



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

A report on

**St Athan Primary School
Rock Road
St Athan
Barry
Vale of Glamorgan
CF62 4PG**

Date of inspection: October 2016

by

**Estyn, Her Majesty's Inspectorate for Education
and Training in Wales**

During each inspection, inspectors aim to answer three key questions:

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

Inspectors also provide an overall judgement on the school's current performance and on its prospects for improvement.

In these evaluations, inspectors use a four-point scale:

Judgement	What the judgement means
Excellent	Many strengths, including significant examples of sector-leading practice
Good	Many strengths and no important areas requiring significant improvement
Adequate	Strengths outweigh areas for improvement
Unsatisfactory	Important areas for improvement outweigh strengths

The report was produced in accordance with Section 28 of the Education Act 2005.

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Context

St Athan Primary School is in the village of St Athan, in the Vale of Glamorgan local authority. There are 214 pupils aged three to eleven years at the school including 25 pupils in the part-time nursery provision. There are seven mainstream classes.

Approximately 25% pupils are eligible for free school meals. This is higher than the average for Wales. A very few pupils come from ethnic minority backgrounds and have English as an additional language. A very few pupils are looked after by the authority. Around 25% of the pupils who attend the school come from the Ministry of Defence facility in St Athan and rarely stay at the school for the whole of their primary education. Consequently, the school has a very high rate of mobility.

The school has identified just above 16% of pupils as having additional learning needs. This is much lower than the average for Wales. A very few pupils have a statement of special educational needs.

The last inspection was in September, 2009. The current headteacher took up her post in 2011.

The individual school budget per pupil for St Athan Primary School in 2016-2017 means that the budget is £3,830 per pupil. The maximum per pupil in the primary schools in the Vale of Glamorgan is £4,576 and the minimum is £2,773. St Athan Primary School is 12th out of the 45 primary schools in the Vale of Glamorgan in terms of its school budget per pupil.

Summary

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

Current performance

The school's current performance is good because:

- Most pupils make good progress and achieve well, including pupils with additional learning needs
- All pupils feel safe in school and know to whom to turn for advice and support
- The school provides a wide range of learning experiences to inspire pupils
- All teachers have good up-to-date knowledge of the curriculum and use a wide range of effective strategies for developing pupils' skills
- The school's assessment procedures are rigorous
- The school is a very caring and supportive environment
- The school is fully inclusive and has a strong sense of community
- The curriculum is fully inclusive, engages all pupils and celebrates diversity and a range of cultures well
- Staff make creative use of the woodland area to enrich pupils' experiences across the curriculum

Prospects for improvement

The school's prospects for improvement is good because:

- The headteacher has a clear vision and a strong commitment to raising standards
- There is effective teamwork across the school between the whole staff which impacts positively on raising standards and improving pupils' wellbeing
- Governors support the school well and contribute effectively to the strategic direction of the school
- The school's process for self-evaluation is well-established and the school uses the outcomes of self-evaluation to determine accurate priorities for school improvement
- The school has a number of strategic partnerships that contribute effectively to pupils' achievement, wellbeing and provision
- The school deploys teachers and teaching assistants well to meet the needs of pupils
- The outcomes achieved by pupils and the effective quality of provision means that the school provides good value for money

Recommendations

- R1 Develop pupils' confidence and ability to use a range of reading strategies
- R2 Improve opportunities for pupils to develop their reading and writing skills in Welsh and to increase their use of Welsh throughout the day
- R3 Extend opportunities for pupils to make decisions about their work and to respond effectively to teachers' feedback

What happens next?

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

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

The majority of pupils enter the nursery class with literacy and numeracy skills that are in line with those expected for their age. By the time they leave school, most pupils make good progress and achieve well, including pupils with additional learning needs.

In the Foundation Phase, most pupils listen well and talk confidently to visitors about their learning. In key stage 2, nearly all pupils listen with interest to adults and each other and sustain their level of concentration and engagement in learning well. Many use their speaking skills effectively, for example when discussing the effect of exercise on the heart. Most pupils accurately recall their prior learning well and respond effectively to teachers' questions.

