



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

A report on

**Alderman Davies C.I.W. School
St David's Street
Neath
SA11 3AA**

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.

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Context

Alderman Davies Church in Wales Primary School is in the town of Neath in the Neath Port Talbot local authority. There are 442 pupils aged three to eleven years at the school including 49 pupils in the part-time nursery provision. There are 15 mainstream classes.

Currently around 17% of pupils are eligible for free school meals. This is marginally lower than the national average. There are a very few pupils from minority ethnic backgrounds, a few of whom have English as an additional language. Most pupils are of white British ethnicity. A very few pupils speak Welsh at home.

The school identifies around 12% of pupils as having additional learning needs. This is significantly lower than the average for Wales. A very few pupils have a statement of special educational needs. A very few pupils are looked after by the local authority.

The school's last inspection was in January 2011. The current headteacher took up her post in September 2012.

The individual school budget per pupil for Alderman Davies CIW Primary School in 2016-2017 means that the budget is £2,926 per pupil. The maximum per pupil in the primary schools in Neath Port Talbot is £6,224 and the minimum is £2851. Alderman Davies CIW Primary School is 54th out of the 57 primary schools in Neath Port Talbot in terms of its school budget per pupil.

Summary

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

Current performance

The school's current performance is adequate because:

- Most pupils achieve good standards in speaking, listening and reading
- Most pupils' Welsh language skills are appropriate
- Nearly all pupils feel safe in school and know whom to speak to if they are worried or upset
- All pupils behave well in class and around the school
- Teachers develop pupils' knowledge of Welsh culture and traditions well in topic work across the curriculum
- In all classes, teachers have strong working relationships with pupils, and this creates an atmosphere in which pupils feel comfortable to contribute in lessons
- The school is a close, welcoming, Christian community that is inclusive to all

However:

- Most pupils' ability to write creatively at a sufficient length is limited in both the Foundation Phase and key stage 2
- Most pupils do not develop suitable handwriting skills and do not present their work neatly
- Attendance rates are below the average for similar schools
- The range of creative and stimulating learning experiences for the older pupils in the Foundation Phase is limited
- Nearly all teachers do not have a high enough expectations of what pupils should achieve

Prospects for improvement

The school's prospects for improvement are adequate because:

- The headteacher, staff and governors have a clear and shared vision for the school where all staff and pupils are valued and respected
- Senior leaders have clear roles and responsibilities and they are beginning to make contributions towards improving aspects of standards and provision
- The school responds purposefully to national and local priorities to eliminate the effects of poverty
- Staff work effectively with a wide range of partners and this has a beneficial effect on pupils' wellbeing
- There are good opportunities for the professional development of staff, which link suitably to the development plan

However:

- Leaders and managers do not always have high enough expectations of standards that pupils should achieve
- The governing body's role in the strategic direction and self-evaluation processes is limited and it currently does not challenge the school enough in its role as a critical friend
- Regular monitoring arrangements to evaluate the impact of initiatives and current provision lack rigour
- Over time, self-evaluation and strategic planning have not had sufficient impact on raising standards and improving provision
- In view of the quality of the school's provision and the outcomes achieved by pupils, the school provides adequate value for money

Recommendations

R1 Improve standards of writing across the curriculum and the presentation skills of all pupils

R2 Raise the standards more able pupils achieve

R3 Improve attendance

R4 Improve provision at the end of Foundation Phase to reflect best practice.

R5 Ensure that the quality of written feedback helps pupils to improve their work

R6 Increase the strategic involvement of the governing body in school improvement

What happens next?

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

Main findings

Key Question 1: How good are outcomes?

Adequate

Standards: Adequate

Around half the pupils enter the school with skill levels that are lower than average. Most pupils make sound progress from their differing starting points as they move through the school and achieve expected standards.

In both key stages, pupils' speaking and listening skills develop well. By the time they reach Year 2, many pupils are eager to talk to adults and in front of the class. By the end of key stage 2, many pupils communicate clearly and confidently and are keen to provide answers or comments when talking about their work.

