



*Rhagoriaeth i bawb – Excellence for all*

Arolygiaeth Ei Mawrhydi dros Addysg  
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate  
for Education and Training in Wales

**A report on**

**St David's C.I.W. Primary School  
Bryn Celyn Road  
Pentwyn  
Cardiff  
CF23 7ED**

**Date of inspection: November 2013**

**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:

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

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

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**Publication date: 24/01/2014**

## Context

St David's Church in Wales Primary School is a faith school in Pentwyn, Cardiff. It serves an area in the north-east of the city.

There are 248 pupils aged three to 11 years at the school, including about 40 children in the nursery. There are nine classes, including two nursery classes.

Around 25% of pupils are entitled to free school meals. This is above the average for primary schools in the local authority and in Wales.

The school has identified about 27% of pupils as having additional learning needs. This is above the average for primary schools in Wales. Very few pupils have a statement of special educational needs. There were very few exclusions of pupils in the last 12 months.

Eighty-five per cent of pupils come from a white British background. The remainder are mainly of mixed ethnicity, black or other ethnic groups. About 7% of pupils speak English as an additional language. There are no pupils who speak Welsh as a first language at home.

The last inspection was in October 2007. The current headteacher was appointed full time in September 2013, following a period of working alongside the previous headteacher during a phased retirement. A new deputy headteacher will start in January 2014.

The individual school budget per pupil for St David's Church in Wales Primary School in 2013-2014 means that the budget is £3,495 per pupil. The maximum per pupil in the primary schools in Cardiff is £7,890 and the minimum is £2,856. St David's Church in Wales Primary School is 57th out of the 96 primary schools in Cardiff in terms of its school budget per pupil.

## Summary

<b>The school's current performance</b>	<b>Good</b>
<b>The school's prospects for improvement</b>	<b>Good</b>

### Current performance

The current performance of the school is good because:

- most pupils make good progress in their learning during their time in school;
- pupils' literacy skills develop well throughout the school and their oracy skills are particularly strong;
- the work of the worship group and the faith network of professional practice promotes the spiritual development of pupils in an outstanding way;
- there is a very caring environment where all staff value pupils highly;
- there is good provision for promoting the Welsh language;
- the strong partnership between teachers and support staff provides well-focused support for all pupils; and
- the provision for pupils with additional learning needs is robust and thorough.

### Prospects for improvement

The school's prospects for improvement are good because:

- the headteacher has a thorough understanding of the needs of the school and a clear vision for its future development;
- the senior leadership team works effectively with the headteacher to address areas of underperformance;
- governors know the strengths of the school well and where there is a need to make improvements;
- the school has secured the active engagement of all interested parties through very strong partnership working;
- the robust self-evaluation process is successful in identifying strengths and areas for development;
- the school improvement plan sets clear, measurable targets; and
- the school has a sound track record of securing improvements.

## Recommendations

- R1 Ensure that more able pupils achieve at an appropriately high standard
- R2 Strengthen the planning for progression in pupils' writing skills in the Foundation Phase and numeracy across the curriculum
- R3 Ensure that all teaching is good or better across the school
- R4 Strengthen the role of the senior leadership team in monitoring and evaluating standards and provision

### **What happens next?**

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

## Main findings

### Key Question 1: How good are outcomes?

Good

#### Standards: Good

Although a minority of pupils begin school with low personal, social and language skills, most pupils make good progress in their learning during their time in school. By the end of key stage 2, most pupils are successful, independent learners who use a wide range of skills to move their learning forward at a level appropriate to their ability. However, in a few classes, pupils do not always apply themselves fully enough to the work in hand and, as a result, they do not make enough progress in their work.

Pupils' literacy skills develop well throughout the school and pupils use them effectively to move their learning forward. Pupils' oracy skills are particularly strong and pupils of all ages contribute very effectively in lessons, giving extended answers to questions and making relevant contributions to classroom discussions. Many listen well and use a growing general and subject-specific vocabulary across the curriculum.