Most pupils' reading skills develop appropriately as they move through the school. The majority of pupils in the Foundation Phase make good progress. A very few of the most able pupils read fluently, accurately and with very good expression. By the end of key stage 2, a minority of pupils read increasingly complex texts successfully and read regularly for pleasure. Many older pupils use their research skills successfully to scan for and extract information, for example when finding out about Queen Victoria. A very few pupils show a lack of fluency and accuracy and they do not have a range of reading strategies to support them. They lack confidence when reading and are less enthusiastic to discuss their books.

Most pupils use different styles successfully when writing. A few of the younger pupils write interesting pen-portraits, for example of their superheroes. By the end of the Foundation Phase pupils are beginning to write independently, using a suitable range of genres, such as a diary entry and a letter. Many pupils present their work well and the standard of most pupils' handwriting is developing well. In key stage 2, most pupils' written work is of a good standard. By the end of key stage 2, many pupils write factually at length and for a range of purposes and audiences, for example by writing an autobiography on a famous person of their choice and describing the main activities of the second world war. Many more able pupils attain high standards in their written work by using mature sentence structures and correct paragraphing in all forms of writing. Most older pupils write creatively at length and improve their work through redrafting effectively.

In the Foundation Phase, most pupils recognise, organise and use numbers to count and solve problems confidently. They demonstrate a sound understanding of measuring, shape and handling data. For example, they gather information in the form of diagrams and tables and create accurate graphs on topics such as pupils' favourite pets. Most pupils use mathematical vocabulary correctly in their activities.

In key stage 2, most pupils develop a secure understanding of number facts and apply their understanding of units of time, measuring and handling data effectively in different contexts. They collect and represent data correctly in research tasks in different subjects.

In both Foundation Phase and key stage 2, most pupils make good use of their literacy and numeracy skills to support their work across the curriculum.

Most pupils' Welsh language skills develop appropriately as they move through the Foundation Phase. Nearly all pupils respond with understanding to basic instructions in Welsh. Many respond to simple questions using familiar vocabulary, for example when giving personal information or describing the weather. By the end of key stage 2, a few more able pupils read familiar texts well. A majority of pupils have a basic vocabulary and knowledge of simple sentence patterns that they use suitably in their speaking and writing. Most pupils' use of the Welsh language outside lessons is limited.

Standards in information and communication technology (ICT) are good across the school. Most pupils in the Foundation Phase develop their skills confidently. They are beginning to draw pictures and use a variety of applications on a tablet computer to support their learning. Many pupils are beginning to control a moving object confidently. In key stage 2, most pupils use the internet competently to research information as part of their topic and present it in an interesting way. For example, they produce a multi-media presentation on Henry the Eighth and his wives. They create graphs and interpret the databases successfully. Most pupils' understanding of e-safety is secure.

Pupils who are eligible for free school meals perform as well as other pupils in their class. Pupils from the Ministry of Defence base make effective progress during their time at the school. Generally, there is no significant difference between the performance of boys in comparison with girls.

At the end of the Foundation Phase, over the past four years, performance in literacy and numeracy at the expected outcome (outcome 5) and at the higher outcome (outcome 6) has varied, moving the school between the top 25% and the lower 50% when compared with similar schools.

At the end of key stage 2, over the past three years, pupils' performance at the expected level (level 4) when compared with similar schools has moved the school between the top 25% and the lower 50% in English, mathematics and science. Over the same period, for performance in the higher level (level 5), the school has remained constantly in the upper 50% for mathematics. For performance in English and science, the school has moved between the upper 50% and lower 50% when compared with similar schools.

Wellbeing: Good

All pupils feel safe in school and know where they can get advice and support if they have any concerns. Most pupils have a good understanding of how to stay healthy by eating a balanced diet and taking regular exercise. They are very aware of how to keep themselves safe on-line.

Nearly all pupils make particularly good progress in developing their personal and social skills. They display sound attitudes to learning and are highly motivated. Most pupils make valuable contributions to improving their own work and co-operate productively and confidently with others. Most pupils' independent skills in key stage 2 are developing appropriately. However, their ability to respond to teachers' comments is less well developed. Nearly all pupils achieve good standards of behaviour in lessons and around the school.

