



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

**A report on**

**St Mellons C.I.W. Primary School  
Dunster Road  
Llanrumney  
Cardiff  
CF3 5TP**

**Date of inspection: October 2016**

**by**

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

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

**Key Question 1: How good are the outcomes?**

**Key Question 2: How good is provision?**

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

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

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

<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: 06/12/2016**

## Context

St. Mellons Church in Wales Primary School is in Llanrumney, a northern suburb of Cardiff. It shares its site with another primary school. It currently caters for 116 pupils from the ages of four to eleven. There are four mixed-year classes.

Over the last three years, the average number of pupils eligible for free school meals is around 14%, which is below the national average of 19%. About 6% have additional learning needs, which is well below the national average of 25%. A very few pupils have a statement of special educational needs. Around 14% of pupils are from an ethnic minority background, but none requires additional support in English. No pupils speak Welsh as a first language or are in the care of the local authority.

The last inspection was in May 2010. The headteacher took up her post in January 2016 after being acting headteacher for one term.

The individual school budget per pupil for St. Mellons Church in Wales Primary School in 2015-2016 means that the budget is £4,441 per pupil. The maximum per pupil in the primary schools in Cardiff is £6,099 and the minimum is £2,901. St. Mellons Church in Wales Primary School is 10<sup>th</sup> 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:

- Nearly all pupils make very good progress through the school in developing their literacy, numeracy and information and communication technology (ICT) skills
- By the end of key stage 2, pupils perform better in English, mathematics and science than in similar schools
- Standards and provision in Welsh second language are good
- Nearly all pupils behave very well during lessons and at other times of the school day
- There is a wide range of stimulating learning experiences, that meet pupils' needs very successfully
- Teaching in all classes is effective
- There is a strong supportive ethos where everyone is valued

### Prospects for improvement

The school's prospects for improvement are good because:

- The recently appointed headteacher provides very effective strategic leadership
- All teachers work together well and share successful practice between themselves and with other schools, which leads to continuous improvement
- Governors take an active part in decision-making and the life of the school and help to determine its strategic direction effectively
- Governors are knowledgeable about the school's performance, manage the budget efficiently and hold the headteacher and staff to account very well
- The school has established a very robust and systematic approach for gathering self-evaluation evidence to identify strengths and areas for development accurately
- The school has an impressive track record for acting on advice quickly and executing improvements successfully
- The school has an extensive range of outstanding partnerships

## Recommendations

- R1 In key stage 2, raise more able boys' attainment in English
- R2 Improve pupils' presentation skills
- R3 Ensure that marking across the school consistently informs pupils of the next steps in their learning

### **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

Nearly all pupils make very good progress through the school in developing their literacy, numeracy and ICT skills, although the presentation of their work varies too much across the school.

Nearly all pupils listen very attentively and respectfully. Many younger pupils speak clearly and confidently to adults, visitors and each other. Nearly all older pupils have excellent oracy skills. They converse articulately, offering considered opinions on a range of subjects, for example when describing how they undertake their roles and responsibilities in school.

Standards of reading are good throughout the school. Most pupils read well for their age and ability and make good use of contextual clues to read unfamiliar words. Many pupils take good note of punctuation and read with expression and understanding. They talk confidently about books and authors they like and most retell a story well. Many older pupils use an index or glossary competently and perceive hidden meanings within texts.

Standards of writing are developing well across the school. By the end of the Foundation Phase, most pupils write in full sentences and use correct spelling and punctuation. They write successfully for different audiences and many use an interesting range of vocabulary in their writing, such as when applying alliteration effectively to describe their ideal superhero. In key stage 2, many pupils write extensively for a range of purposes using different genres. Most write in paragraphs with good sentence structure and imaginative, exciting vocabulary, for example when describing the Brecon Beacons. Most pupils transfer their written skills successfully across other areas of the curriculum and vary the content of their writing effectively to respond to the requirements of the task. Older and more able pupils distinguish maturely between fact and opinion and give reasons to support their thinking, for example when writing to Lord Shaftesbury to complain about conditions in the mines.