Standards of reading are generally good and appropriate to the age and ability of pupils, and pupils show increasing fluency and expression. The most able pupils achieve very high standards and read a wide range of texts very well.

In the Foundation Phase, most pupils develop early writing skills effectively and write with increasing accuracy. However, the majority of pupils do not independently apply these skills effectively in different contexts across the learning areas. By the end of key stage 2, most pupils can write extensively in a range of different styles to convey information. The accuracy of spelling and the quality of presentation of pupils' written work are generally good. The most able pupils at the end of key stage 2 produce creative written work of an extremely high standard.

Pupils' standards of numeracy are appropriate for the age and ability of pupils. In both key stages, they make appropriate progress in developing their numeracy skills in mathematics lessons. Most pupils in both key stages have a good understanding of number, and are developing their mathematical reasoning skills well. Their measuring and data skills are developing appropriately and many pupils use them effectively in different contexts. However, pupils do not apply their numeracy skills or their numerical reasoning enough across the curriculum.

Nearly all pupils use their information and communication technology (ICT) skills very effectively to support and enhance their learning.

Most pupils speak, read and write in Welsh at a standard that is appropriate to their age, ability and background as they progress through the school. Nearly all pupils have a positive attitude to using and responding to Welsh, and do so at an appropriate level. They take an active role in Welsh-medium activities like the Welsh assembly.

Compared with similar schools (based on the proportion of pupils entitled to free school meals), the school was placed in the top 25% in all learning areas in 2012. In 2013, the school was in the upper 50% in mathematical development and in personal and social skills, but it was in the lower 50% in language, literacy and communication.

The performance of pupils at the expected level (level 4) at the end of key stage 2 has shown a trend of general improvement over the last five years in all core subjects. However, there was a slight fall last year in most subjects.

Compared with similar schools, in the two years leading up to 2013, the school was generally placed in the top 25% or upper 50% in all subject areas. In 2013, the school was placed in the upper 50% in English and science, and in the lower 50% in mathematics.

Performance of pupils at the higher-than-expected outcome (outcome 6) at the end of the Foundation Phase fell in the three learning areas last year. At the end of key stage 2, at the higher-than-expected level (level 5) in 2013, most subject areas fell below the family and Wales averages.

Pupils from ethnic backgrounds and those with English as an additional language make good progress, and pupils with additional learning needs make appropriate progress against their targets.

### **Wellbeing: Good**

Most pupils have positive attitudes to learning and work well with others. Pupils feel very safe within the school and express confidence in the school's ability to address any incidents of bullying. Many pupils know what it means to be fit and healthy. They enjoy exercise and eating healthily in school.

Punctuality at the beginning of the day is good. In the three years leading up to 2012, attendance improved consistently. In 2012, when compared with similar schools based on the proportion of pupils entitled to free school meals, the school's overall attendance placed it in the highest 25% of schools. Many pupils take advantage of the school's breakfast club. This has had a positive impact on pupils' attendance and punctuality.

Most pupils demonstrate respect and care for others. Older pupils support younger children effectively during break times and other social occasions.

Members of the pupil leadership team (school council), the school worship team and the eco council represent the views of pupils very well. The school worship group is a particular strength of the school. Members are genuinely interested in and proud of their role, use their ideas to lead the school in highly effective collective worship, and monitor worship throughout the school well.

<b>Key Question 2: How good is provision?</b>
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<b>Good</b>
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**Learning experiences: Good**

The school provides a range of interesting learning experiences that meet all curriculum requirements. Schemes of work provide a cross-curricular approach to learning, which ensures a broad and balanced curriculum and helps to motivate learners appropriately.

Pupils have many relevant opportunities to develop the skills of communication, numeracy and ICT through the topics that they study. Teachers' planning generally ensures that pupils develop their skills effectively as they move through the school, although planning for the development of pupils' extended writing in the Foundation Phase is limited. Planning for the development of numeracy skills in different subject areas is at an early stage of development.