Many older pupils are keen to undertake responsibilities and carry out their role well. Members of the school council and other pupil groups take on responsibility conscientiously and contribute positively to pupils' wellbeing. The digital champions support pupils and adults in the school to improve their ICT skills effectively. They also hold successful sessions for the 'Silver Surfers' in the community to enable them to set up email accounts.

Many pupils take part in worthwhile community events. They show effective levels of concern and many have become active citizens within their locality, for example helping to keep the village litter free and collecting food for local food bank. The school's attendance rates have improved over the last three years and now place the school in the top 25% when compared with similar schools. Nearly all pupils arrive at school punctually.

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

The school provides exciting and stimulating learning experiences that motivate and engage nearly all pupils. The curriculum builds well on pupils' knowledge, understanding and skills as they move through the school. Foundation Phase planning ensures a good balance of adult-led and free-choice activities indoors and outside. However, the curriculum for key stage 2 is more structured and it provides relatively few opportunities for pupils to develop their skills independently. Detailed planning and organisation ensure that tasks meet the particular needs of vulnerable pupils and for those with additional learning needs well.

Pupils benefit from a wide range of extra-curricular clubs and activities. Visits and visitors further enrich pupils' learning regularly.

Teachers plan contemporary themes and ensure that there is effective progression from pupils' previous learning. The school has integrated the Literacy and Numeracy Framework effectively in its planning. This ensures that there are regular opportunities for pupils to use their literacy and numeracy skills and their thinking skills in a variety of contexts. This has a beneficial effect on pupils' progress and quality of learning. The provision for developing pupils' information and communication technology skills is effective.

Teachers develop pupils' knowledge of Welsh culture and traditions well in topic work across the curriculum. Planning for the development of pupils' reading and writing in Welsh is appropriate. Pupils identified as good role models in oracy are beginning to help others in their class and on the yard to use their Welsh phrases. However, opportunities for all pupils to use Welsh outside formal lessons are generally less effective.

Provision for education for sustainable development and global citizenship is thorough. A range of curricular and extra-curricular activities enables all pupils to develop a very good understanding of recycling, living sustainably and how their actions affect the environment. As a result of these opportunities, older pupils display a mature understanding of the purpose of Fair Trade. Most pupils have a sound knowledge of their place in the wider world through links with a school in Uganda and through numerous annual charity fundraising events.

Teaching: Good

All teachers have good up-to-date knowledge of the curriculum and use a wide range of effective strategies for developing pupils' skills. All teachers manage their classrooms well, promoting good behaviour and encouraging engagement in learning. Learning support assistants provide worthwhile support for pupils' in all lessons.

Teaching is effective in most classes. In these classes, lesson introductions are brisk and purposeful and teachers use a range of teaching strategies to ensure that nearly all pupils are motivated and challenged well. In the very few lessons where teaching is less effective, the pace is slow and teachers do not always plan tasks that provide opportunities for pupils to become independent learners.

The school's assessment procedures are rigorous. School leaders track pupils' progress and make good use of this information to understand pupils' needs and to set appropriate tasks for them. Teachers use a suitable range of assessment procedures effectively, enabling most pupils to reflect on their own work and the work of their peers confidently. Nearly all teachers give pupils useful feedback that relates well to the learning intention. However, pupils have few opportunities to reflect upon their own learning and respond to the comments from teachers.

Annual reports to parents include clear information about each child's progress and meet statutory requirements.

Care, support and guidance: Good

The school is a very caring and supportive environment. Staff ensure that pupils understand the importance of taking regular exercise and keeping themselves safe. The school makes appropriate arrangements for promoting healthy eating and drinking.

The school supports pupils' spiritual, moral, social and cultural development effectively. Well-planned assemblies reinforce the school's values successfully.

The school makes very effective and regular use of specialist agencies, such as the cognitive outreach team, speech and language team and the police to support pupils. Staff provide useful guidance and information to families in order to improve pupils' wellbeing and attendance. The school's induction arrangements to meet the needs of the pupils who regularly join the school are effective.