In mathematics, by the end of Year 6, most pupils achieve good standards and produce a commendable quality and quantity of work. In both key stages, pupils develop relevant skills across the national numeracy framework. For example, in the Foundation Phase, by Year 2, most pupils count to 100 confidently, double and halve numbers correctly and begin to understand place value and the four rules of number. They also measure accurately in basic standard units, know the properties of two and three-dimensional shapes and gather and represent data successfully in different forms. In key stage 2, most pupils develop a relevant range of mental calculation strategies to reach correct answers quickly. By Year 6, they recognise relationships between numbers up to one million. They multiply and divide decimals and use equivalent fractions knowledgeably. They convert between different units of measurement successfully and begin to understand basic geometry and algebra. In

particular, by the end of key stage 2, most pupils acquire good problem-solving skills related to real-life situations, such as when using bank accounts.

Most pupils have good ICT skills commensurate with their age and ability. For example, in reception they use tablets to enhance their literacy skills and by the end of key stage 2 they use a wide range of electronic devices confidently to create and to present their work. Across the school, all pupils use the internet and a variety of software appropriately and most have a good awareness of e-safety. Older pupils in key stage 2 apply their ICT skills well, for example when acting as digital leaders.

Most pupils make good progress in Welsh lessons. In the Foundation Phase, most respond confidently to questions using familiar greetings and phrases. They read simple stories and play scripts fluently and with good expression. Standards of written work are good and develop progressively. In key stage 2, many pupils speak using a suitably wide range of vocabulary and perform short role-play scenes with confidence. Most read an array of Welsh texts competently. Older and more able pupils discuss content and vocabulary confidently and answer questions about the text well. By the end of key stage 2, many pupils write for a variety of audiences using a relevant range of vocabulary in both the past and present tenses.

Over the last four years, at the end of the Foundation Phase, pupils' performance in literacy and mathematical development at the expected and higher outcomes has varied and shows no overall trend in relation to levels in similar schools. However, there are indications of recent improvements, especially at the higher outcome. In key stage 2, pupils' performance in English, mathematics and science has been more stable recently, placing the school for the last two years in the top 25% of similar schools at the expected level and between the higher 50% and top 25% at the higher level. However, girls regularly do better than boys at the higher level in all aspects of English. Across the school, although numbers are small, pupils eligible for free school meals generally perform as well as, and often better than, other pupils.

### **Wellbeing: Good**

All pupils feel happy and safe in school. Nearly all know where to go if they need advice and support. They are confident that staff will treat their concerns seriously and act quickly and fairly, if necessary. Most pupils have a secure knowledge about healthy eating and drinking and the importance of exercise. They enjoy the opportunities to be active in school.

Nearly all pupils behave very well during lessons and at other times of the school day. Most pupils take part in classroom discussions with maturity and sustain their concentration well while engaging in classroom activities. Nearly all are good at taking turns and they are willing to hear and accept other pupils' opinions and suggestions. Nearly all pupils develop outstanding social and life skills. For example, they are extremely courteous to each other, staff and visitors.

Attendance rates for 2012 to 2014 placed the school in the top 25% of similar schools. However, as a result of a very small number of specific absences, a slight decline followed, which placed the school marginally below average in 2014-2015. Current figures indicate attendance rates are now returning to their former level. Nearly all pupils arrive at school punctually.

A prominent feature of the school is its pupil voice. Many pupils take on a wide range of responsibilities, such as 'Super Ambassadors'. Older pupils are keen to help those younger than themselves. The school council has a positive impact, for example by developing playground rules and improvements to the corridor and library facilities. Many pupils participate in community projects and events, such as visiting the local care home to sing to residents.

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

There is a wide range of stimulating learning experiences that meet pupils' needs very successfully. Planning is detailed and consistent in quality. It ensures that all pupils make progress and build on their previous learning as they move through the school. All teachers plan themes that take full account of the need to develop pupils' literacy, numeracy and ICT skills across the curriculum. Foundation Phase planning ensures a suitable balance between structured and free-choice activities. In key stage 2, teachers plan a wide range of exciting learning opportunities to enrich the curriculum. For example, older pupils work and perform with the Welsh National Opera to develop their creative and oracy skills. These initiatives engage and motivate pupils well, including those with additional learning needs.

