classroom sessions and in small group support work to improve pupils' outcomes. A few teachers match work well to the abilities of pupils. Overall, too many teachers do not meet the needs of more able pupils well enough.

Teachers are in the very early stages of providing pupils with effective verbal and written feedback to help them improve their learning. Many teachers mark pupils' work regularly and provide positive reinforcement to pupils. This helps pupils to feel confident about their work. However, the lack of regular marking by a very few teachers impedes the progress that pupils make. Teachers assess pupils' standards regularly and use the information well to identify pupils in need of 'catch-up' support. Teachers receive beneficial and useful information from support staff on the progress pupils make in these sessions. Reports to parents about their child's progress are informative and meet statutory requirements.

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

The school promotes pupils' wellbeing effectively through the provision of strong levels of care, support and guidance. For example, its values scheme promotes a caring ethos that translates into daily practice throughout the school. The school manages behaviour very well and has robust policies for promoting and sustaining high standards of conduct. As a result, nearly all pupils understand the rules for behaviour and the positive reward system.

The school promotes healthy living well through the curriculum and extra-curricular activities. There are appropriate arrangements to promote healthy eating and drinking. The school promotes pupils' spiritual, moral and social development beneficially. Pupils have valuable opportunities to take part in cultural activities. For example, the school's choir perform regularly at local and regional events.

The school works purposefully with many external agencies and support services to provide useful advice for pupils and their families. The partnership with these services has a positive effect on improving pupils' wellbeing. For example, the school has acted appropriately on advice from behaviour specialists and this has improved the behaviour of targeted pupils.

Provision for pupils who have additional learning needs is strong. Effective procedures enable the school to identify pupils' needs at an early stage. The school makes successful use of the expertise of staff to implement a wide variety of useful intervention strategies. Individual education plans contain realistic and suitable targets that match pupils' needs well. The school's system of measuring and reporting progress against these targets is a strength.

The school's arrangements for safeguarding meet requirements and give no cause for concern.

## **Learning environment: Good**

The school is an inclusive community where staff care for and value pupils. The staff encourage positive values such as forgiveness and perseverance successfully. As a result, pupils are welcoming and keen to learn. Pupils take part in collective worship respectfully and this encourages a calm atmosphere during the school day. All pupils have equal access to the curriculum and all aspects of school life, including extra-curricular clubs.

The accommodation is clean and maintained to a high standard. The open plan classrooms are well organised but compact. Pupils benefit from additional communal learning areas where they can develop their creative skills. A variety of colourful displays successfully celebrates pupils' work in class and their wider achievements outside of school. The school site is secure.

The developments in the outdoor environment are a strength of the school. Staff make creative use of the school garden to enrich pupils' experiences of sustainability by growing vegetables and caring for wildlife. This provides an exciting and stimulating area where pupils enjoy learning. Resources throughout the school are of a suitable quality and generally match pupils' needs well.

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

The newly appointed headteacher provides clear, purposeful leadership that focuses appropriately on improving outcomes and wellbeing. The school's leadership team contribute suitably to the day-to-day running of the school. However, their role as strategic leaders and promoting accountability within the school is at an early stage of development. Senior leaders promote a caring, inclusive community with a shared sense of purpose, focused on pupils' wellbeing.

All teachers have relevant roles and responsibilities that link to aspects of the curriculum and their responsibilities within the school. The headteacher, supported by senior staff, leads performance management appropriately. All teachers and support staff have relevant appraisal targets linked to pupils' performance and school priorities. The headteacher has suitably high expectations of what pupils can achieve and she is beginning to challenge staff appropriately about standards. As a result, staff and senior leader meetings are starting to focus on the standards that pupils achieve and lead to clear action points. It is too early to see the impact of this structured approach.

The school gives appropriate attention to addressing national and local priorities. For example, Foundation Phase practice achieves a good balance between adult-led and pupil-initiated activities and pupils have worthwhile opportunities to apply their literacy skills across the curriculum. However, the application of the numeracy strand of the Literacy and Numeracy Framework is under developed.