Most pupils in the Foundation Phase make good progress in learning to read. By Year 2, many read with fluency and expression. They use a wide range of strategies successfully to read unfamiliar words and establish meaning. More able readers decode difficult, unfamiliar words and correct themselves competently as they read. In key stage 2, most pupils build well on their early reading skills. They pay due attention to punctuation and vary their tone of voice and pace when reading aloud. By the time they reach Year 6, many pupils use their literacy skills well to research topics on the internet, to make notes and to access activities across the curriculum.

Many pupils in the Foundation Phase make purposeful progress with their early writing skills. By the end of the Foundation Phase, many produce short pieces of writing for a range of purposes and audiences. More able pupils vary sentences to make their writing interesting to the reader. Many write appropriately in a limited range of genres in literacy lessons and across the curriculum, for example when writing simple sentences to describe the life cycle of a frog. In key stage 2, many pupils develop their writing skills in English effectively. By Year 6, they develop a good understanding of different opinions and styles of writing, such as creating a newspaper report or writing a play script. Many pupils plan and redraft their work effectively, for example, when expressing their opinions about whether animals or humans should rule. However, in both the Foundation Phase and key stage 2, most pupils' ability to write creatively at a sufficient length is less evident. Most pupils do not develop suitable handwriting skills and do not present their work neatly.

Most pupils develop suitable number skills as they move through the Foundation Phase. They learn to add, subtract and solve word problems confidently. They occasionally apply these skills in their work across the curriculum, for example when measuring their arm span. Most pupils' number skills in key stage 2 are sound and they are beginning to apply them more regularly to other areas across the curriculum. By the time they reach Year 6, most pupils have a good understanding of number and place value. They use a purposeful range of mental and written methods confidently and accurately to solve problems. They present their work suitably and explain their strategies well. However, across the school most pupils' ability to manipulate data is limited. They do not consistently build on prior learning.

Most pupils' Welsh language skills are appropriate. Many pupils respond with understanding to basic instructions in Welsh. Many respond to simple questions using familiar vocabulary, for example when giving personal information. By the end of key stage 2, a very few more able pupils read familiar texts with growing confidence. The majority of pupils have a basic vocabulary and knowledge of simple sentence patterns that they use suitably in their speaking and writing.

Standards in information and communication technology (ICT) are sound across the school. In the Foundation Phase, many pupils develop their skills purposefully. For example, younger pupils move objects across the screen confidently in order to create pictures. Most pupils in Year 2 take photographs of their tasks and they save and re-open their work independently. In key stage 2, nearly all pupils use the internet well to research their class topics and to present their findings clearly. Older pupils are beginning to develop databases successfully. However, most pupils' skills to create spreadsheets and to use modelling and control are limited. Most pupils' understanding of e-safety is secure.

In the past, most pupils eligible for free school meals have underperformed in comparison to their peers. However, recently, the trend has changed and the performance of pupils eligible for free school meals at the expected outcome and levels compares more favourably with that of other pupils. Pupils who have additional learning needs achieve well at a level that corresponds to their ability.

At the end of the Foundation Phase, pupils' performance at the expected outcome has most recently placed literacy in the top 25% and mathematical development in the higher 50% when compared with performance levels of similar schools. The school's performance at the higher outcome varies greatly from year to year when compared with that of similar schools.

Over the last four years, performance at the end of key stage 2 in English, mathematics and science at the expected and higher level has varied greatly when compared with that of similar schools.

Wellbeing: Adequate

Nearly all pupils feel safe in school and know whom to speak to if they are worried or upset. They are confident that staff will deal promptly with any concerns or incidents that arise. They understand the importance of healthy eating and know how to stay fit and healthy. All pupils behave well in class and around the school. They are courteous and polite, and show care and concern for each other.

Most pupils collaborate well and demonstrate a positive attitude towards their learning. Most pupils engage well in tasks and sustain concentration appropriately during lessons. In a very few classes, pupils are beginning to contribute well to what they learn. Many pupils are showing increasing independence in improving their own learning.

