Arolygiaeth Ei Mawrhydi dros Addysg a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate for Education and Training in Wales

A report on

St Nicholas C.I.W. Primary
St Nicholas
Cardiff
CF5 6SG

Date of inspection: January 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:

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.

Publication date: 04/04/2017

Context

St. Nicholas Church in Wales Primary School is in the village of St. Nicholas in the Vale of Glamorgan, which is the local authority. It caters for pupils between 4 and 11 years of age. There are currently 125 pupils on roll.

Few pupils live locally and around 80% live in the nearby western suburbs of Cardiff. Nearly all are of white British ethnicity. No pupils speak Welsh at home. The school teaches its pupils in five mixed-age classes.

Approximately 22% of pupils are eligible for free school meals, which is slightly above the national average of 19%. The school identifies around 27% of pupils as having additional learning needs, compared with the national average of 25%.

The acting headteacher took up her post in September 2015. The school's last inspection was in October 2011.

The individual school budget per pupil for St Nicholas Church in Wales Primary School in 2016-2017 means that the budget is £4,178 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 Nicholas Church in Wales Primary School is eighth 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 or very good progress from their individual starting points
- Many pupils make very good progress in developing their skills in information and communication technology (ICT), which enables them to work with increasing independence
- Nearly all pupils are happy, well-behaved and have commendable attitudes towards their learning
- Productive links with schools across Europe help to develop pupils awareness of global citizenship well
- Nearly all teachers provide interesting learning opportunities that engage pupils' curiosity and encourage them to develop their independent learning skills well
- The extensive outdoor learning environment provides a wide range of stimulating learning areas and opportunities for pupils to play creatively

Prospects for improvement

The school's prospects for improvement are good because:

- The headteacher has a clear vision for the school that she communicates effectively with staff, governors and parents
- The school addresses national priorities successfully, which is bringing about notable improvements in pupils' ICT and other key skills
- There are successful systems to identify the school's strengths and areas for improvement accurately, which enable leaders to plan improvements efficiently
- The school benefits from numerous partnerships with local schools and those further afield, which assists the professional development of staff effectively
- Leaders monitor the school's finances appropriately and ensure that spending decisions link well to priorities in the school development plan

Recommendations

R1 Raise standards of pupils' writing in Welsh in key stage 2

R2 Improve rates of attendance

R3 Provide pupils throughout the school with greater opportunities to apply their numeracy skills across the curriculum

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

Most pupils enter the school with levels of skills, knowledge and understanding that are below those expected of pupils of a similar age. During their time at school, most make good or very good progress.

Most pupils in the Foundation Phase are attentive listeners and engage well with their learning. Most develop their speaking skills well and talk about their work clearly.

Nearly all pupils in key stage 2 listen carefully to their teachers and to one another. This enables them to make good progress in lessons. Most pupils in key stage 2 make good progress in developing their speaking skills. They adapt their tone suitably, speaking clearly and confidently when discussing their ideas in lessons. Around the school, they speak politely to adults.

Many pupils in the Foundation Phase enjoy reading aloud. Around half read with expressive intonation, using different voices for different characters. They use effective strategies for decoding unfamiliar words and talk enthusiastically about what happened previously in their stories and making sensible predictions about what will happen later.

In key stage 2, most pupils continue to make good progress in reading. They read fluently and clearly and show good understanding of how a character feels at different points of the story. By Year 6, most pupils have well-developed reading skills. Many choose challenging texts and use higher-order skills effectively to infer meaning and to 'read between the lines'.

In the Foundation Phase, many pupils make rapid progress in developing a neat handwriting style. Most pupils write regularly for a range of purposes, using capital letters and full stops correctly in their sentences. Most spell regular words correctly. Many pupils use a limited range of vocabulary choices in their independent writing. Most pupils apply their literacy skills well in many areas of learning. For example, they write an account of a science investigation, describing accurately what happens to various materials when they are heated.