Governors are supportive of the school's work. They challenge senior leaders appropriately, for example in terms of how the school budget is used. However, their involvement in the school's self-evaluation procedures and strategic planning is currently underdeveloped.

### **Improving quality: Adequate**

Since her appointment, the headteacher has implemented effective systems to evaluate the school's performance accurately. She has gathered an appropriate range of first-hand evidence to support self-evaluation and school improvement planning. She involves members of the senior leadership team suitably in these activities, for example undertaking joint lesson observations, analysing data and scrutinising pupils' work. As a result, the headteacher has an accurate understanding of the school's strengths and areas requiring improvement. Over time, senior leaders have not judged standards and the quality of provision accurately enough. This means that a few of the recommendations made in the last inspection report remain areas in need of improvement. The school is in the very early stages of involving pupils, parents and governors in its self-evaluation practices.

The school's improvement plan has appropriate targets for improvement that link well to the outcomes of self-evaluation activities. For example, the plan prioritises improving the provision for reading, enhancing pupils' ICT skills and embedding assessment practices. The plan identifies relevant activities and suitable timescales, resources and success criteria. Senior leaders are beginning to take greater responsibility for securing improvements in their areas of responsibility.

### **Partnership working: Good**

The school works well with a wide range of partners to enrich and support pupils' learning and wellbeing.

The school has a worthwhile partnership with parents. It keeps them well informed of day-to-day events through regular newsletters and other forms of communication, including the school website. The school links well with families prior to pupils starting school, and highly effective transition arrangements into the nursery ensure that pupils settle quickly.

Strong links with the local churches and the community provide beneficial learning opportunities for pupils. For example, representatives from two of the local parish churches regularly lead collective worship. Pupils participate successfully in events that take place in the church. They attend Eucharist, and take in the part in the annual Christmas Tree Festival and Education Sunday Services.

The partnership with the local library enhances the school's provision for developing pupils' literacy skills. For example, the librarian visits the school to deliver story sessions for Foundation Phase pupils and their parents and runs a weekly book club for older pupils. Pupils participate in these sessions enthusiastically and many are very keen to win the prize for reader of the week.

There is a successful transition programme with the partner secondary school. This ensures that pupils are well prepared to move on to the next phase of their education.

## **Resource management: Adequate**

The school has a suitable number of qualified staff to deliver the curriculum and ensure pupils' wellbeing. Leaders deploy of teaching assistants purposefully to provide effective support to individuals and specific groups of pupils. Arrangements to cover teachers' planning, preparation and assessment time are suitable.

Leaders provide appropriate whole-school development opportunities for all members of staff. However, staff do not always apply the skills and knowledge developed through training consistently. For example, the focus on assessment for learning has not resulted in consistent procedures across the school.

Teachers have opportunities to visit other schools to see effective practice. This is beginning to have a positive impact on practice within the school. For example, teachers now involve pupils appropriately when planning new topics.

The headteacher and governing body manage the school finances efficiently. The school makes effective use of its allocated finances and manages its budget appropriately to support priorities outlined in the school development plan.

The school allocates its Pupil Deprivation Grant appropriately to provide targeted support for disadvantaged learners. For example, learning support assistants deliver interventions that improve targeted pupils' literacy skills and wellbeing.

In view of the standards achieved by pupils and the overall quality of provision and leadership, the school gives adequate value for money.

## Appendix 1: Commentary on performance data

### 6813366 - ST FAGANS CHURCH IN WALES

Number of pupils on roll	243
Pupils eligible for free school meals (FSM) - 3 year average	10.7
FSM band	2 (8%<FSM<=16%)