The curriculum meets the needs of the majority of specific groups of learners well. The school provides early intervention programmes of high quality for pupils with specific needs.

The school makes good provision for promoting the Welsh language. There is appropriate emphasis on the culture and heritage of Wales, with good use of displays and artefacts across several subject areas. The use of incidental Welsh by all staff and pupils is developing well.

There is appropriate provision for pupils to learn about sustainable development and global citizenship through specific themes and whole-school initiatives. The school has developed links with another school in China, but this is at an early stage of development.

Pupils experience a good range of extra-curricular activities appropriate for their age. There are suitable opportunities for pupils to visit a wide range of places of interest and for visitors to come into school to support the curriculum. This provision develops pupils' oracy and reading skills effectively and appropriate opportunities are offered for pupils to write at length.

**Teaching: Good**

The strong partnership between teachers and support staff provides well-focused support for all pupils. In most lessons, teachers question pupils probingly in order to challenge them to think. Teachers plan lessons that encourage pupils to use their skills purposefully. In these lessons, there is a high level of challenge, and teachers use a good range of techniques to deepen pupils' learning and to encourage them to reflect on what and how they learn. The pace of these lessons ensures that learners are engaged throughout the session.

In a minority of lessons, activities do not provide enough of a challenge to pupils and the pace of learning is too slow. In a very few lessons, teachers do not target activities well enough to answer the needs of the whole ability range. In these



lessons, there is a lack of open-ended questions that encourage pupils to reason and to confirm their understanding.

In the majority of lessons, assessment for learning strategies are very effective in improving pupils' standards. However, in a very few lessons, this is not as successful and pupils are not always aware of how well they completed tasks and what they need to do to improve. The quality of marking is generally good but, in a very few examples, does not always identify clearly enough what pupils need to do to improve their work.

There are comprehensive and clear procedures in place to track and evaluate all pupils' wellbeing, standards and progress accurately over time. These are used effectively to identify the specific needs of individual pupils.

Reports to parents and carers are clear and informative. They feel that they receive good information on their children's progress. Parents and pupils are given useful opportunities to respond to the reports.

### **Care, support and guidance: Excellent**

The school has a very caring environment, where all staff value pupils highly. Pupils' wellbeing and spirituality have a high prominence in the everyday life of the school. Teachers and support staff promote the spiritual, moral, social and cultural development of pupils through well-planned lessons and visitors. The work of the worship group and the faith network of professional practice is an excellent feature, and promotes the spiritual development of pupils in a very effective way. For example, pupils from the worship group monitor and evaluate the 'Prayer Areas' in each classroom, and lead the school in effective whole-school worship.

Pupils access a wide range of activities that promote a healthy lifestyle. They have good opportunities to make healthy choices and to take part in regular exercise. The school makes appropriate arrangements for healthy eating and drinking.

Involvement with specialist agencies, such as educational psychologists, the hearing impaired service, educational welfare officer and multi-ethnic agencies, is highly effective, contributing positively to improving outcomes for pupils with additional learning and personal needs.

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

Provision for pupils with additional learning needs is robust and thorough. The school provides well-targeted support for pupils of all ages and it supports pupils with behavioural needs quickly and effectively. Individual education plans are appropriate and the school involves staff, pupils and parents in their construction and review.

### **Learning environment: Good**

The school is a fully inclusive community and is effective in promoting a happy, caring ethos in line with the school's Christian values. The school promotes equal opportunities and all pupils have equal access to the curriculum. The school's mission statement effectively supports the ethos of the school.

The school deals effectively with the very few incidents of bullying or any other form of harassment or discrimination. The school's equality policy and disability action plan are effective in promoting equal opportunities in all aspects of school life and learning.

The school site is well maintained and attractive, both inside and outside the building. Around the school, colourful displays promote children's learning effectively. Christian and moral values feature strongly in displays throughout the school.

