A report on

**Creigiau Primary School
Tregarth Court
Creigiau
CF15 9NN**

Date of inspection: March 2017

by

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

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

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

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

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

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: 19/05/2017

Context

Creigiau Primary School is situated in the village of Creigiau in Cardiff local authority. It provides Welsh or English-medium education for its pupils in two streams. There are 422 pupils between 3 and 11 years old on roll, including 52 pupils who attend the nursery class on a part-time bases. The school has 16 single-age classes. Approximately half of pupils attend the Welsh stream, and 17% of pupils come from Welsh-speaking homes. Very few pupils come from ethnic minority backgrounds.

Approximately 3.2% of pupils are eligible for free school meals, which is significantly below the average for Wales. Approximately 7% of pupils have additional learning needs (ALN). Very few pupils have a statement of special educational needs or are looked after by the local authority.

The headteacher has been in post since September 2015. The headteacher shared the post with the previous headteacher for a year before she was appointed on a full-time basis. The school was last inspected in June 2010.

The individual school budget per pupil for Creigiau Primary School in 2016-2017 is £3,483. The maximum per pupil in primary schools in Cardiff is £7,995 and the minimum is £3,046. Creigiau Primary School is in 70th place of the 97 primary schools in Cardiff in terms of the 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:

- Nearly all pupils make good progress during their time there
- Nearly all pupils feel safe there and know whom to approach for advice or support
- Staff provide comprehensive learning experiences that engage pupils' interest and motivate them well to learn
- There is effective team work between teachers and assistants, which encourages most pupils to foster a very positive attitude towards learning
- The school is a friendly and caring community
- The school is a happy and welcoming community with a positive and inclusive ethos

Prospects for improvement

The school's prospects for improvement are good because:

- The headteacher's robust leadership sets a clear strategic direction for its development
- There are robust self-evaluation procedures, which are based on information that is gathered from a wide range of sources of first-hand evidence
- There is a close link between the outcomes of the self-evaluation report and the priorities in the development plan
- It has a number of strategic partnerships that contribute successfully to raising standards and broadening pupils' learning experiences
- There is a robust partnership between the school and parents, which is very supportive of all pupils' activities
- The school is staffed appropriately and makes effective use of individuals' expertise to enrich teaching and learning
- It provides good value for money

Recommendations

R1 Improve the oral and written skills of pupils in the English stream in Welsh as a second language

R2 Strengthen provision to develop pupils' information and communication technology (ICT) skills and ensure that they use them consistently

R3 Ensure better consistency in the way in which teachers give feedback to pupils and increase the opportunities for them to assess their own work and that of their peers

What happens next?

The school will produce an action plan that shows how it will address the recommendations.

Main findings

Key Question 1: How good are outcomes?	Good

Standards: Good

Many pupils start school with literacy and numeracy skills that are higher than expected for their age. By the time they leave school, nearly all pupils have made good progress. Most pupils recall previous learning well and apply their knowledge enthusiastically in order to acquire new knowledge and skills.

In the Foundation Phase, most pupils make good progress in their oral skills, either in Welsh or English. They speak openly and sensibly about their work and refer enthusiastically to previous learning, for example when discussing nocturnal animals. Most have a good awareness of the audience and they use appropriate and increasingly complex vocabulary effectively. By the end of key stage 2, the oracy skills of many pupils in the Welsh stream are very good in both languages. The English oral skills of many pupils in the English stream are also very good. Most explain in detail what they are doing and why. They listen attentively to their peers and contribute effectively to group discussions. Pupils in the Welsh stream take pride in the Welsh language and use it naturally when conversing with each other and adults. By the time they reach the top of the school, many pupils communicate eloquently.

Nearly all pupils across the school enjoy using Welsh and English books, and they make good progress in reading them from an early age. Most younger pupils read well for their age and ability, and they make rapid progress as they move through the school. Most pupils in key stage 2 read fluently and with clear expression, and speak enthusiastically about their favourite authors and books. Many read for pleasure and use a wide range of reading skills successfully to gather information from reference books and websites. Most summarise the main points well and use conclusions, where appropriate. Standards of pupils' reading across the school are a strength.