The super council is beginning to make a useful contribution to school life. It has recently been involved in purchasing new resources to improve the outdoor environment and raising funds for charity. Older pupils have many worthwhile

opportunities to take on extra responsibility, for example as sports ambassadors and the 'Cryw Cymraeg'. The 'Digital Leaders' have raised the profile of e-safety effectively through whole-school presentations. Consequently, nearly all pupils understand how to use ICT safely and responsibly.

Nearly all pupils participate in a wide range of activities that promote their sense of belonging in their community successfully. They take part in church services and in local singing competitions regularly.

Levels of attendance are improving. However, in the last four years, attendance levels have been below the average when compared with those in similar schools. Most pupils are punctual. The gap in attendance between pupils eligible for free school meals and their peers is also decreasing.

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

The school provides a suitable range of interesting learning experiences that meet the needs of all pupils. The curriculum is broad and balanced and covers all statutory requirements. Teachers in key stage 2 plan a suitable range of interesting activities that engage most pupils' interests well. For the younger pupils in the Foundation Phase, there is a strong emphasis on learning through practical experiences and the use of the outdoors. However, the range of creative and stimulating learning experiences for the older pupils in the Foundation Phase is limited. There are too few opportunities for these pupils to develop their independent learning skills and to engage in outdoor learning.

Teachers incorporate the national literacy and numeracy frameworks suitably into their planning for the development of pupils' literacy and numeracy skills. However, the school does not provide enough opportunities for pupils to apply their independent extended writing skills across the curriculum. Planning and provision for pupils' ICT skills are developing appropriately, but this is not being implemented fully.

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

Teachers develop pupils' knowledge of Welsh culture and traditions well in topic work across the curriculum. Provision for the development of pupils' Welsh language skills is appropriate. For example, the 'Cryw Cymraeg' group is beginning to have a positive effect on pupils' use of Welsh outside the classroom environment.

The school focuses well on raising pupils' awareness of sustainable development and global citizenship. As a result, there is improving provision to enable pupils to learn about sustainability through activities, such as recycling and saving energy. There are also increasing opportunities for pupils to learn about the role they and others play in the world, for example through association with a mission in Uganda.

Teaching: Adequate

In all classes, teachers have strong working relationships with pupils, and this creates an atmosphere in which pupils feel comfortable to contribute in lessons. Most teachers use a suitable range of effective questioning techniques to extend pupils' thinking and they share learning intentions consistently. Teaching assistants support pupils' work well in lessons and withdrawal sessions. All adults have high expectations of pupil behaviour.

Many teachers show good subject knowledge and plan interesting activities. However, nearly all teachers do not have a high enough expectation of what pupils can achieve. As a result, activities do not challenge pupils of different abilities, particularly those who are more able.

All staff provide pupils with clear verbal feedback, which helps them to understand how to improve their work. A few members of staff use constructive written comments, which indicate clearly ways in which pupils can improve. However, the quality of teachers' marking varies too much across the school. Most pupils have effective opportunities to assess their own and others work. The school uses its tracking system and moderation processes purposefully to ensure accurate teacher assessment.

Reports to parents meet statutory requirements. They provide useful information on pupils' achievements and give suitable targets for improving their literacy and numeracy skills.

Care, support and guidance: Good

The school is a caring environment where all staff value pupils highly. There is an atmosphere of mutual respect and trust. Learning experiences promote pupils' personal development well, including their spiritual, moral, social and cultural development. For example, the school's provision to develop values impacts positively on pupils' attitudes. There are appropriate arrangements for promoting healthy eating and drinking.

There are effective systems in place to support all pupils and parents who require specialist and personal support. For example, the family engagement officer supports parents well through the school's 'Learning Lounge' initiative. These sessions impact successfully on developing sound relationships with families. The school's nurture dog has improved significantly the attendance and wellbeing of vulnerable pupils. This initiative is a strength of the school.