Pupils have access to a broad range of appropriate learning resources for all subject areas. The school has a good range of ICT equipment in the classrooms, as well as a well-equipped ICT suite.

<b>Key Question 3: How good are leadership and management?</b>	<b>Good</b>
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### **Leadership: Good**

The headteacher has a thorough understanding of the needs of the school and a clear vision for its future development. 'The headteacher and staff have shared aspirations for the school and they work well together for the best interests of the children. The headteacher also ensures that governors, pupils and, in particular, parents feel part of this shared vision for the school.

Members of the senior leadership team know their newly-allocated responsibilities well and they are having a positive impact on improving standards in their allocated subject areas. However, their effectiveness in challenging and supporting others to achieve excellence is at an early stage of development. The senior leadership team works effectively with the headteacher to address areas of underperformance identified by pupil tracking systems. Senior leaders are also making good progress in enabling the school to meet national and local priorities, for example in developing an action plan to implement the literacy and numeracy framework.

Governors know the strengths of the school well and where there is a need to make improvements. They are confident in acting as a critical friend and ask searching questions when necessary. Governors know how well pupils are doing and how they compare with others in similar schools.

### **Improving quality: Good**

The school's robust self-evaluation process is successful in identifying strengths and areas for development. When examining its own practices, the school listens carefully to everyone with an interest in its work and responds to the views of parents and learners particularly well.

Governors take an active role in gathering evidence about the work of the school and in evaluating standards, for example through their attendance at networks of professional practice meetings, taking part in learning walks and discussions with staff.

The headteacher and senior leadership team use pupil data successfully to compare the performance of the school with that of other similar schools and to set targets for improvement. Leaders and managers gather first-hand evidence of the quality of teaching and learning in their own subject areas and formulate suitable action plans. The role of subject leaders in gathering information about standards is developing well.

The self-evaluation report is generally clear in identifying priorities to address through the school improvement plan. The resulting school improvement plan sets clear, measurable targets which are effectively evaluated.

### **Partnership working: Excellent**

Partnership working is a major strength of this school. It has made very effective links with a wide range of partners and has enabled the school to be at the heart of its community. The school works effectively with many external agencies to support pupils well. These make a very positive contribution towards raising standards and supporting the wellbeing of pupils.

The structure that supports the partnership with parents and carers is exceptional. The school organises a wide range of opportunities to include parents in their children's learning. The school's well-attended information sessions regularly inform parents about key themes which are whole-school development priorities. Regular literacy and information technology workshops during the school day give parents useful strategies to support their children. The parent council is a recently-formed forum where parents play an active role in gaining first-hand experiences about the work in the school and have an opportunity to express their opinions. The involvement of parents, pupils and governors in the professional learning communities of teachers is another worthwhile way that the school shares its main priorities with key partners. These innovative initiatives ensure that parents have a very clear understanding of how to support their children's education and to develop their own skills.

The school has robust links with the local comprehensive school and they have developed successful transition arrangements. There are good quality moderation and standardisation procedures for assessing and tracking pupils' progress at the end of the Foundation Phase and key stage 2.

The school also has close links with its local cluster and with some schools within the family. A strong feature of this relationship is the sharing of information and good practice. This has a positive impact on pupil outcomes, for example when looking at provision for more able pupils.

Links with business and parents who work in the community have increased opportunities for pupils to gain an insight into real-life experiences. This prepares them effectively for the world of work, for example in a careers evening for Year 5 and Year 6 pupils, where parents from different professions talk about their work.

**Resource management: Good**

There are sufficient well-qualified teaching and support staff. They receive suitable training through continuing profession development and as a result of appropriate performance management systems. The school deploys staff effectively. The school uses mixed-age setting for intervention programmes. It is too early to judge the long-term effectiveness of this arrangement.

The school has established a number of professional learning networks both within and beyond the school. These networks involve governors, parents and pupils very effectively and are having a positive impact on partnership working with parents and raising standards for pupils, for example in developing ICT skills.

