



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

**Herbert Thompson Primary
Plymouthwood Road
Ely
Cardiff
CF5 4XD**

Date of inspection: March 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:

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.

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Context

Herbert Thompson Primary School serves the Ely area of Cardiff. There are 466 pupils on roll, including 73 in the nursery. Pupil numbers have increased significantly since the last inspection. Pupils can join the nursery on a part-time basis at the beginning of the term following their third birthday. The majority of pupils are of white ethnic background, the remainder of mixed ethnic groups. There are 17% of pupils with English as an additional language. No pupils speak Welsh as a first language.

There are currently 17 full-time teachers and seven part-time teachers at the school. About 51% of pupils are entitled to free school meals, which is much higher than the average for the local authority and Wales.

The school has identified about 45% of pupils as having additional learning needs, including a few who have statements of special educational needs. The number of pupils with additional learning needs is much higher than the local authority average.

The headteacher was appointed in 2012 and the school was last inspected in June 2008.

The individual school budget per pupil for Herbert Thompson Primary School in 2013-2014 is £3,805. The maximum per pupil in primary schools in Cardiff is £7,890 and the minimum is £2,856. Herbert Thompson Primary School is thirty-sixth out of the 96 primary schools in Cardiff in terms of the school budget per pupil.

Summary

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

Current performance

The school's current performance is excellent because:

- nearly all pupils make very good progress from low starting-points on entry to the school and achieve good standards;
- there is a very caring, inclusive and happy ethos, which ensures that the pupils' voice has a prominent place in all of the school's life and work;
- the school provides a very good range of interesting and challenging learning experiences;
- the quality of teaching is consistently high across the school;
- all members of staff work very effectively as a team; and
- effective partnerships, particularly with parents and the community, have a very strong impact on the standards achieved by the pupils.

Prospects for improvement

The school has excellent prospects for improvement because:

- the headteacher, senior management team and governing body provide strong and very effective leadership;
- the school creates the best possible conditions for each individual pupil to develop and flourish;
- the school constantly seeks new and innovative ways to improve the provision;
- very good monitoring procedures ensure that evaluations of all aspects of the school's life and work are based on first-hand, comprehensive and accurate evidence; and
- all staff consider and evaluate conscientiously the effect of their teaching on pupils' wellbeing and standards and support pupils to achieve the best they can.

Recommendations

R1 Improve pupils' Welsh language reading skills across the school

R2 Continue to share the school's very good practice with other schools

What happens next?

The school will draw up an action plan that shows how it is going to address the recommendations. Estyn will invite the school to prepare a written case study, describing the excellent practice identified during the inspection.

Main findings

Key Question 1: How good are outcomes?

Excellent

Standards: Excellent

Many pupils enter the nursery with levels of skills well below those expected for their age. By the time pupils leave Year 6 and move to secondary education many achieve highly, recall previous learning well and use and apply their skills effectively in a range of situations. This constitutes excellent progress from the relatively low starting-points of pupils on entry to the school.

Nearly all pupils with additional learning needs and those with English as an additional language make at least the expected progress for their age. Nearly all pupils who follow additional intervention programmes make very good progress within a short space of time. This is a particular strength of the school.

Most pupils' speaking and listening skills are good throughout the school. From an early age, pupils respond very confidently to teachers' questions. They offer interesting and creative responses in the Foundation Phase and many pupils display a suitably wide range of vocabulary when describing the work they are doing. The speaking and listening skills of most pupils in key stage 2 are strong. More able pupils often speak confidently in extended sentences with effective use of language.

Pupils' reading skills develop well in the Foundation Phase. Most pupils have a good understanding of the relationships between sounds and letters and they can use this knowledge to good effect when tackling unfamiliar words. By the end of the Foundation Phase, many pupils read fluently and discuss what they have read confidently. In key stage 2, most pupils respond very well to fiction and non-fiction books. They have good reading skills and many read for pleasure. Most read accurately with a good degree of fluency. Most pupils can extract relevant information from a range of texts and other sources well.

As pupils progress through the school, their written work develops well. Most write independently for a range of purposes and audiences, using a wide choice of vocabulary. By the end of key stage 2, more able pupils often write at length in an interesting way. Many spell words accurately and use appropriate punctuation well. Overall, pupils' presentation and handwriting skills are good.