Many pupils in key stage 2 write legibly, although few join letters consistently to produce neat handwriting. They write for a variety of purposes and are increasingly aware of their intended audience. They use a range of punctuation marks correctly to make their meaning clear and a majority use an ambitious choice of words to add interest to their creative writing; for example, in an adventure story, "A crimson monster emerges with serrated, interlocking teeth … and a shrill howl denotes its coming." Most use their literacy skills equally well in science and topic work.

Many pupils in the Foundation Phase make good progress in their mathematical development. They count on in twos, fives and tens correctly and form their numbers neatly when adding two and three-digit numbers. Many read and write the time on analogue clock faces correctly. They compile tally charts to record information about how frequently they encounter different types of materials in the classroom methodically, when studying the word around them. However, their use of numeracy across all areas of learning is limited.

In key stage 2, most pupils continue to develop a wide range of number skills well. They perform calculations with large numbers accurately, describe two and three-dimensional shapes by their properties and plot co-ordinates in all four quadrants. However, in nearly all classes, pupils do not apply their numeracy skills often enough in other subjects.

Many pupils in the Foundation Phase make good progress in acquiring new ICT skills. The younger pupils send programmable robots around a set course and use tablet and laptop computers confidently to create images.

In key stage 2, many pupils use ICT skilfully for a wide range of purposes. For example, many pupils use tablets to read quick response codes that support their study of other countries. They use a range of word processing and presentation software skilfully to create convincing cases for modern wonders of the world. Their presentations combine text, images, graphs and music effectively. Many pupils develop coding skills very well and older ones share these skills confidently with younger pupils through pupil-led clubs. This enables them to work with increasing independence.

Many pupils in the Foundation Phase develop their Welsh language skills appropriately. Many respond with understanding to basic instructions in Welsh. The majority of pupils respond to questions using familiar vocabulary competently when talking about themselves. Most pupils join in with songs and rhymes, listen and respond to questions and follow instructions appropriately.

In key stage 2, a majority of pupils use basic vocabulary and sentence patterns competently while speaking Welsh, and many read appropriately from suitable texts. However, although a majority use appropriate sentence patterns when writing, pupils do not generally develop their writing skills regularly enough in Welsh. As a result, only a minority produce written work, which is of a satisfactory standard.

Most pupils with additional learning needs respond well to their additional support and make very good progress towards achieving their individual targets.

In the Foundation Phase, pupils' performance at the expected outcome in literacy and mathematical development has generally placed the school in the lower 50% when compared with similar schools. At the higher-than-expected outcome, performance has varied widely in recent years, but generally places the school in the lower 50%.

In key stage 2, pupils' attainment over the past four years in English, mathematics and science at the expected level has fluctuated widely and has placed the school in the higher 50% in two of the past four years. At the higher-than-expected level, attainment in nearly all subjects has regularly placed the school in the higher 50% and often in the top 25% of similar schools.

At the end of the Foundation Phase, girls generally tend to perform better than boys. In key stage 2, the performance of the two groups is broadly similar. In a few recent years, the numbers of pupils at the end of the Foundation Phase and key stage 2 who are eligible for free school meals has been small, which means that comparison of their performance with that of other pupils is unreliable. Overall however, pupils who are eligible for free school do not attain as well as other pupils do.

Wellbeing: Adequate

Nearly all pupils are happy and feel safe in school. They are confident that adults will help if they have any issues. Most pupils have a positive attitude towards healthy living. They know that drinking water, eating healthy foods and taking regular exercise is important for maintaining their health. Most pupils enjoy the sporting and physical activities available and many engage well with the extra-curricular opportunities on offer. Nearly all pupils behave well, have commendable attitudes towards their learning and participate actively in lessons. However, in recent years, levels of pupils' attendance have been below the average for similar schools. Most pupils arrive at school punctually.

The school council is effective and works efficiently with little support from adults. Members of the council are proud that they have contributed effectively to several improvements in the school, including making a notable contribution to pupils' wellbeing. For example, they have arranged for staff to mark games areas on the playground and have installed a 'buddy bench' where lonely pupils can find a friend. However, very few pupils take part take part in local community events.

Nearly all pupils accept and value each other's differences, supporting each other well in all aspects of school life. For example, Digital Captains work with Foundation Phase pupils to develop their ICT and problem solving skills.