The school promotes and monitors pupils' attendance well and attendance levels are increasing. There are effective arrangements for managing pupils' behaviour. The school's arrangements for safeguarding pupils meet requirements and give no cause for concern.

The provision for pupils with additional learning needs is good. The school has effective procedures and systems for identifying, supporting, challenging and monitoring pupils with additional needs. Staff identify pupils needing support at an

early age. This enables teachers to provide a good range of interventions to ensure that all pupils achieve as well as they can. These include programmes to help pupils improve their social, emotional, literacy and numeracy skills. There are clear individual education plans for all pupils with additional needs. Learning support assistants provide particularly effective support for pupils with additional needs both within the classroom and through specific interventions.

Learning environment: Good

The school is a close, welcoming, Christian community that is inclusive to all. All pupils have opportunities to participate in a range of activities to prepare them for the next step in their life. Clear procedures and policies promote equality and positive behaviour effectively. This helps pupils to develop tolerance and respect for each other. There is a strong emphasis on recognising, celebrating and respecting diversity.

The buildings and playgrounds are secure, generally safe and in good order. However, the site and accommodation present a variety of challenges both structurally and physically. The accommodation and outside areas provide suitable learning areas for most pupils. The learning environment is purposeful and wall displays throughout the school support the teaching appropriately. The school has a wide range of resources of good quality, which support the learning well.

The school uses the local community's resources such as the town's gardens and the local churches very well to extend pupils' learning experiences.

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

The headteacher, staff and governors have a clear and shared vision for the school where all staff and pupils are valued and respected.

Senior leaders have clear roles and responsibilities and they are beginning to make contributions towards improving aspects of standards and provision. Overall, however, leaders and managers do not always have high enough expectations of the standards that pupils should achieve. The school has introduced new initiatives recently, for example whole school planning and training for staff on how to become more reflective practitioners. However, it is too soon to measure their effect on improving the quality of learning and teaching.

Regular senior leadership and staff meetings focus effectively on strategic issues and school improvement. These priorities lead to suitable actions and are beginning to impact in practice. For example, staff have recently established skills slips in mathematics, which are strengthening pupils' involvement in their own learning. There are valuable performance management processes for all teachers that are suitably linked to priorities for school improvement. This has a positive impact, for example, in improving standards of reading across the school.

The school responds purposefully to national and local priorities, which include implementing the literacy and numeracy framework and eliminating the effects of poverty. These initiatives are having a positive effect on pupils' standards and wellbeing.

The governing body is very supportive of the school and now receives regular reports on the progress of the school development plan. Governors' understanding of standards is strengthening through monitoring visits. However, the governing body's role in the strategic direction and self-evaluation processes is limited. It does not challenge the school enough in its role as a critical friend. There are also areas where the governing body does not meet all statutory requirements fully.

Improving quality: Adequate

The headteacher has established a wide range of processes for self-evaluation that include lesson observations and the scrutiny of pupils' work. Teachers are beginning to analyse performance data more thoroughly and to consider purposefully how pupils' outcomes compare with those of other schools, both locally and nationally. As a result, staff have a reasonable understanding of the school's strengths and areas for improvement. However, regular monitoring arrangements to evaluate the impact of initiatives and current provision lack rigour. To date, leaders have not done enough to address the inconsistency in provision and the need to improve achievements across the school.

The school is beginning to take account of the views of governors, parents and pupils when reviewing its performance. For example, pupils' views have led to an improvement in the range of outdoor play resources. As a result, the behaviour of nearly all pupils during break and lunchtime is consistently good.

There are appropriate links between the school's self-evaluation report, recommendations in consortia reviews and the targets identified in the school development plan. The development plan provides purposeful detail in relation to targets, success criteria and actions to bring about improvement. Action taken by the school is beginning to make improvements, for example in improving pupil writing skills.

Over time, self-evaluation and strategic planning have not had sufficient impact on raising standards and improving provision.