Many pupils develop their numeracy skills robustly as they move through the school. By the end of the Foundation Phase, many pupils count confidently to 100 and add and subtract correctly using tens and units. They use different combinations of money to pay for items up to 20 pence. Most understand and use simple measurements and have a good knowledge of shape. They interpret information on a block graph accurately. The majority use these skills well to solve simple mathematical problems in a wide variety of contexts.

In key stage 2, most pupils have good number skills. They have a very secure grasp of place value and can multiply and divide using decimals exceptionally well. By

Year 6, they have a good grasp of fractions, statistical averages and simple probability. In work across the curriculum, pupils use their knowledge of mathematics confidently when tackling problems. For example, in science, they use decimals and rounding to make sensible estimates when studying the temperature and using gauges.

As pupils move through the school, many are making good progress in their Welsh language skills and develop an increasingly wide vocabulary. Most respond positively to instructions and display good understanding of Welsh used by the teacher outside of Welsh lessons. The majority of pupils' writing skills in Welsh are progressing well, but their reading skills are not as well developed.

In the Foundation Phase in 2013, performance at the expected outcome in mathematical development was above the average for the family of similar schools and at the average in literacy. In comparison with similar schools, performance at the expected outcome placed the school in the bottom 25% in all areas. The performance of pupils who achieve the higher outcome (outcome 6) was higher than the average for the family of schools for literacy, but below for mathematical development. The percentage of pupils who achieve the higher outcome placed the school in the lower 50% when compared with similar schools.

In 2013, the performance of pupils at the end of key stage 2 in English, mathematics and science at the expected level (level 4) placed the school in the top 25% when compared with similar schools in all subjects. Generally, the school's performance for the past four years, with the exception of mathematics and science in 2011, has placed the school in the higher 50% of similar schools, and in the top 25% for the past two years.

In 2013, at the higher-than-expected level (level 5), the performance of pupils in English and mathematics was above the average for the family of schools and about average for science. In comparison with similar schools, performance in all subjects has placed the school in the lower 50%. Overall, over the past four years, with the exception of English in 2011 and mathematics in 2012, the school's performance at the higher-than-expected level has placed it in the lower 50% when compared with similar schools.

Wellbeing: Excellent

The development and progress of pupils' wellbeing are of outstanding strength in the school. Most pupils show high levels of engagement in their work and they are keen to learn. They enjoy school, work hard and show pride in their work. They feel that the school values them well and this improves their self-confidence and supports their increasing levels of achievement as they progress through the school.

Nearly all pupils say that they feel safe in school. They have great confidence in adults and value the care, support and guidance they provide. Behaviour is very good in lessons and around the school, with most pupils showing great care and kindness towards others. Most pupils are courteous, polite and well-mannered. They speak confidently to adults and are happy to approach any member of staff if they have any concerns or worries. Most pupils have a secure understanding of how

to follow a healthy lifestyle and many take a very active part in the outstanding range of extra-curricular activities on offer to them.

Most pupils' ability to improve their own learning is developing well in the Foundation Phase. By the end of key stage 2, most have a very good understanding of how well they are doing and what they need to do to improve their work.

Many pupils take on a variety of extra responsibilities. They complete their duties with self-assurance and maturity. A number of very active pupil groups complement the school council successfully and represent the pupil voice effectively. These groups have a significant impact on the development of the school environment and wellbeing of all pupils. For example, the school council is exploring ways to improve links with the parents' council and the 'Young Ambassadors' have worked with each class to agree a 'Class Charter'.

Prior to 2012-2013, the school's overall attendance rates placed it in the lower 50% compared with similar schools. However, there has been a steady improvement year on year and the overall attendance rate last year placed the school in the top 25% when compared with similar schools. This improvement has continued in the current academic year.

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

The school provides a very extensive range of challenging and interesting learning experiences for pupils of all abilities. These set appropriately high expectations for pupils and support pupils' very active engagement in their work. There are highly effective arrangements in place that allow staff to plan together regularly and they collaborate successfully to ensure that provision fully meets the requirements of the Foundation Phase, the National Curriculum and religious education.

The curriculum builds systematically on pupils' existing skills, knowledge and understanding to make learning purposeful and relevant for pupils. The wide variety of learning experiences makes effective use of the resources of good quality available in the school and opportunities within the local community.