Key Question 2: How good is provision?	Good

Learning experiences: Good

The school provides a wide range of learning experiences that match the needs of all pupils and meets the requirements of the Foundation Phase, the National Curriculum and the agreed syllabus for Religious Education. Schemes of work take good account of the National Literacy and Numeracy Framework. They provide pupils with opportunities to develop their literacy and communication skills well. However, there are too few opportunities for pupils to use their numeracy skills in many areas across the curriculum.

The school provides many opportunities for all pupils to develop effective ICT skills. A wide range of applications and hardware allows pupils to manipulate text and graphics, create presentations and display data in a variety of forms. Digital Captains lead the robotic coding project effectively. This is a strength of the school. It allows older pupils to share their skills with younger ones and to collaborate with peers in a European partnership.

Teachers provide increasing opportunities for pupils to develop their knowledge and understanding of Welsh. Staff provide pupils with opportunities to develop their Welsh speaking and reading skills well. However, there are limited opportunities for key stage 2 pupils to write in Welsh. Staff provide good opportunities for pupils to learn about the history and culture of Wales through a variety of visits to places of interest, such as Cardiff Castle and Castell Coch.

The school promotes education for sustainable development effectively. Nearly all pupils are aware of the importance of saving energy, recycling and caring for the environment.

The school also has good links with schools in other European countries and supports many charities, which helps to develop pupils' awareness of global citizenship.

Teaching: Good

All teachers and teaching assistants have positive working relationships with pupils and ensure high standards of behaviour. Nearly all teachers provide interesting learning opportunities that engage pupils' curiosity, frequently requiring them to respond to real-life situations. Many activities enable pairs and groups of pupils to work at solving problems independently and successfully. Most lessons proceed at a brisk pace and teachers have high expectations of pupils, including those who are more able. Most teachers use skilful questioning that develops pupils' understanding well.

All teachers monitor pupils' progress regularly and appropriately. They provide valuable oral and written feedback that enables pupils to understand how well they are progressing. Many written comments recognise and praise good work and ask pupils to reflect on how they could improve their work. Teachers encourage many pupils to undertake simple assessments of their own work and that of their peers, but this is not effective in all classes.

The school has a detailed programme of regular assessment activities, and uses an electronic system carefully to track pupils' progress. Staff use this information to ensure that nearly all pupils achieve their learning targets. Rigorous standardisation and moderation ensure that teachers' assessments are accurate. Annual reports to parents are detailed and informative, and meet statutory requirements.

Care, support and guidance: Good

The school promotes pupils' spiritual, moral, social and cultural development well within a suitable range of activities and educational visits. A well-established

programme teaches pupils values such as honesty and forgiveness, and contributes to pupils' pride in their school successfully.

The school has invested considerable effort into raising attendance levels and, as a result, attendance rates for the school are improving.

The school has effective procedures to support pupils' health and wellbeing. There is good a range of extra-curricular lunchtime and after-school activities, which are well attended. The school makes appropriate arrangements for promoting healthy eating and drinking.

The school works well with several specialist agencies to provide valuable support for pupils. This support focuses on pupils' learning and raising their awareness of safety. For example, the community police support officer works with pupils to ensure they are aware of internet safety.

The school's policy and procedures for safeguarding pupils are appropriate and give no cause for concern

The school has a comprehensive system for identifying, supporting and monitoring pupils who have additional learning needs. Staff identify pupils' additional needs at an early age and implement a wide range of highly successful interventions, which enable them to make good progress against their learning targets. They set appropriate targets within individual education plans, with the participation of pupils and their parents. Effective communication between members of staff ensures that the progress pupils make during intervention sessions continues in class.

Learning environment: Good

The school has a caring, supportive and inclusive ethos, which supports the development of each pupil successfully. Staff treat everyone with respect, regardless of gender, social background, race or faith, which reflects the school's beliefs well.

The school provides a good variety of learning resources that match the needs of the pupils well. A well-stocked library and ample ICT equipment support the development of pupils' skills effectively.