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

The school has thorough procedures for identifying pupils' additional learning needs and acts promptly to support pupils. Pupils' individual education plans identify appropriate targets and the actions required to ensure that they make good progress. The school reviews these plans regularly and includes parents through the whole process. As a result, the school and the parents are able to work effectively in partnership with each other for benefit of pupils.

Learning environment: Good

The school is fully inclusive and has a strong sense of community. The staff create a nurturing atmosphere that leads to high levels of pupil wellbeing. The curriculum engages all pupils and celebrates diversity and a range of cultures well. All pupils show tolerance, fairness and respect for others.

The school's accommodation is of a good standard and is secure and well maintained. The learning environment is stimulating and wall displays throughout the school support and celebrate pupils' learning well. The school has a number of dedicated areas that support pupils learning and develops creative skills well. For example, the school uses the community room effectively for focused group sessions with pupils and for holding adult education courses.

The spacious outdoor environment is stimulating for all pupils and helps them to develop a variety of skills. Staff make creative use of the 'Woodland Wonder' area to enrich pupils' experiences across the curriculum. Foundation Phase pupils benefit from a spacious outdoor learning area that motivates them to learn well. All play areas include suitable outdoor equipment to encourage physical development effectively.

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

The headteacher has a clear vision and a strong commitment to raising standards. She shares her vision with all staff, pupils, governors, parents and pupils effectively.

There is effective teamwork across the school between the whole staff which impacts positively on raising standards and improving pupils' wellbeing. Leaders at all levels contribute effectively to the school's strategic direction. They have a clear understanding of how well the school's performance compares with that of similar schools and monitoring provision across the curriculum well. The school provides regular opportunities for members of staff to take a lead role, which has a positive

impact on improving their leadership skills. Regular meetings focus clearly on improving standards and provision.

Robust performance management arrangements for all staff support school improvement priorities well. As a result, many staff have received training that has contributed positively to improving the standard of pupils' skills in ICT and personal and social skills.

The school addresses local and national priorities such as the Literacy and Numeracy Framework, well. They are implementing strategies successfully to reduce the impact of deprivation on educational attainment.

Governors support the school well and contribute effectively to the strategic direction of the school. By visiting the school more regularly and contributing to meetings to analyse data, they are undertaking their role as a critical friend well. They understand how well the school is performing and challenge leaders appropriately about pupils' standards of achievement. This leads to improvements in the quality of learning and teaching.

Improving quality: Good

The school's process for self-evaluation is well established. It is based on a clear monitoring programme that consider assessments of pupils' work, lesson observations and collecting the opinions of governors, pupils, staff and parents effectively.

Performance data is analysed in detail. Staff make sound use of this information to plan further steps for improvements and to identify the needs of individual and specific groups of pupils. This has supported improvement, for example in literacy and numeracy across the school. Most groups of pupils achieve their potential, particularly the most vulnerable.

The self-evaluation report gives an honest picture of the school. It provides a clear judgement on pupils' attainment and the areas in which improvement in standards and provision are needed.

The school uses the outcomes of self-evaluation to determine accurate priorities for school improvement. This leads to challenging targets, with clear priorities in order to ensure improvement. The development plan is comprehensive and includes quantitative targets, costs and actions and identifies the teachers who are responsible for them. This has led to improvements in pupils' standards of mathematics and ICT skills, in addition to maintaining a high level of attendance.

Partnership working: Good

The school has a number of strategic partnerships that contribute effectively to pupils' achievement, wellbeing and provision.

The school has a strong partnership with parents. Regular communication ensures that relevant information is available to parents continuously. An effective feature of the partnership is the number of courses that the school delivers for parents. For

example. the parent nurture and the reading cafes develop the parents capacity to support their children's learning at home. The weekly community coffee morning gives parents of pupils with additional learning needs and those with very young pupils an opportunity to meet with the staff and to share any concerns. These activities have helped to establish good relationships with parents

The school works closely with the cluster and school family support officer to support new pupils and their families from the Ministry of Defence base to integrate into their new school setting. This close co-operation and the staff's working relationship with new families have a positive influence on the wellbeing and progress of new pupils.

The active parent-teacher association makes a valuable contribution to help the school to improve the resources available for pupils. Many parents provide valuable help in the school, for example, maintaining or accompanying children to the woodland area and in the school allotments.