Partnership working: Good

The school works effectively with a wide range of partners and this has a beneficial effect on pupils' wellbeing.

There is an effective working relationship with parents. Regular communication through the internet and social media ensures that relevant information is always available to parents. There are many valuable systems in place that help parents support their children's progress, such as the extra provision for nursery pupils. This results in pupils entering the reception class confidently and prepared for learning. The 'Friends of Alderman Davies' make a valuable financial contribution to help improve the resources for pupils. These include play equipment that support pupils' learning and wellbeing successfully.

There are valuable partnerships with the community, which provide a range of good experiences for pupils. Performing in the local church and participating in special services such as Remembrance Sunday make a positive contribution to enriching pupils' experiences.

Well-established transition arrangements with the local secondary school ensure that nearly all pupils are confident to move on to the next stage in their education. The school participates annually with the local cluster of schools in the standardisation and moderation of pupils' work to ensure accuracy of assessment. Effective collaboration with other local schools also contributes to improving school provision for more vulnerable pupils.

Resource management: Adequate

The school manages its resources appropriately. Senior leaders make effective use of staff to support most pupils who have additional learning needs. There are good arrangements for teachers' planning, preparation and assessment. As a result, teaching staff have worthwhile opportunities to plan together and to share expertise. This has led to a more consistent approach in short term planning and more regular tracking of pupils' progress.

There are effective opportunities for professional development, which link suitably to the development plan. Staff collaborate well to share expertise with one another. For example, they share good practice in the use of on-line resources, which is beginning to enable staff to improve their own teaching approaches.

The headteacher and the governing body finance sub-committee monitor and manage expenditure effectively. They plan and use school funds purposefully in order to improve provision. For example, the development of the learning lounge allows more pupil choice during break and lunchtimes and has a positive effect on pupil behaviour in key stage 2. Expenditure links well to priorities in the development plan for raising pupils' standards and wellbeing.

The school makes purposeful use of the pupil deprivation grant in order to improve the literacy and numeracy skill and wellbeing of targeted pupils, for example through a range of effective and specific learning interventions and nurture groups.

In view of the quality of the school's provision and the outcomes achieved by pupils, the school provides adequate value for money.

Appendix 1: Commentary on performance data

6713313 - Alderman Davies CIW Primary School

Number of pupils on roll	451
Pupils eligible for free school meals (FSM) - 3 year average	13.4
FSM band	2 (8%<FSM<=16%)

Foundation Phase

	2013	2014	2015	2016
Number of pupils in Year 2 cohort	55	60	48	47
Achieving the Foundation Phase indicator (FPI) (%)	83.6	90.0	97.9	95.7
Benchmark quartile	3	2	1	2
Language, literacy and communication skills - English (LCE)				
Number of pupils in cohort	55	60	48	47
Achieving outcome 5+ (%)	89.1	90.0	97.9	97.9
Benchmark quartile	3	3	1	1
Achieving outcome 6+ (%)	38.2	28.3	43.8	70.2
Benchmark quartile	2	3	2	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	55	60	48	47
Achieving outcome 5+ (%)	90.9	91.7	97.9	97.9
Benchmark quartile	3	3	2	2
Achieving outcome 6+ (%)	30.9	31.7	37.5	68.1
Benchmark quartile	2	3	3	1
Personal and social development, wellbeing and cultural diversity (PSD)				
Number of pupils in cohort	55	60	48	47
Achieving outcome 5+ (%)	90.9	93.3	97.9	97.9
Benchmark quartile	4	4	3	3
Achieving outcome 6+ (%)	47.3	28.3	68.8	70.2
Benchmark quartile	3	4	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.