All teachers identify many worthwhile ways for pupils to use their literacy, numeracy and information and communication technology (ICT) skills to support and extend their work across the curriculum. They provide purposeful challenge for more able pupils and an outstanding range of intervention programmes for pupils with additional learning needs. They ensure that pupils develop their thinking skills well by providing a suitable range of problem-solving activities.

Teaching staff and learning support assistants use Welsh regularly and effectively in the classroom and around the school. Pupils have many interesting opportunities to learn about their locality and also about Wales, its history and culture.

The school offers an exceptionally wide range of extra-curricular activities, including after-school clubs, visits and visitors to the school, which extends and supports

pupils' learning extremely well. Many of these are linked to activities within the community, such as the use of the local leisure centre to develop pupils' sporting skills. During 'find your talent day' visitors to the school demonstrate their talents and skills to the pupils to enable them to taste and discover a new range of skills.

The school has been very successful in developing education for sustainable development and global citizenship, for example by reducing waste and recycling material for classroom displays. The school's Fairtrade committee is very pro-active in explaining to other pupils the importance of fair trading and the impact it can have on helping farmers and traders in less well-off countries. The school's strong links with many foreign countries, such as Indonesia, India and Germany, have resulted in the school receiving the International Schools Award.

Teaching: Excellent

The consistent high standards of teaching across the school are a significant factor in the excellent standards and wellbeing pupils achieve. Across the school, all teachers plan each lesson thoroughly, with clear learning objectives. They ensure that all pupils are clear of what is expected of them. Nearly all lessons build upon previous learning experiences successfully.

Across the school, teachers regularly plan tasks to meet the needs of as many as five different ability groups to ensure that all pupils achieve well in lessons. They make good use of individualised programmes and use an extensive range of specialised intervention strategies to meet the needs of all pupils. These stimulate and motivate pupils to learn very well and are highly effective. In key stage 2, following detailed analysis of assessment outcomes, pupils are carefully grouped into ability groups for language, mathematics and science. This ensures that every pupil achieves to their full potential.

All adults in the school are very good role models for pupils and have very positive working relations with them. Pupils are very confident to ask for help if required. Teachers and learning support assistants question pupils skilfully in order to extend their understanding and to develop their thinking and communication skills. They have very high expectations of each pupil. They work together very effectively to promote good standards and the very good behaviour displayed by pupils.

All teachers track pupil performance very effectively and they set clear targets to meet their learning needs. The school has very detailed records for each pupil, covering all aspects of work. Specific review days are planned to assess each pupils' progress carefully and to identify their future needs. As a result, all pupils receive well-targeted support either in the classroom or through well planned intervention programmes.

All teachers and learning support assistants provide pupils with clear and useful verbal feedback which helps them to understand how well they are doing and how they can improve their work. Teachers mark pupils' work regularly and provide feedback and guidance of good quality. They encourage pupils to reflect on the written comments they have made and monitor their own progress against them. They ensure that pupils are clear as to what to do to achieve their individual targets.

They provide regular opportunities for pupils to assess their own work and that of others.

Parents receive useful termly reports on their child's current performance and their targets. The annual reports are detailed and describe clearly how well pupils are doing with clear targets on how they can improve their work. Pupils and parents are encouraged to comment.

Care, support and guidance: Excellent

The focus on pupils' wellbeing and care is a particular strength of the school. The arrangements for co-ordinating the school's work in care, support and guidance draw very well on staff's very good understanding of the area and the families that the school serves. The school has very strong links with a range of specialist services and outside agencies such as behaviour support and health visitors. These links ensure high quality support and guidance to pupils and parents. This enables pupils to flourish and makes a significant contribution to their very good progress as they move through the school.

The school is a lively community with clearly-established rules and procedures. There is consistent attention to developing pupils' understanding of appropriate behaviour through a range of activities. Members of staff deal quickly and effectively with any instances of unsuitable behaviour. There is very good attention to developing pupils' knowledge of the benefits of a healthy lifestyle, including regular exercise. The school has effective arrangements to promote healthy eating and drinking. The school is used by other schools as a model of good practice in sports development.