Most pupils' early writing skills in both streams develop effectively either in Welsh or English, as appropriate. They form letters correctly and write simple sentences to convey meaning, for example as they list the features of spring. By the end of the Foundation Phase, most write interestingly in an increasing range of forms. As more able pupils write a thank you letter to a famous chef, they begin to vary sentences skilfully in order to hold the reader's interest. In key stage 2, most pupils' writing skills in the Welsh stream are sound in both languages. Pupils' English writing skills in the English stream are also developing well. By Year 6, many write imaginatively in a variety of forms. Most are able to transfer their skills effectively when writing across the curriculum, for example when creating a script about the history of turnpikes.

Standards of most pupils' handwriting and presentation of work across the school are mature and very neat.

In the Foundation Phase, most pupils have sound mathematical skills. They apply their numeracy skills confidently and consistently across all areas of learning. By the end of the Foundation Phase, many have a firm grasp of number facts, and they use lists, tables and simple diagrams to record and present information correctly. Many understand simple measurements well, and they have a sound knowledge of the properties of shapes.

In key stage 2, most pupils have a sound understanding of numeracy strategies. By the end of the stage, many use their knowledge of percentages successfully when solving word problems. More able pupils are able to develop their own strategies when undertaking investigative tasks. They gather and present information systematically and correctly in the form of tables and graphs when comparing the temperature in Dakar and Cardiff. Most pupils have sound mathematical skills and they transfer them purposefully to other areas of the curriculum.

Pupils make suitable use of their information and communication technology (ICT) skills to support their work across the curriculum. By the end of the Foundation Phase, most pupils use word processing programs appropriately in order to present information. Most control a toy confidently in order to follow a specific path. In key stage 2, most pupils' ICT skills are satisfactory. They use word processing skills confidently and, for example, gather data about their favourite fruit and display it in the form of a graph. Most are able to use software on tablet computers to support their learning successfully. However, in general, older pupils do not have a competent understanding of how to use spreadsheets, and they do not produce or use databases successfully enough. Across the school, most pupils have a sound understanding of how to stay safe on the internet.

By the end of key stage 2, most pupils in the English stream who speak Welsh as a second language are able to respond suitably to simple instructions. Many develop confident reading skills and have a sound understanding of what they are reading. A few more able pupils are able to hold an extended conversation confidently and respond to questions correctly. However, the written skills of many pupils in key stage 2 have not developed sufficiently, and they rarely use their oral skills outside the formal classroom situation.

Pupils with additional learning needs make good progress in relation to the targets in their individual education plans. There is no clear difference between the performance of boys and girls at the expected or higher than expected level, by scrutinising books or during lesson observations. Because the size of cohorts is small, it is not possible to come to a meaningful judgement based on the data of pupils who are eligible for free school meals.

In comparison with similar schools over a period of four years, the school's performance at the expected outcome in the Foundation Phase shows a general upward trend, and has placed the school between the upper 50% and top 25% in Welsh and English literacy. The school's performance in mathematical development has varied, moving the school between the upper 50% and lower 50% of similar schools. The school's performance at the higher outcomes over the same period has been above the median consistently in comparison with levels in similar schools.

At the end of key stage 2, pupils' performance at the expected and higher levels in Welsh has placed the school in the top 25% of similar schools every year except last year. In general, the school's performance in English, mathematics and science at the expected and higher levels has varied, moving it between the top 25% and the lower 50% in comparison with similar schools. Very few pupils have achieved at a level that is two higher that the expected level in aspects of language and mathematics in 2016.

Wellbeing: Good

Nearly all pupils feel safe at school and know whom to approach for advice and support. Most know what they need to eat in order to stay healthy, and understand the importance of regular physical exercise. Most pupils have a sound understanding of internet safety.

Pupils' behaviour and self-discipline in lessons and during break time are very good. They are polite and respectful towards their peers and adults. Most pupils work well with others and show a keen interest in their work. They develop skills to improve their own work purposefully and are beginning to respond to teachers' comments more regularly.