Both buildings are old but in a reasonable condition internally. However, the external fabric of the main building shows signs of neglect. Most classrooms are spacious and provide pupils with a stimulating, attractive and environment for learning. Displays in classrooms and around the school are attractive and support pupils' achievements well.

The extensive outdoor environment and playground contains a wide range of stimulating areas, such as the woodland area, the playing fields and the reflective gardens. These provide worthwhile opportunities for learning and creative play.

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

Leadership: Good

The acting headteacher has a clear vision for the school and has high expectations for its future progress. She communicates her vision effectively with staff, governors and parents. All staff and governors share a common objective that focuses on continuous improvement successfully. Strategic plans, policies and processes support these aims well. The acting headteacher has encouraged other members of staff to share leadership responsibilities and their roles are clear and support the school's aims effectively. For example, each teacher is responsible for an area of improvement on the schools' development plan and focuses rigorously on achieving high standards and effective provision. Staff have promoted the use of ICT and robotics in lessons.

Regular staff meetings and half-termly reviews consider important issues such as analysing and discussing pupil performance. As a result, leaders track the progress of all pupils rigorously and work well with staff to ensure that they make good progress. The school addresses national priorities successfully. For example, leaders have a clear focus on improving attendance and raising standards of literacy, numeracy and ICT throughout the school. There are effective arrangements for managing the performance of staff, including all support staff. Individual objectives link well to whole-school improvement priorities and meet individual development needs effectively.

Governors understand their roles and responsibilities clearly and generally have an accurate understanding about pupils' performance. Many visit the school regularly to take part in monitoring activities. For example, they undertake learning walks and listen to learners. As a result, governors know the school well and understand its strengths and areas for improvement. This enables them to ask challenging questions about provision and standards and to support senior leaders' decisions effectively. For example, during a learning walk, they identified a need to improve outdoor provision for the Foundation Phase. Pupils' learning experiences have improved as a result.

Improving quality: Good

The school has successful systems to identify its strengths and areas for improvement. Leaders use a suitable range of sources to collect evidence for self-evaluation, including the careful analysis of attainment data, lesson monitoring and book scrutiny. Leaders also consider the views of staff, governors and pupils successfully. Measures to gather the views of parents, however, are at an early stage of development. Leaders use the information from these processes to highlight areas for development and to identify relevant school priorities that staff and governors understand. As a result, the school's self-evaluation report is generally an accurate account of its current position in terms of its strengths and areas for improvement.

The school is committed to continuous improvement. In recent years, it has introduced many successful collaborative initiatives in order to raise standards and the quality of provision. For example, it is developing its outdoor learning environment in conjunction with a school in Porthcawl.

There are clear links between the outcomes of the self-evaluation report and the priorities in the school improvement plan. Leaders identify manageable targets, timescales and success criteria for each priority. They allocate funding and staff responsibilities appropriately, and relevant individuals and groups implement these plans well. For example, the school's focus on teaching coding has improved pupils' ICT skills across the school. Progress against most priorities in the current school improvement plan is clear and leaders monitor the impact of improvements systematically and effectively.

Partnership working: Good

The school has a range of successful partnerships, which have a mutually positive effect on pupils' progress and wellbeing.

Most parents appreciate the good communication between home and school through regular newsletters and the school's web pages. An active parents and friends' association meets regularly and raises valuable funds that enhance the school's resources well.

The school benefits from numerous partnerships with local schools and those further afield. The headteacher leads a working group that focuses on teachers' feedback to pupils. This has improved pupils' attention to self-assessment and their understanding of what they need to do to improve their work. Other school groups are working on developing pupils' literacy skills through science projects. This work contributes effectively to raising standards achieved by more able pupils

There are beneficial partnerships with the local secondary school. For example, there is a joint initiative to boost the mathematical development of more-able pupils, which is having a marked influence on their problem-solving ability. The school has been proactive in establishing a network of partnerships with schools in Denmark, Hungary and Germany, in addition to those in Wales. These make a notable contribution to pupils' global awareness.

There are strong links with the local community and church. For example, pupils took part in the Remembrance Day service at Cardiff Castle. The community council supported the recent redecoration of parts of the school.