#### Foundation Phase

	2013	2014	2015	2016
<b>Number of pupils in Year 2 cohort</b>	30	30	30	30
<b>Achieving the Foundation Phase indicator (FPI) (%)</b>	80.0	76.7	100.0	93.3
Benchmark quartile	3	4	1	2
<b>Language, literacy and communication skills - English (LCE)</b>				
Number of pupils in cohort	30	30	30	30
Achieving outcome 5+ (%)	86.7	83.3	100.0	100.0
Benchmark quartile	3	4	1	1
Achieving outcome 6+ (%)	26.7	26.7	23.3	23.3
Benchmark quartile	3	3	4	4
<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	30	30	30
Achieving outcome 5+ (%)	83.3	90.0	100.0	96.7
Benchmark quartile	4	3	1	2
Achieving outcome 6+ (%)	36.7	30.0	30.0	30.0
Benchmark quartile	2	3	3	4
<b>Personal and social development, wellbeing and cultural diversity (PSD)</b>				
Number of pupils in cohort	30	30	30	30
Achieving outcome 5+ (%)	96.7	100.0	100.0	93.3
Benchmark quartile	3	1	1	4
Achieving outcome 6+ (%)	60.0	66.7	43.3	63.3
Benchmark quartile	2	2	4	3

The Foundation Phase indicator (FPI) represents the percentage of pupils achieving outcome 5 or above in PSD, LCE/LCW, and MDT in combination.

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

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

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

**6813366 - ST FAGANS CHURCH IN WALES**

Number of pupils on roll	243
Pupils eligible for free school meals (FSM) - 3 year average	10.7
FSM band	2 (8%<FSM<=16%)

**Key stage 2**

	2013	2014	2015	2016
<b>Number of pupils in Year 6 cohort</b>	30	21	27	29
<b>Achieving the core subject indicator (CSI) (%)</b>	80.0	81.0	92.6	86.2
Benchmark quartile	4	4	3	4
<b>English</b>				
Number of pupils in cohort	30	21	27	29
Achieving level 4+ (%)	86.7	90.5	92.6	96.6
Benchmark quartile	4	3	3	2
Achieving level 5+ (%)	40.0	28.6	33.3	48.3
Benchmark quartile	2	4	4	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	30	21	27	29
Achieving level 4+ (%)	83.3	81.0	96.3	89.7
Benchmark quartile	4	4	2	4
Achieving level 5+ (%)	33.3	28.6	37.0	51.7
Benchmark quartile	3	4	3	2
<b>Science</b>				
Number of pupils in cohort	30	21	27	29
Achieving level 4+ (%)	86.7	95.2	92.6	89.7
Benchmark quartile	4	3	4	4
Achieving level 5+ (%)	46.7	33.3	29.6	48.3
Benchmark quartile	2	3	4	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.	122		114 93%	8 7%	Rwy'n teimlo'n ddiogel yn fy ysgol.
			98%	2%	
The school deals well with any bullying.	122		102 84%	20 16%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			92%	8%	
I know who to talk to if I am worried or upset.	122		109 89%	13 11%	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	122		115 94%	7 6%	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.	118		106 90%	12 10%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			96%	4%	
I am doing well at school	120		114 95%	6 5%	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.	122		121 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.	122		115 94%	7 6%	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.	121		99 82%	22 18%	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.	121		120 99%	1 1%	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.	114		62 54%	52 46%	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	120		83 69%	37 31%	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.	66	21 32%	35 53%	8 12%	2 3%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	34%	3%	1%		
My child likes this school.	65	38 58%	24 37%	2 3%	1 2%	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.	66	46 70%	19 29%	1 2%	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.	66	24 36%	31 47%	8 12%	1 2%	2	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		62%	35%	3%	1%		
Pupils behave well in school.	65	14 22%	39 60%	8 12%	0 0%	4	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		47%	48%	4%	1%		
Teaching is good.	66	23 35%	34 52%	5 8%	1 2%	3	Mae'r addysgu yn dda.
		61%	36%	2%	0%		
Staff expect my child to work hard and do his or her best.	66	30 45%	31 47%	3 5%	1 2%	1	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.	66	16 24%	29 44%	10 15%	4 6%	7	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.	65	21 32%	26 40%	16 25%	1 2%	1	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.	66	22 33%	34 52%	5 8%	1 2%	4	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.	66	34 52%	31 47%	0 0%	1 2%	0	Mae fy mhentyn yn ddiogel yn yr ysgol.
		66%	32%	2%	1%		
My child receives appropriate additional support in relation to any particular individual needs'.	66	15 23%	33 50%	5 8%	1 2%	12	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		55%	39%	4%	2%		
I am kept well informed about my child's progress.	66	9 14%	35 53%	16 24%	3 5%	3	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		49%	41%	9%	2%		