Many older pupils are keen to shoulder responsibilities and they play their part successfully. Members of the school council represent the voice of other pupils effectively. They have recently restructured the play provision during break time. Other groups, such as the digital wizards, have begun to support pupils' ICT skills across the school. Many pupils develop a purposeful awareness of enterprise by running the fruit shop occasionally throughout the year.

Many pupils take part in local concerts and the village's open gardens day. These activities strengthen their community participation and make a valuable contribution to their personal development.

Pupils' attendance rates have improved consistently over the last four years, although they have varied, moving the school between the top 25% and the lower 50% in comparison with similar schools. Nearly all pupils arrive at school punctually.

Key Question 2: How good is provision?	Good

Learning experiences: Good

The school provides its pupils with comprehensive learning experiences that engage their interest and motivate them well. Provision meets the requirements of the Foundation Phase, the National Curriculum and religious education successfully. Numerous extra-curricular experiences and a wide range of field visits, such as a visit to Hampton Court in London, enrich pupils' knowledge and social skills further very effectively. This is one of the school's strengths.

The school has incorporated the requirements of the national Literacy and Numeracy Framework successfully in its termly and weekly plans. They include regular and effective opportunities to develop pupils' communication and thinking skills. However, provision to develop pupils' information and communication technology (ICT) skills is limited.

The school succeeds in creating a Welsh ethos and provides various opportunities to ensure that pupils develop positive attitudes towards the Welsh language. Pupils in the Welsh stream speak the language with pride and enthusiasm. Provision to develop communication skills in Welsh as a second language for pupils in the English stream is also appropriate. Trips to places of interest and visits to the school by famous Welsh people enrich pupils' experiences of Welsh culture effectively. Taking part in the Urdd Eisteddfod also enriches their experiences successfully.

The work of the eco council ensures that pupils have a sound understanding of sustainability. A good example of this is the project that is underway to grow a willow tree, weave baskets from it, and sell them to maintain the school garden. Through whole-school presentations, the eco council encourages pupils to recycle and save energy successfully. Pupils have a purposeful knowledge of the wider world by learning about charities abroad and supporting them, such as wearing yellow for a day to promote fair trade banana farmers.

Teaching: Good

There is effective teamwork between teachers and assistants, which encourages most pupils to foster a very positive attitude towards learning. This has a good influence on their progress and attainment.

The quality of teaching is fairly robust across the school. In many classes in which teaching is at its best, teachers' enthusiasm contributes successfully towards engaging pupils' interest in learning. Teachers in these classes have high expectations and share definite learning aims with pupils in their lessons. Teachers plan a range of activities with an appropriate level of challenge to meet pupils' learning needs, and they plan to develop their thinking skills skilfully. Teachers make effective use of skilful questioning strategies that enrich learning successfully.

In a very few classes, teachers have a tendency to over-direct pupils. This limits the opportunities for pupils, particularly those who are more able, to develop their independent learning skills and take responsibility for their own learning.

The school has effective procedures to track pupils' progress. This enables teachers to set targets for improvement and identify any underachievement at an early stage. Opportunities for pupils to assess their own learning and that of their peers are not consistent across the school. Teachers provide pupils with feedback on their work regularly and, where best practice can be seen, comments help them to improve their work effectively.

Annual reports for parents provide them with appropriate information about their children's progress and achievement.

Care, support and guidance: Good

The school is a friendly and caring community. Through physical activities that are conducted during lunch time and outside the curriculum, pupils are given a variety of opportunities to increase their levels of health and fitness. The school makes robust arrangements to promote eating and drinking healthily

By following a successful personal and social education programme, provision for pupils' moral and social education is good and fosters in them values that are based on honesty, kindness and respect towards themselves and others. Visits by the vicar and the local 'Open the Book' group, and opportunities for them to take part in concerts and other activities in the local area, enrich pupils' spiritual and cultural experiences successfully.