6713313 - Alderman Davies CIW Primary School

Number of pupils on roll	451
Pupils eligible for free school meals (FSM) - 3 year average	13.4
FSM band	2 (8%<FSM<=16%)

Key stage 2

	2013	2014	2015	2016
Number of pupils in Year 6 cohort	36	33	40	57
Achieving the core subject indicator (CSI) (%)	91.7	87.9	100.0	98.2
Benchmark quartile	2	3	1	1
English				
Number of pupils in cohort	36	33	40	57
Achieving level 4+ (%)	91.7	90.9	100.0	98.2
Benchmark quartile	3	3	1	2
Achieving level 5+ (%)	30.6	57.6	35.0	50.9
Benchmark quartile	3	1	4	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	36	33	40	57
Achieving level 4+ (%)	91.7	87.9	100.0	98.2
Benchmark quartile	3	4	1	2
Achieving level 5+ (%)	33.3	54.5	32.5	59.6
Benchmark quartile	3	1	4	1
Science				
Number of pupils in cohort	36	33	40	57
Achieving level 4+ (%)	91.7	90.9	100.0	98.2
Benchmark quartile	3	3	1	2
Achieving level 5+ (%)	27.8	54.5	40.0	59.6
Benchmark quartile	3	1	3	1

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

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

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

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

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

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

Appendix 2

Stakeholder satisfaction report

Responses to learner questionnaires

Denotes the benchmark - this is a total of all responses since September 2010.

	Number of responses Nifer o ymatebion	Agree Cytuno	Disagree Anghytuno	
I feel safe in my school.	128	121 95%	7 5%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	126	102 81%	24 19%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	129	120 93%	9 7%	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	127	114 90%	13 10%	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.	127	111 87%	16 13%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	127	115 91%	12 9%	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.	127	120 94%	7 6%	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.	128	120 94%	8 6%	Rwy'n gwybod beth I'w wneud a gyda phwy i siarad os ydw I'n gweld fy ngwaith yn anodd.
		98%	2%	
My homework helps me to understand and improve my work in school.	129	100 78%	29 22%	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.	129	111 86%	18 14%	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.	127	65 51%	62 49%	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	126	71 56%	55 44%	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.	119	63 53%	48 40%	8 7%	0 0%	2	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	34%	3%	1%		
My child likes this school.	121	85 70%	33 27%	3 2%	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.	119	78 66%	36 30%	4 3%	1 1%	2	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.	120	71 59%	43 36%	5 4%	1 1%	1	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
		62%	35%	3%	1%		
Pupils behave well in school.	111	47 42%	55 50%	4 4%	5 5%	9	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		47%	48%	4%	1%		
Teaching is good.	117	62 53%	48 41%	7 6%	0 0%	4	Mae'r addysgu yn dda.
		61%	36%	2%	0%		
Staff expect my child to work hard and do his or her best.	117	71 61%	44 38%	1 1%	1 1%	3	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.	114	59 52%	46 40%	8 7%	1 1%	7	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.	113	66 58%	36 32%	9 8%	2 2%	8	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.	112	57 51%	48 43%	7 6%	0 0%	9	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.	114	62 54%	48 42%	3 3%	1 1%	6	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'.	103	56 54%	38 37%	7 7%	2 2%	17	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.	121	59 49%	45 37%	14 12%	3 2%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
I feel comfortable about approaching the school with questions, suggestions or a problem.	119	62 52%	38 32%	19 16%	0 0%	2	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
I understand the school's procedure for dealing with complaints.	110	48 44%	38 35%	22 20%	2 2%	11	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
The school helps my child to become more mature and take on responsibility.	116	64 55%	50 43%	2 2%	0 0%	4	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
My child is well prepared for moving on to the next school or college or work.	84	43 51%	31 37%	8 10%	2 2%	34	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
There is a good range of activities including trips or visits.	110	54 49%	45 41%	9 8%	2 2%	11	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
The school is well run.	115	59 51%	41 36%	14 12%	1 1%	6	Mae'r ysgol yn cael ei rhedeg yn dda.

Appendix 3

The inspection team

Eleri Anwen Hurley	Reporting Inspector
Aileen Patricia Brindley	Team Inspector
Christine Jackson	Team Inspector
Terry James Davies	Lay Inspector
Louise Bibby	Peer Inspector
Collette Matchett	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.