Provision for the Welsh language is well developed. Staff provide many worthwhile opportunities for pupils to hear the Welsh language and to speak it regularly. The school's curriculum promotes pupils' Welsh heritage and culture successfully through themed project work and a range of visits to local attractions, such as the Museum of Welsh Life.

The school provides a comprehensive programme of educational visits and visitors, including residential experiences in London and Brecon. Many pupils benefit from an extensive range of extra-curricular activities, for example in sports and music. These support the taught curriculum well.

The school promotes education for sustainable development effectively. Nearly all pupils are aware of the importance of recycling and caring for the environment. They save energy and turn food waste into compost. Members of the eco committee make an important contribution, such as initiating improvements to the school grounds following a wildlife survey. Nearly all pupils benefit from studying other cultures. For example, the school's links with a school in Sri Lanka and a project in South Africa help them to understand life in the wider world.

### **Teaching: Good**

All teachers prepare lessons thoroughly and match activities to pupils' individual abilities and needs effectively. In both key stages, they provide good opportunities for pupils to make their own choices and decisions about what and how they learn. This promotes independent and co-operative learning successfully.

All teachers use a relevant range of teaching approaches that challenge pupils to achieve to the best of their ability. They have high expectations and manage



learning and behaviour very well. All conduct lessons at a lively pace and extend pupils' learning through clear explanations and well-considered questioning. They use praise and rewards effectively. They collaborate well with support staff. Working relationships between staff and pupils in all classes are positive and strong.

The school uses a suitable range of relevant standardised assessments to measure how well pupils achieve. Staff record this information thoroughly, together with other evidence, using its own tracking system alongside an electronic commercial tool. This enables teachers to monitor pupils' progress carefully and to set accurate and challenging attainment targets. Teachers also agree personal targets with pupils to highlight areas for improvement.

The school is establishing assessment for learning procedures successfully and pupils, especially towards the end of key stage 2, are developing appropriate self and peer assessment skills. All teachers provide positive and supportive comments on pupils' written work. However, they do not always identify specific ways in which pupils can improve. Comprehensive annual reports, celebration afternoons and regular consultation evenings provide parents with valuable information about their children's progress and achievements.

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

There are appropriate arrangements for promoting healthy eating and drinking. The school has a 'healthy school' week and an active 'team health' group of pupils, who work well with staff, for example in designing a leaflet about what makes a healthy lunchbox.

The school provides a safe and secure environment for pupils. The emphasis on good behaviour, positive values and respect for others is a prominent and successful feature. The school promotes regular attendance rigorously. It ensures that parents and pupils are very aware of the educational and social implications of absence, for example through individual attendance profiles, regular newsletters and incentives.

The school supports pupils' spiritual, moral, social and cultural development successfully, particularly through effective collective worship, circle time and personal and social education. It fosters pupils' confidence and self-esteem very well. The school's arrangements for safeguarding meet requirements and give no cause for concern.

Provision for pupils with additional needs is a strong feature of the school. Effective systems are in place to identify and support pupils with additional learning needs from an early age. The school makes good use of specialist services, such as the speech and language therapist and educational psychologist, to improve the provision for identified pupils. Individual educational plans are thorough and child-friendly and they set out robust individual targets for improvement. Comprehensive systems are in place to review these plans in consultation with pupils and parents. As a result, most pupils with additional needs make very good progress.

## **Learning environment: Good**

There is a strong supportive ethos where everyone is valued, regardless of their gender, race, faith or social background. This is a strength of the school. Nearly all pupils show an impressive awareness of equal opportunities issues. They respect the diversity of beliefs and different social and cultural traditions in their school and community. Allegations of discrimination, oppressive behaviour and harassment are extremely rare. The 'Values for Life' programme supports the school's efforts to eliminate any intolerance or stereotyping very successfully.