There is effective provision for promoting pupils' spiritual, moral, social and cultural development. The emphasis on positive values and respect for others is a prominent feature throughout the school. These are promoted regularly in lessons to ensure that all pupils have a good understanding of the need to respect one another and themselves. They are further supported through effective collective worship and the personal and social education programme. Opportunities for pupils to have a regular and influential say in the day to day life of the school is an outstanding feature.

The strategies that the school uses to improve attendance are highly effective and a model of excellent practice.

Provision for pupils with additional learning needs is very good and enables these pupils to make very good progress. Their individual need is managed and co-ordinated effectively from the time they start school so that all members of staff are clear as to the support they require. Their progress is assessed regularly and the information used very effectively to plan suitable activities and provide either individual support or in intervention groups. Teachers and learning support assistants use a very wide range of successful intervention programmes to help pupils on improving their social, emotional, literacy and numeracy skills. Parents are well informed and fully involved in setting and reviewing their child's education or behavioural support plans.

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

Learning environment: Excellent

The school has a calm and welcoming ethos that provides pupils with a very safe and supportive learning environment in which all pupils are valued equally. Parents, staff and pupils all comment on the strong sense of care, inclusion and belonging that exists in the school, whatever the pupil's background. This ensures that pupils are able to understand different cultures and lifestyles and show a respect and interest in a wide variety of races, cultures and religions.

Pupils are involved extensively in deciding the key values that the school promotes and many pupils articulate successfully what each value means in the day-to-day work of the school. Provision tackles stereotypical attitudes successfully and encourages all pupils to achieve their best. The school is successful in ensuring that all pupils from a very young age believe that they have a talent that needs nurturing and fostering. This results in high levels of self-esteem and confidence among most pupils to do well at school.

The school's accommodation meets the needs of its pupils well. There is sufficient space within classrooms to deliver all aspects of the curriculum. Resources of good quality for all areas of learning support teaching and learning very effectively. The school is particularly well resourced for the development of ICT, with the ICT suite being extensively used throughout the day. Displays celebrate pupils' achievements well and contribute considerably to a vibrant, inclusive and welcoming learning environment. Pupils are made to feel proud of their achievements.

The school has developed its outdoor environment successfully, particularly for younger pupils, and it includes a willow garden of high quality. The outdoor space organised into different learning areas provides very good opportunities through well-organised play activities for pupils to improve their early social, emotional and learning skills.

The school makes good use of a range of resources in the community to supplement and enrich the curriculum. For example, it makes very good use of the community multi-use games area to further enhance the sporting skills of its pupils.

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

The headteacher leads the school in a very dynamic and effective way. She has communicated a clear vision to all staff, governors and parents about her expectations for improvement. She is very well supported by the senior management team. The distributed style of leadership is highly effective, resulting in excellent pupil outcomes. They have planned and organised clear systems and procedures to meet the identified targets for improvement. All staff work extremely well as a team and share a well-focused commitment to achieve these targets.

Staff plan in great detail to identify areas for development and to put in place effective plans for improvement. There are very specific and effective arrangements to guide performance management and the professional development of teachers. There is open discussion about effective teaching and learning among staff and a willingness to learn from each other. An example of innovative practice is the filming of teaching and learning in classrooms. This is later analysed in detail in order to identify good practice and areas for further development. These processes have supported the development of teaching of high quality across the school.

The governing body carries out its duties very effectively. Governors have an in-depth knowledge of the performance of the school and rigorously hold it to account for the standards, wellbeing and the quality it achieves. They analyse relevant data and monitoring reports carefully and are fully aware of the issues arising from them. They contribute extensively to the strategic direction of the school.

The school responds well to local and national priorities. The literacy and numeracy framework is well integrated across all areas of learning. Staff have implemented it very successfully and, as a result, the school has improved the achievements of different groups of pupils, for example those who are entitled to free school meals and those who have English as a second language. Assessment for and of learning is well established and very effective in ensuring that pupils' progress, and the standards they achieve, are rigorously monitored, and that pupils are regularly involved in their own assessments and those of others. Opportunities for pupils to develop their 'thinking skills' are a prominent feature during most lessons.