The school has effective links with a number of external agencies, such as an educational psychologist and specialist teachers, which enable the school to provide purposeful provision for pupils with specific needs.

Provision for pupils with additional learning needs is effective and is a strong feature of the school's work. Under the co-ordinator's clear guidance, the school identifies pupils who need additional learning support at an early stage. Staff provide individual education plans for pupils who need them, and conduct reviews of their progress regularly, and include parents and pupils as part of the process. Support staff make a very positive contribution to these pupils' development.

The school's arrangements for safeguarding pupils meet requirements and are not a cause for concern.

Learning environment: Good

Creigiau School is a happy and welcoming community with a positive and inclusive ethos. All staff encourage pupils' good behaviour effectively, based on values that promote respect and care. There is an emphasis on ensuring equal opportunities and full access to the curriculum for all pupils.

A varied and purposeful supply of resources matches pupils' needs appropriately. Classrooms and the walls around the school are colourful and very attractive. The school celebrates pupils' successes effectively by displaying high quality work on the murals. The learning space within the building contributes purposefully to meeting the needs of all pupils.

The school is situated on a pleasant site which is used effectively. The outdoor area is a stimulating and varied environment for enriching pupils' learning. The garden and wider grounds are a valuable resource to develop the imaginative and linguistic skills of pupils in the Foundation Phase effectively. All of the grounds are used to encourage pupils to stay healthy and appreciate their natural environment.

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

Leadership: Good

The headteacher's robust leadership sets a clear strategic direction for the school's development. She has high expectations and a purposeful vision that are shared successfully with all stakeholders. Since being appointed, the headteacher has had a positive effect on the managerial aspects of the school, for example by developing teachers' ownership of data and ensuring better consistency in planning across the school. This has led successfully to raising the standards of different groups of pupils.

The headteacher has distributed responsibility and restructured the senior management team in order to meet the proposed requirements of the new curriculum. However, it is too early to measure their effectiveness across the school. Leaders use staff meetings regularly as an effective means of discussing planning procedures and pupils' progress. This contributes towards raising standards on the classroom floor and towards identifying the needs of individual pupils. Performance management procedures promote staff's professional development successfully, in line with the school's priorities for improvement.

The school responds well to local and national priorities. Use of the Literacy and Numeracy Framework to map skills across the curriculum has woven them effectively into thematic plans. The school has specific and effective arrangements to improve the wellbeing and achievement of vulnerable pupils.

Members of the governing body are very supportive of the school and contribute purposefully to improving provision and its work in general. By receiving reports from the headteacher and visiting the school regularly, they increase their understanding of curricular issues, standards and pupils' wellbeing. They have an increasing understanding of data and are beginning to hold the school to account for its performance purposefully.

Improving quality: Good

The school has robust self-evaluation arrangements that are based on information that is gathered from a wide range of sources of first-hand evidence. These include analysing pupils' performance data, rigorous monitoring evaluations of standards and the quality of teaching and learning, the views of parents and governors, and the local authority's termly evaluation. The school considers pupils' ideas appropriately and acts on them; for example, it has added play resources to the school's outdoor areas at the pupils' request. This information is used effectively by all members of staff to identify the school's strengths and areas for improvement.

The self-evaluation report is rigorous and is evidence that leaders, on the whole, identify the school's needs well. It offers a fairly accurate picture of the school's strengths and a number of areas for improvement.

There is a close link between the outcomes of the self-evaluation report and the priorities in the school development plan. The development plan is comprehensive and identifies relevant and specific targets, in addition to success criteria that focus well on pupils' outcomes. It gives a clear outline of timescales for action, staff responsibilities, financial requirements and monitoring arrangements. This has led to improvements, particularly in standards of literacy across the school.

Partnership working: Good

The school has a number of strategic partnerships that contribute successfully to raising standards and extending pupils' learning experiences.

There is a robust partnership between the school and parents, who are very supportive of all of the pupils' activities. A good example of this partnership is the

opportunity that pupils are given to develop their art skills by working with a parent on an expressive art project by the National Gallery in London. The parents' association is active and contributes financially each year to provide varied and useful resources.