The school has worthwhile links with the community, which provide a range of valuable experiences for pupils. For example, a community arts project led to improvements in the local skate park and further enhanced pupils' creative skills.

The school has established a successful transition programme for pupils and their families when moving from the Foundation Phase into key stage 2. This enables the pupils to settle quickly which has a positive effect on pupils' wellbeing. There are sound arrangements with local secondary schools to prepare pupils appropriately for the next stage of their education. Teachers co-operate effectively and take a leading part in standardisation and moderation meetings with primary and secondary schools to ensure accuracy and reliability of teacher assessments.

Resource management: Good

The school deploys teachers and teaching assistants well to meet the needs of pupils and makes effective use of their particular skills and expertise. A skilful and enthusiastic team of teaching assistants provide effective support for pupils.

Arrangements for teachers' planning, preparation and assessment is effective. The school has an effective training programme that supports staff development priorities successfully. All staff's continuous professional development links closely to priorities for school improvement. The staff co-operate well in school and with partners on initiatives that impact positively on the quality of provision, for example, to develop skills across the curriculum and activities for the more able and talented.

The headteacher, business manager and governors monitor and manage expenditure carefully and have effective systems to ensure that decisions meet the needs and priorities identified in the school development plan. The school makes good use of the Pupil Deprivation Grant to provide nurture support and small group sessions for identified pupils. This additional provision is having a positive impact on areas of literacy, numeracy, information technology and pupils' wellbeing.

The outcomes achieved by pupils and the effective quality of provision means that the school provides good value for money.

Appendix 1: Commentary on performance data

6732144 - ST ATHAN PRIMARY SCHOOL

Number of pupils on roll	214
Pupils eligible for free school meals (FSM) - 3 year average	25.1
FSM band	4 (24%<FSM<=32%)

Foundation Phase

	2013	2014	2015	2016
Number of pupils in Year 2 cohort	24	32	22	30
Achieving the Foundation Phase indicator (FPI) (%)	87.5	87.5	95.5	86.7
Benchmark quartile	2	2	1	2
Language, literacy and communication skills - English (LCE)				
Number of pupils in cohort	24	32	22	30
Achieving outcome 5+ (%)	87.5	87.5	95.5	86.7
Benchmark quartile	2	2	1	3
Achieving outcome 6+ (%)	37.5	25.0	45.5	36.7
Benchmark quartile	1	3	1	2
Language, literacy and communication skills - Welsh (LCW)				
Number of pupils in cohort	*	*	*	*
Achieving outcome 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving outcome 6+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematical development (MDT)				
Number of pupils in cohort	24	32	22	30
Achieving outcome 5+ (%)	91.7	87.5	100.0	86.7
Benchmark quartile	2	3	1	3
Achieving outcome 6+ (%)	25.0	25.0	40.9	43.3
Benchmark quartile	3	3	1	1
Personal and social development, wellbeing and cultural diversity (PSD)				
Number of pupils in cohort	24	32	22	30
Achieving outcome 5+ (%)	100.0	96.9	100.0	100.0
Benchmark quartile	1	2	1	1
Achieving outcome 6+ (%)	41.7	25.0	45.5	63.3
Benchmark quartile	2	4	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.

6732144 - ST ATHAN PRIMARY SCHOOL

Number of pupils on roll 214
 Pupils eligible for free school meals (FSM) - 3 year average 25.1
 FSM band 4 (24%<FSM<=32%)

Key stage 2

	2013	2014	2015	2016
Number of pupils in Year 6 cohort	19	20	29	25
Achieving the core subject indicator (CSI) (%)	78.9	85.0	86.2	92.0
Benchmark quartile	3	2	3	2
English				
Number of pupils in cohort	19	20	29	25
Achieving level 4+ (%)	89.5	85.0	86.2	92.0
Benchmark quartile	2	3	3	2
Achieving level 5+ (%)	26.3	35.0	31.0	36.0
Benchmark quartile	3	2	3	2
Welsh first language				
Number of pupils in cohort	*	*	*	*
Achieving level 4+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematics				
Number of pupils in cohort	19	20	29	25
Achieving level 4+ (%)	78.9	90.0	86.2	96.0
Benchmark quartile	4	2	3	1
Achieving level 5+ (%)	31.6	35.0	37.9	44.0
Benchmark quartile	2	2	2	2
Science				
Number of pupils in cohort	19	20	29	25
Achieving level 4+ (%)	94.7	95.0	89.7	96.0
Benchmark quartile	2	1	3	2
Achieving level 5+ (%)	26.3	30.0	34.5	40.0
Benchmark quartile	3	3	2	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.