Improving quality: Excellent

A culture of improvement permeates the school. The self-evaluation process is rigorous, robust and well established, and involves all stakeholders, including governors, pupils and parents. There are many opportunities for pupils to contribute to the self-evaluation process. They make regular contributions through the various committees and action groups or via individual suggestion boxes placed in classrooms and around the school. Their views on strategies to promote good behavior for example have resulted in organised activities during lunch breaks. All pupils feel that their views are considered seriously.

High quality procedures for self-evaluation, including monitoring pupils' work books, learning walks, lesson observations and rigorous attention to data give everyone in the school a very clear and accurate picture of the school's strengths and areas for further development. Outcomes from self-evaluation are carefully analysed on a half-termly basis to determine the progress each pupil is making. Members of staff with lead responsibilities for curriculum areas work very closely with teachers and learning support assistants from each year group to review progress, provision and targets for pupils. This has resulted in a very strong learning community where staff learn effectively from each other within teams.

The school improvement plan has a strong focus on improving pupil outcomes. The plan includes an appropriate range of clearly-defined actions and challenging targets. It contains carefully costs with realistic time scales for completion. All members of staff monitor progress regularly, robustly and accurately. For example, the school

evaluates the progress pupils make on intervention programmes, carefully based on the progress they make from one outcome/level to the next. If necessary, revisions are made so that work for individual pupils best suits their needs.

There are clear links between the outcomes of self-evaluation, priorities in the school improvement plan, targets set for pupils and monitoring arrangements. This is exemplary practice.

The school has been very effective in improving standards and quality of provision since the last inspection.

Partnership working: Excellent

Highly effective partnerships with parents, the local authority education services, specialist support services and the local community have a very positive impact on pupils' learning and wellbeing. The partnership with parents is outstanding. Parents receive a great deal of information about the life and work of the school through the parent council, visiting the well-established Parents Hub, newsletters and an exemplary school website. They are also directly and regularly involved in their children's school work, through for example the regular shared learning activities.

The school works very effectively with the local 'Flying Start' provision prior to pupils entering the school, and this helps children to settle quickly into the nursery class.

Joint working with the local high school supports pupils' successful transfer to Year 7. Arrangements include well-planned visits and a varied range of curricular and pastoral activities. There are regular opportunities for teachers from both schools to work together, particularly in English and mathematics.

Joint working with the cluster of primary schools and the high school has resulted in effective moderation and standardisation of assessments at the end of key stage 2 and the production of detailed portfolios of work. They add appropriate rigour to the process of assessment and inform all partners successfully about the standards that pupils should achieve. Teachers use them extensively.

The school has very effective partnerships with a number of training institutions, such as Cardiff Metropolitan University and Cardiff and the Vale College.

The school has successfully liaised with the community, local businesses, sporting organisations and others to enhance the learning experiences for pupils.

Resource management: Excellent

The school has very efficient and effective strategies in place for managing staff and resources. The school deploys teaching and learning support assistants very well in order to meet the needs of all pupils. The school utilises their expertise and experience successfully, especially in relation to support for vulnerable pupils and the teaching of ICT, music and physical education.

Planning, preparation and assessment time for teachers is appropriate. There are extensive arrangements in place for managing the performance of all staff, who receive appropriately challenging personal development targets associated with priorities in the school development plan.

All members of staff are involved in professional learning communities within and beyond the school. They regularly share good practice in the school, for example observing each other teaching, and this has supported consistent high standards of teaching throughout the school.

Finances are managed exceptionally well and spending decisions match the school's priorities closely. The governing body finance sub-committee meets regularly and presents a detailed financial report at each governing body meeting so that governors can review the effectiveness of spending decisions.

All pupils make very good progress in relation to their starting-points on entry to the school and achieve very well by the end of key stage 2. Considering the standards achieved by pupils and the high quality of many aspects of the school's provision, the school offers excellent value for money.

Appendix 1

Commentary on performance data

In 2013, the percentage of Foundation Phase pupils who achieved the expected outcome (outcome 5) in mathematical development was above the average for the family of similar schools. Performance in literacy and personal and social development was in line with the family average. In comparison with similar schools, performance at the expected outcome placed the school in the bottom 25% in all areas.

In 2013, the performance of pupils at the higher outcome (outcome 6) was higher than in other schools in the same family in literacy and personal and social development, but below for mathematical development. The percentage of pupils who achieved the higher outcome placed the school in the higher 50% in personal and social development and in the lower 50% in literacy and mathematical development.