There are effective links with the local community. Pupils take part in local concerts and contribute to the village's open gardens festival regularly. The school welcomes visitors from the community to the school to talk about their work. A good example of this is the visit by students from Cardiff Medical College to discuss their work and contribute towards pupils' ambitions and aspirations for the future.

The close relationship with the local playgroup ensures that young pupils settle quickly in the nursery class.

There is a robust working relationship with a number of other schools to share good practice and develop new teaching strategies. For example, the partnership with another school in the wider community to raise standards of marking across the school is beginning to have a positive effect on pupils' written work. The school works effectively with the primary school and secondary school in the cluster to ensure consistency in teachers' assessments. This also contributes to teachers' understanding of levelling work and improving provision and pupils' outcomes.

Arrangements for older pupils to transfer to the two secondary schools are effective and prepare them well for the next step in their education.

Resource management: Good

The school is staffed appropriately and effective use is made of individuals' expertise to enrich teaching and learning. The school's support staff are an integral part of the team and contribute significantly to raising standards and improving pupils' wellbeing and social skills.

The school has successful procedures for staff's professional development; for example, staff training to improve aspects of writing has led to an increase in many pupils' standards of literacy. Teachers use their planning, preparation and assessment time effectively.

The school works successfully with a number of other schools to provide opportunities for teachers to share good practice and enrich provision in areas such as, for example, trying to close the gap between the performance of boys and girls.

The headteacher and governors monitor and control expenditure carefully in order to make the best use of the funding and resources that are available to them. There is a clear link between expenditure and priorities in the school improvement plan. The school makes good use of the Pupil Deprivation Grant to improve provision further to develop the literacy and numeracy skills and wellbeing of pupils who are eligible for free school meals.

Considering pupils' standards and outcomes, the school provides good value for money.

Appendix 1: Commentary on performance data

6812305 - YSGOL GYNRADD CREIGIAU

Number of pupils on roll   424
Pupils eligible for free school meals (FSM) - 3 year average   3.2
FSM band   1 (FSM<=8%)

Foundation Phase

	2013	2014	2015	2016
Number of pupils in Year 2 cohort	54	49	53	50
Achieving the Foundation Phase indicator (FPI) (%)	94.4	91.8	94.3	98.0
Benchmark quartile	2	3	2	2
Language, literacy and communication skills - English (LCE)				
Number of pupils in cohort	27	27	24	27
Achieving outcome 5+ (%)	96.3	96.3	100.0	100.0
Benchmark quartile	2	2	1	1
Achieving outcome 6+ (%)	48.1	48.1	37.5	48.1
Benchmark quartile	2	2	3	3
Language, literacy and communication skills - Welsh (LCW)				
Number of pupils in cohort	27	22	29	23
Achieving outcome 5+ (%)	92.6	90.9	96.6	100.0
Benchmark quartile	2	3	2	1
Achieving outcome 6+ (%)	48.1	31.8	44.8	60.9
Benchmark quartile	1	3	2	1
Mathematical development (MDT)				
Number of pupils in cohort	54	49	53	50
Achieving outcome 5+ (%)	96.3	93.9	94.3	98.0
Benchmark quartile	2	3	3	2
Achieving outcome 6+ (%)	50.0	40.8	37.7	50.0
Benchmark quartile	1	2	3	2
Personal and social development, wellbeing and cultural diversity (PSD)				
Number of pupils in cohort	54	49	53	50
Achieving outcome 5+ (%)	96.3	98.0	100.0	100.0
Benchmark quartile	3	3	1	1
Achieving outcome 6+ (%)	63.0	46.9	69.8	80.0
Benchmark quartile	2	4	3	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.