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
I feel comfortable about approaching the school with questions, suggestions or a problem.	66	22 33%	34 52%	8 12%	1 2%	1	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		62%	31%	5%	2%		
I understand the school's procedure for dealing with complaints.	66	12 18%	25 38%	13 20%	2 3%	14	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.	66	22 33%	37 56%	1 2%	0 0%	6	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyrifoldeb.
		57%	40%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	65	12 18%	28 43%	5 8%	0 0%	20	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.	65	15 23%	37 57%	5 8%	6 9%	2	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		54%	39%	6%	1%		
The school is well run.	65	15 23%	35 54%	9 14%	2 3%	4	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	34%	4%	2%		

### Appendix 3

#### The inspection team

Ms Liz Miles	Reporting Inspector
Ms Rosemarie Wallace	Team Inspector
Mrs Deirdre Emberson	Lay Inspector
Mr Matthew John Harries	Peer Inspector
Mrs Ceri Watkins (Headteacher)	Nominee

## Copies of the report

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

### Year groups, the Foundation Phase and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years of age. This system emphasises the importance of continuity and eases communication among schools, governing bodies, parents and local authorities.

The following table sets out the age ranges relevant to each year group. For example, Year 1 refers to the group of pupils who reach the age of six and Year 13 is the year group who reach the age of 18 during the academic year.

Primary phase:

Year	N	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	3-4	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The Foundation Phase and key stages cover the following year groups:

Foundation Phase	Nursery, Reception, Year 1 and Year 2
Key stage 2	Year 3 to Year 6
Key stage 3	Year 7 to Year 9
Key stage 4	Year 10 and Year 11

## **Glossary of terms – Primary**

### **Foundation Phase indicator (FPI)**

Progress in learning through the Foundation Phase is indicated by outcomes (from outcome 1 to outcome 6).

The Foundation Phase indicator (FPI) relates to the expected performance in three areas of learning in the Foundation Phase:

- literacy, language and communication in English or Welsh first language
- mathematical development
- personal and social development, wellbeing and cultural diversity

By the end of the Foundation Phase, at the age of seven, pupils are expected to reach outcome 5 and the more able to reach outcome 6.

Pupils must achieve the expected outcome (outcome 5) in the three areas above to gain the Foundation Phase indicator.

### **The core subject indicator (CSI)**

Progress in learning through key stage 2 is indicated by levels (level 1 to level 5).

The core subject indicator in key stage 2 relates to the expected performance in the core subjects of the National Curriculum:

- English or Welsh first language
- mathematics
- science

By the end of the key stage 2, at the age of 11, pupils are expected to reach level 4 and more able pupils to reach level 5.

Pupils must gain at least the expected level (level 4) in the three core subjects to gain the core subject indicator.

### **All-Wales Core Data sets**

Inspection reports may refer to a school's performance relative to a family of schools or to schools with a broadly similar proportion of pupils eligible for free school meals.

In relation to free school meals, schools are placed into one of five bands according to the three-year trend in the proportion of pupils eligible for free school meals in the school. The school's performance is then placed into quartiles (from the top 25% to the bottom 25%) in relation to how well it is doing compared with other schools in the same free school meal band.

The Welsh Government created the families of schools (typically a group of 11 schools) to enable schools to compare their performance with that of similar schools across Wales. The composition of the families draws on a number of factors. These include the proportion of pupils eligible for free school meals and the proportion living in the 20% most deprived areas of Wales. They also draw on the proportion of pupils with special education needs at school action plus or with a statement of special educational needs, and pupils with English as an additional language.