The school manages its finances well and has, in a short time, successfully achieved a healthy budget whilst also improving standards. The governing body ensures that the budget is used effectively and that spending is closely linked to priorities for improvement.

Pupils achieve good standards overall as a result of effective provision. As a result, the school gives good value for money.

## Appendix 1

### Commentary on performance data

The performance of pupils at the expected outcome 5 in the end of Foundation Phase teacher assessments fell slightly in all learning areas and the Foundation Phase indicator from 2012 to 2013. In 2012, the results in all learning areas were significantly above the averages for the family of schools and Wales. In 2013, pupils' results in mathematical development and personal and social skills were above the family and Wales averages. Performance in language, literacy and communication skills was very close to the family average and below the average for Wales. Performance in the Foundation Phase indicator was higher than the family average, and equal to the average for Wales. The performance of boys was lower than that of girls in all learning areas and the Foundation Phase indicator.

Compared with similar schools based on proportion of pupils entitled to free school meals, the school was placed in the top 25% in all learning areas and the Foundation Phase indicator in 2012. In 2013, the school was in the upper 50% in the Foundation Phase indicator, mathematical development and personal and social skills. In language, literacy and communication, the school was in the lower 50%.

Performance of pupils at the higher than expected outcome 6 has also fallen in 2013 in the three learning areas. In 2012, the proportion of pupils achieving outcome 6 was higher than the family and Wales averages in all areas. In 2013, performance in language, literacy and communication skills was below family and Wales averages, as was performance in personal and social skills. The performance of boys at this higher level was significantly above the performance of girls.

In key stage 2, at the expected level (level 4), results of teacher assessment in all core subjects and the core subject indicator over the past five years have shown consistent improvement, with a slight fall in 2013. The results for science in 2013 show a continued improvement. Apart from science, performance in which has been consistently higher than the averages for the family and Wales, results in English, mathematics and the core subject indicator have generally been close, or slightly above, the national and family averages. There is no recurring pattern of differences in the performance of boys and girls.

Compared with similar schools based on proportion of pupils entitled to free school meals, in the two years leading up to 2013, the school was generally placed in the top 25% or upper 50% in all subject areas. In 2013, the school was placed in the upper 50% in English and science, and in the lower 50% in mathematics and the core subject indicator.

At the higher than expected level at key stage 2 (level 5), pupils' performance in English has generally been close to the family average, and below the average for Wales. Performance in mathematics has generally been lower than both the family and Wales averages, while the results for science have varied over the past four years. In 2013, performance in all subject areas fell below family and Wales

averages, apart from science, performance in which was below the Wales average but on a par with the family average. In 2013, girls' results at these higher levels were significantly higher than those achieved by boys.

## Appendix 2

### Stakeholder satisfaction report

#### Responses to learner questionnaires

##### Primary Questionnaire (Overall)

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

	Number of responses Nifer o ymatebion	Agree Cytuno	Disagree Anghytuno	
I feel safe in my school.	105	103 98% 98%	2 2% 2%	Rwy'n teimlo'n ddiogel yn fy ysgol.
The school deals well with any bullying.	105	85 81% 92%	20 19% 8%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
I know who to talk to if I am worried or upset.	105	94 90% 97%	11 10% 3%	Rwy'n gwybod pwy i siarad ag ef/â hi os ydw I'n poeni neu'n gofidio.
The school teaches me how to keep healthy	105	99 94% 98%	6 6% 2%	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
There are lots of chances at school for me to get regular exercise.	105	91 87% 96%	14 13% 4%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
I am doing well at school	105	102 97% 96%	3 3% 4%	Rwy'n gwneud yn dda yn yr ysgol.
The teachers and other adults in the school help me to learn and make progress.	105	104 99% 99%	1 1% 1%	Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddsygu a gwneud cynnydd.
I know what to do and who to ask if I find my work hard.	105	100 95% 98%	5 5% 2%	Rwy'n gwybod beth I'w wneud a gyda phwy i siarad os ydw I'n gweld fy ngwaith yn anodd.
My homework helps me to understand and improve my work in school.	105	94 90% 91%	11 10% 9%	Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol.
I have enough books, equipment, and computers to do my work.	105	91 87% 95%	14 13% 5%	Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
Other children behave well and I can get my work done.	105	71 68% 78%	34 32% 22%	Mae plant eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
Nearly all children behave well at playtime and lunch time	105	75 71% 84%	30 29% 16%	Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.