In 2013, the percentage of pupils at the end of key stage 2 who achieved the expected level 4 in English, mathematics and science was above the average for the family of schools. In comparison with similar schools, performance at the expected level placed the school in the top 25% in all subjects. Generally, the school's performance for the past four years, with the exception of mathematics and science in 2011, has placed it in the higher 50% compared with similar schools, and in the top 25% for the past two years.

In 2013, the percentage of pupils who achieved the higher level 5 in English and mathematics was above the average for the family of schools, and broadly at the average in science. In comparison with similar schools, performance in all subjects placed it in the lower 50%. Overall, over the past four years, with the exception of English in 2011 and mathematics in 2012, the school's performance has placed it in the lower 50% when compared with similar schools.

In 2013, in the Foundation Phase, boys' performance at the expected outcome (outcome 5) and at the higher outcome (outcome 6) in literacy and mathematics was better than girls'. Girls performed better at the expected and higher outcome in personal and social development.

In key stage 2, the performance of boys at the expected level (level 4) is better than that of girls in English, mathematics and science, and boys perform better at the higher level (level 5) in mathematics and science.

Over the past two years, pupils entitled to free school meals have not performed as well as other pupils in the Foundation Phase.

The trend for the past four years, with the exception of 2009-2010, is that pupils entitled to free school meals do as well as other pupils by the end of key stage 2.

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.	94	84 89%	10 11%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	94	90 96%	4 4%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	94	91 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	94	93 99%	1 1%	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
		98%	2%	
There are lots of chances at school for me to get regular exercise.	94	91 97%	3 3%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	94	89 95%	5 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.	94	94 100%	0 0%	Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddsygu a gwneud cynnydd.
		99%	1%	
I know what to do and who to ask if I find my work hard.	93	91 98%	2 2%	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.	92	85 92%	7 8%	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.	94	91 97%	3 3%	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.	93	70 75%	23 25%	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	94	86 91%	8 9%	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.	56	36 64%	17 30%	0 0%	0 0%	3	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	56	39 70%	17 30%	0 0%	0 0%	0	Mae fy mhentyn yn hoffi'r ysgol hon.
		72%	26%	1%	0%		
My child was helped to settle in well when he or she started at the school.	56	36 64%	19 34%	0 0%	0 0%	1	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		72%	26%	1%	0%		
My child is making good progress at school.	56	36 64%	19 34%	1 2%	0 0%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	55	15 27%	32 58%	6 11%	0 0%	2	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	46%	4%	1%		
Teaching is good.	55	34 62%	19 35%	0 0%	0 0%	2	Mae'r addysgu yn dda.
		60%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	56	34 61%	21 38%	0 0%	0 0%	1	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		63%	34%	1%	0%		
The homework that is given builds well on what my child learns in school.	55	26 47%	22 40%	2 4%	0 0%	5	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.	55	34 62%	18 33%	1 2%	1 2%	1	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		58%	34%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	56	37 66%	19 34%	0 0%	0 0%	0	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.	56	42 75%	13 23%	0 0%	0 0%	1	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.	55	35 64%	13 24%	4 7%	0 0%	3	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		50%	34%	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.	56	34 61%	17 30%	3 5%	1 2%	1	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.	55	34 62%	20 36%	1 2%	0 0%	0	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.	56	28 50%	22 39%	3 5%	0 0%	3	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		44%	39%	7%	2%		
The school helps my child to become more mature and take on responsibility.	56	35 62%	18 32%	2 4%	0 0%	1	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		56%	39%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	52	24 46%	21 40%	2 4%	0 0%	5	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		42%	34%	4%	1%		
There is a good range of activities including trips or visits.	55	31 56%	21 38%	3 5%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	39%	5%	1%		
The school is well run.	56	32 57%	20 36%	4 7%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		60%	33%	3%	2%		

Appendix 3

The inspection team

Mervyn Lloyd Jones	Reporting Inspector
Mary Elspeth Dyas	Team Inspector
David Kenneth Davies	Team Inspector
Rhiannon Mary Boardman	Lay Inspector
Ceri Bowen	Peer Inspector
Bethan Hocking	School Nominee

Copies of the report

Copies of this report are available from the school and from the Estyn website (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 entitled to 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 entitled to 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 entitled to 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.