6812305 - YSGOL GYNRADD CREIGIAU

Number of pupils on roll	424
Pupils eligible for free school meals (FSM) - 3 year average	3.2
FSM band	1 (FSM<=8%)

Key stage 2

	2013	2014	2015	2016
Number of pupils in Year 6 cohort	42	45	49	53
Achieving the core subject indicator (CSI) (%)	97.6	97.8	100.0	94.3
Benchmark quartile	2	2	1	3
English				
Number of pupils in cohort	42	45	49	53
Achieving level 4+ (%)	97.6	97.8	100.0	94.3
Benchmark quartile	2	2	1	3
Achieving level 5+ (%)	59.5	48.9	49.0	54.7
Benchmark quartile	1	2	3	2
Welsh first language				
Number of pupils in cohort	12	18	21	23
Achieving level 4+ (%)	100.0	100.0	100.0	95.7
Benchmark quartile	1	1	1	3
Achieving level 5+ (%)	50.0	50.0	57.1	52.2
Benchmark quartile	1	1	1	2
Mathematics				
Number of pupils in cohort	42	45	49	53
Achieving level 4+ (%)	97.6	100.0	100.0	94.3
Benchmark quartile	2	1	1	3
Achieving level 5+ (%)	61.9	53.3	65.3	50.9
Benchmark quartile	1	2	1	3
Science				
Number of pupils in cohort	42	45	49	53
Achieving level 4+ (%)	97.6	100.0	100.0	94.3
Benchmark quartile	3	1	1	4
Achieving level 5+ (%)	59.5	44.4	57.1	52.8
Benchmark quartile	1	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.

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 the total of all responses to date 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		107 99%	1 1%		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		106 98%	2 2%		Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			96%	4%		
I am doing well at school	107		104 97%	3 3%		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.	104		103 99%	1 1%		Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol.
			90%	10%		
I have enough books, equipment, and computers to do my work.	108		106 98%	2 2%		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.	103		91 88%	12 12%		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	104		96 92%	8 8%		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 the total of all responses to date 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.	78	51 65%	23 29%	3 4%	1 1%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	34%	3%	1%		
My child likes this school.	78	62 79%	15 19%	0 0%	1 1%	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.	78	54 69%	19 24%	2 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.	78	49 63%	21 27%	7 9%	1 1%	0	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
		61%	35%	3%	1%		
Pupils behave well in school.	78	48 62%	26 33%	1 1%	1 1%	2	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		47%	48%	4%	1%		
Teaching is good.	78	41 53%	28 36%	4 5%	1 1%	4	Mae'r addysgu yn dda.
		61%	36%	2%	0%		
Staff expect my child to work hard and do his or her best.	78	41 53%	32 41%	2 3%	0 0%	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.	78	32 41%	27 35%	9 12%	1 1%	9	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.	78	43 55%	24 31%	3 4%	2 3%	6	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.	78	37 47%	37 47%	3 4%	0 0%	1	Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		59%	38%	2%	0%		
My child is safe at school.	78	53 68%	21 27%	3 4%	0 0%	1	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'.	78	28 36%	27 35%	7 9%	2 3%	14	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.	78	35 45% 49%	31 40% 41%	8 10% 9%	2 3% 2%	2		Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
I feel comfortable about approaching the school with questions, suggestions or a problem.	78	53 68% 62%	15 19% 31%	5 6% 5%	4 5% 2%	1		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.	78	27 35% 48%	41 53% 42%	2 3% 8%	3 4% 2%	5		Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
The school helps my child to become more mature and take on responsibility.	77	43 56% 57%	25 32% 40%	3 4% 2%	1 1% 0%	5		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.	73	23 32% 52%	16 22% 41%	2 3% 5%	0 0% 1%	32		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.	78	36 46% 54%	34 44% 39%	4 5% 6%	1 1% 1%	3		Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
The school is well run.	78	47 60% 61%	25 32% 34%	2 3% 4%	1 1% 2%	3		Mae'r ysgol yn cael ei rhedeg yn dda.

Appendix 3

The inspection team

Eleri Anwen Hurley	Reporting Inspector
Silyn Roberts	Team Inspector
William Glyn Griffiths	Team Inspector
Michaela Leyshon	Lay Inspector
Amanda Lawrence	Peer Inspector
Delyth Kirkman	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.