<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.	108	108 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	108	108 100%	0 0%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	108	108 100%	0 0%	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	108	108 100%	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.	108	108 100%	0 0%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	108	108 100%	0 0%	Rwy'n gwneud yn dda yn yr ysgol.
		96%	4%	
The teachers and other adults in the school help me to learn and make progress.	108	108 100%	0 0%	Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddysgu a gwneud cynnydd.
		99%	1%	
I know what to do and who to ask if I find my work hard.	108	108 100%	0 0%	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.	108	108 100%	0 0%	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.	108	108 100%	0 0%	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.	108	105 97%	3 3%	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	108	107 99%	1 1%	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.	47	26 55%	19 40%	2 4%	0 0%	1	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	47	35 74%	9 19%	3 6%	0 0%	1	Mae fy mhentyn yn hoffi'r ysgol hon.
		73%	26%	1%	0%		
My child was helped to settle in well when he or she started at the school.	48	39 81%	7 15%	1 2%	1 2%	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.	46	33 72%	10 22%	3 7%	0 0%	2	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		62%	34%	3%	1%		
Pupils behave well in school.	42	14 33%	24 57%	3 7%	1 2%	6	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		47%	48%	4%	1%		
Teaching is good.	45	28 62%	15 33%	2 4%	0 0%	3	Mae'r addysgu yn dda.
		61%	36%	2%	0%		
Staff expect my child to work hard and do his or her best.	45	26 58%	17 38%	2 4%	0 0%	3	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		65%	34%	1%	0%		
The homework that is given builds well on what my child learns in school.	45	22 49%	19 42%	3 7%	1 2%	3	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhentyn yn ei ddysgu yn yr ysgol.
		49%	43%	6%	2%		
Staff treat all children fairly and with respect.	44	26 59%	14 32%	4 9%	0 0%	4	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.	47	28 60%	18 38%	0 0%	1 2%	1	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		60%	37%	2%	0%		
My child is safe at school.	47	29 62%	16 34%	1 2%	1 2%	1	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'.	41	23 56%	13 32%	3 7%	2 5%	7	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		56%	39%	4%	1%		
I am kept well informed about my child's progress.	47	21 45%	21 45%	5 11%	0 0%	1	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		49%	41%	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.	48	32 67%	11 23%	4 8%	1 2%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		62%	31%	5%	2%		
I understand the school's procedure for dealing with complaints.	43	23 53%	18 42%	2 5%	0 0%	4	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.	46	26 57%	16 35%	4 9%	0 0%	2	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyrffoldeb.
		58%	40%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	35	20 57%	12 34%	1 3%	2 6%	12	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.	46	24 52%	20 43%	2 4%	0 0%	2	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		54%	39%	6%	1%		
The school is well run.	47	25 53%	19 40%	3 6%	0 0%	1	Mae'r ysgol yn cael ei rhedeg yn dda.
		62%	33%	3%	2%		

Appendix 3

The inspection team

Eleri Anwen Hurley	Reporting Inspector
Aileen Patricia Brindley	Team Inspector
Gwen Lloyd Aubrey	Lay Inspector
Stephen King	Peer Inspector
Louise Haynes (Headteacher)	Nominee

Copies of the report

Copies of this report are available from the school and from the Estyn website (www.estyn.gov.wales)

Year groups, the Foundation Phase and key stages

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

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

Primary phase:

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

Secondary phase:

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

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

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

Glossary of terms – Primary

Foundation Phase indicator (FPI)

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

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

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

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

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

The core subject indicator (CSI)

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

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

- English or Welsh first language
- mathematics
- science

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

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

All-Wales Core Data sets

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

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

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