The school collaborates well with other local schools and with the local authority. Teachers work closely with neighbouring primary schools to ensure that their assessments of pupils' attainment are accurate. Links with the local secondary school to ensure that all pupils, particularly those who are most vulnerable, are confident about their transfer to the next stage of their education. The school's partnerships with local schools enable them to pool resources efficiently. For example, they share the costs of providing training in ICT and first aid.

Resource management: Good

The school has a suitable range of well-qualified teachers and support staff to meet pupils' needs appropriately. Leaders deploy teachers effectively, and use their skills, interests and subject specialisms to benefit pupils' learning well. They allocate support staff carefully to meet the needs of individuals and groups of pupils effectively. Leaders support all staff to develop their professional skills successfully, in line with the school's priorities and their performance management objectives. For example, all staff have had recent training on developing higher order literacy and numeracy skills with pupils that are more able across the school. This has improved their confidence in these areas.

The headteacher and members of the governing body monitor the school's budget appropriately and ensure that spending decisions link well to priorities in the school development plan. The school accesses additional funds from external sources successfully to enhance the outside learning provision.

The school makes effective use of its Pupil Deprivation Grant to raise the standards and wellbeing of pupils who are eligible for free school meals. For example, the school employs skilled teaching assistants to deliver effective intervention programmes that boost the achievement of this group of pupils.

In view of the good progress made by most pupils and the overall quality of provision, the school provides good value for money.

Appendix 1: Commentary on performance data

6733037 - ST NICHOLAS C/W PRIMARY SCHOOL

Number of pupils on roll	127	
Pupils eligible for free school meals (FSM) - 3 year average	21.2	
FSM band	3	(16%<FSM<=24%)

Foundation Phase

	2013	2014	2015	2016
Number of pupils in Year 2 cohort	17	18	18	18
Achieving the Foundation Phase indicator (FPI) (%)	82.4	66.7	66.7	72.2
Benchmark quartile	3	4	4	4
Language, literacy and communication skills - English (LCE)				
Number of pupils in cohort	17	18	18	18
Achieving outcome 5+ (%)	82.4	66.7	66.7	77.8
Benchmark quartile	3	4	4	4
Achieving outcome 6+ (%)	17.6	22.2	44.4	55.6
Benchmark quartile	4	3	1	1
Language, literacy and communication skills - Welsh (LCW)				
Number of pupils in cohort	*	*	*	*
Achieving outcome 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving outcome 6+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematical development (MDT)				
Number of pupils in cohort	17	18	18	18
Achieving outcome 5+ (%)	88.2	77.8	66.7	88.9
Benchmark quartile	2	4	4	3
Achieving outcome 6+ (%)	5.9	16.7	27.8	22.2
Benchmark quartile	4	4	3	4
Personal and social development, wellbeing and cultural diversity (PSD)				
Number of pupils in cohort	17	18	18	18
Achieving outcome 5+ (%)	88.2	94.4	88.9	94.4
Benchmark quartile	4	3	4	3
Achieving outcome 6+ (%)	5.9	38.9	66.7	66.7
Benchmark quartile	4	3	2	2

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.

6733037 - ST NICHOLAS C/W PRIMARY SCHOOL

Number of pupils on roll	127
Pupils eligible for free school meals (FSM) - 3 year average	21.2
FSM band	3 (16%<FSM<=24%)

Key stage 2

	2013	2014	2015	2016
Number of pupils in Year 6 cohort	19	15	18	17
Achieving the core subject indicator (CSI) (%)	78.9	93.3	94.4	82.4
Benchmark quartile	4	2	1	4
English				
Number of pupils in cohort	19	15	18	17
Achieving level 4+ (%)	84.2	93.3	94.4	88.2
Benchmark quartile	3	2	2	3
Achieving level 5+ (%)	42.1	33.3	50.0	35.3
Benchmark quartile	1	3	1	3
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	15	18	17
Achieving level 4+ (%)	89.5	93.3	94.4	82.4
Benchmark quartile	2	2	2	4
Achieving level 5+ (%)	36.8	53.3	44.4	41.2
Benchmark quartile	2	1	2	2
Science				
Number of pupils in cohort	19	15	18	17
Achieving level 4+ (%)	100.0	100.0	94.4	88.2
Benchmark quartile	1	1	2	3
Achieving level 5+ (%)	57.9	40.0	50.0	41.2
Benchmark quartile	1	2	1	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.