## 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.	27	16 59%	11 41%	0 0%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	27	18 67%	9 33%	0 0%	0 0%	0	Mae fy mhentyn yn hoffi'r ysgol hon.
		72%	26%	1%	0%		
My child was helped to settle in well when he or she started at the school.	27	18 67%	6 22%	1 4%	1 4%	1	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		72%	26%	1%	0%		
My child is making good progress at school.	27	13 48%	12 44%	0 0%	0 0%	2	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	0%		
Pupils behave well in school.	27	8 30%	17 63%	1 4%	0 0%	1	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	46%	4%	1%		
Teaching is good.	26	13 50%	11 42%	0 0%	0 0%	2	Mae'r addysgu yn dda.
		60%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	27	14 52%	10 37%	2 7%	0 0%	1	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		63%	34%	1%	0%		
The homework that is given builds well on what my child learns in school.	27	5 19%	11 41%	3 11%	2 7%	6	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhentyn yn ei ddysgu yn yr ysgol.
		47%	40%	6%	1%		
Staff treat all children fairly and with respect.	27	14 52%	12 44%	0 0%	0 0%	1	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		58%	34%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	27	11 41%	13 48%	1 4%	0 0%	2	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		59%	36%	2%	0%		
My child is safe at school.	27	14 52%	11 41%	1 4%	0 0%	1	Mae fy mhentyn yn ddiogel yn yr ysgol.
		66%	31%	1%	0%		
My child receives appropriate additional support in relation to any particular individual needs'.	27	8 30%	8 30%	1 4%	1 4%	9	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		50%	34%	4%	1%		
I am kept well informed about my child's progress.	27	5 19%	17 63%	3 11%	1 4%	1	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		49%	41%	8%	2%		



	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
I feel comfortable about approaching the school with questions, suggestions or a problem.	27	15 56%	10 37%	1 4%	0 0%	1	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		62%	31%	4%	2%		
I understand the school's procedure for dealing with complaints.	27	12 44%	11 41%	1 4%	0 0%	3	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		44%	39%	7%	2%		
The school helps my child to become more mature and take on responsibility.	27	14 52%	11 41%	1 4%	0 0%	1	Mae'r ysgol yn helpu fy mhentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		55%	39%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	27	9 33%	8 30%	2 7%	0 0%	8	Mae fy mhentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		42%	34%	4%	1%		
There is a good range of activities including trips or visits.	27	16 59%	8 30%	2 7%	1 4%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	38%	5%	1%		
The school is well run.	27	13 48%	12 44%	0 0%	0 0%	2	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	33%	3%	1%		

## Appendix 3

### The inspection team

Terwyn Tomos	Reporting Inspector
Janet Marsden	Team Inspector
Julie Price	Lay Inspector
Lindsey Watkins	Peer Inspector
Rhian Lundrigan	Nominee

## Copies of the report

Copies of this report are available from the school and from the Estyn website ([www.estyn.gov.uk](http://www.estyn.gov.uk))

### Year groups, the Foundation Phase and key stages

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

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

Primary phase:

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

Secondary phase:

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

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

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

## **Glossary of terms – Primary**

### **Foundation Phase indicator (FPI)**

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

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

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

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

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

### **The core subject indicator (CSI)**

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

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

- English or Welsh first language
- mathematics; and
- science

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

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

### **All-Wales Core Data sets**

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

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

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