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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.	69		68 99%	1 1%		Rwy'n teimlo'n ddiogel yn fy ysgol.
			98%	2%		
The school deals well with any bullying.	69		64 93%	5 7%		Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			92%	8%		
I know who to talk to if I am worried or upset.	69		69 100%	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	69		69 100%	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.	69		66 96%	3 4%		Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			96%	4%		
I am doing well at school	69		64 93%	5 7%		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.	69		68 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.	69		68 99%	1 1%		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.	69		61 88%	8 12%		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.	69		66 96%	3 4%		Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
			95%	5%		
Other children behave well and I can get my work done.	69		36 52%	33 48%		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	69		45 65%	24 35%		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.	22	4 18%	14 64%	3 14%	1 5%	0		Rwy'n fodlon â'r ysgol yn gyffredinol.
			63%	34%	3%	1%		
My child likes this school.	22	14 64%	8 36%	0 0%	0 0%	0		Mae fy mhlentyn 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.	22	11 50%	10 45%	0 0%	1 5%	0		Cafodd fy mhlentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
			72%	26%	1%	0%		
My child is making good progress at school.	21	5 24%	12 57%	4 19%	0 0%	1		Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
			62%	35%	3%	1%		
Pupils behave well in school.	20	7 35%	11 55%	2 10%	0 0%	2		Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
			47%	48%	4%	1%		
Teaching is good.	21	6 29%	12 57%	3 14%	0 0%	1		Mae'r addysgu yn dda.
			61%	36%	2%	0%		
Staff expect my child to work hard and do his or her best.	22	10 45%	11 50%	1 5%	0 0%	0		Mae'r staff yn disgwyl i fy mhlentyn 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.	21	5 24%	11 52%	1 5%	4 19%	1		Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhlentyn yn ei ddysgu yn yr ysgol.
			49%	43%	6%	2%		
Staff treat all children fairly and with respect.	20	7 35%	9 45%	4 20%	0 0%	2		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.	21	5 24%	9 43%	5 24%	2 10%	1		Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
			60%	38%	2%	0%		
My child is safe at school.	22	12 55%	10 45%	0 0%	0 0%	0		Mae fy mhlentyn yn ddiogel yn yr ysgol.
			66%	32%	2%	1%		
My child receives appropriate additional support in relation to any particular individual needs'.	17	6 35%	7 41%	2 12%	2 12%	4		Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
			55%	39%	4%	1%		

	Number of responses / Nifer o ymatebion	Strongly Agree / Cytuno'n gryf	Agree / Cytuno	Disagree / Anghytuno	Strongly disagree / Anghytuno'n gryf	Don't know / Ddim yn gwybod	
I am kept well informed about my child's progress.	21	3 14%	8 38%	8 38%	2 10%	1	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		49%	41%	9%	2%		
I feel comfortable about approaching the school with questions, suggestions or a problem.	20	8 40%	8 40%	4 20%	0 0%	2	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.	20	7 35%	6 30%	6 30%	1 5%	2	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		48%	42%	8%	2%		
The school helps my child to become more mature and take on responsibility.	21	8 38%	10 48%	3 14%	0 0%	1	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		57%	40%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	12	3 25%	2 17%	3 25%	4 33%	10	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.	22	8 36%	10 45%	3 14%	1 5%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		54%	39%	6%	1%		
The school is well run.	20	4 20%	13 65%	2 10%	1 5%	1	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	34%	3%	2%		

Appendix 3

The inspection team

Mr Christopher Dolby	Reporting Inspector
Mr Gwilym Alun Rees	Team Inspector
Mr Terry Davies	Lay Inspector
Mr Damon McGarvie	Peer Inspector
Mrs Emma Harris (Acting 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.