The school and its grounds are well maintained, attractive and secure. Displays enhance the learning environment and celebrate pupils' work very effectively. The school has made considerable progress in addressing the lack of space inside the building, noted in the previous inspection. It makes good use of all the different areas available. The outdoor space for the Foundation Phase and for sports and recreational activities are well planned and staff use them successfully to support and enhance pupils' learning and play.

The school provides a good variety of learning resources. There is a well-stocked library with up-to-date texts for pupils and there is sufficient ICT equipment to support the development of their skills effectively.

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

The recently appointed headteacher provides very effective strategic leadership. She has high expectations and a clear vision for the school. She has introduced many successful improvements, particularly in relation to the curriculum and assessment, during the relatively short time she has been in post. Two well-established members of staff, one of whom is part-time, form the senior leadership team with the headteacher. They are supportive of new initiatives, for example in handwriting and marking. The headteacher has a heavy workload and a wide range of responsibilities. There is currently no deputy nor assistant headteacher to support the leadership functions in the school. A recent leadership review has not resolved this issue.

All teachers have relevant responsibilities, linked to aspects of the curriculum and the school improvement plan. They work together well and discharge their roles effectively. The headteacher, supported by senior staff, leads performance management. All teachers and support staff take part and have appropriate appraisal targets linked to pupils' performance and the school improvement plan. All staff welcome advice from fellow professionals, attend relevant courses and share successful practice regularly between themselves and with other schools. As a result, all pupils make at least the expected progress through each key stage and many improve exceptionally well.

The governing body is knowledgeable about the school's performance and helps to determine its strategic direction effectively. Governors take an active part in decision-making and the life of the school and they hold the headteacher and staff to

account very well. Most visit the school regularly. The chair takes a leading role. He participates in the formulation of the school improvement plan and self-evaluation report at an early stage. The school fulfils all statutory requirements and addresses local and national priorities well.

### **Improving quality: Good**

The school has established a very robust and systematic approach for gathering evidence, which provides leaders with a very clear picture of the school's strengths and areas for development. The self-evaluation process draws very effectively on an extensive range of first-hand evidence, including classroom observations, scrutiny of pupils' work and a comprehensive and rigorous analysis of performance information. The school also regularly seeks the views of parents and pupils and incorporates their observations into the school improvement plan. For example, following a parental survey, teachers have adopted a new approach to homework, which now supports the taught curriculum very successfully.

The school uses the outcomes from self-evaluation very effectively to set priorities that lead to specific improvements in standards and learning, for example in oracy and problem-solving. The current school improvement plan sets challenging targets and has clear timescales, resource allocations and lines of accountability for implementing and monitoring actions. Leaders monitor progress against the plan diligently and end of year evaluations provide a valuable platform to set challenging targets for the future.

The school has an impressive track record for acting on advice quickly and successfully. For example, nearly all of the recommendations from the local authority's supportive review were implemented successfully within two terms. In addition, identified priorities in last year's whole-school planning have led to notable improvements, for example in pupils' ICT skills. As a result, the school now provides training and support in ICT to other schools across the region.

### **Partnership working: Excellent**

The school has an extensive range of outstanding partnerships. These have a considerable impact on pupils' standards and wellbeing and enrich their learning opportunities substantially.

The partnership with parents is exceptionally good. The school regularly consults parents about their views and responds effectively. As a result, nearly all parents feel valued and consider they have a voice in the evolution of the school. For example, before pupils enter reception, teachers make home visits and invite parents and their children into the classroom for activities, such as the 'Teddy Bear's Picnic'. This ensures that nearly all pupils enter the school happily and confidently.

There are very strong links with other schools in the cluster and the school improvement group, which has a positive impact on teaching and learning, for example in developing the school's provision for literacy and ICT. In addition, the school has adopted common practices across the cluster, for example in the monitoring of attendance and the sharing of pupil information, which ensures pupils

have very positive experiences when transferring to secondary education. There is very effective moderation and standardisation of assessments at the end of each key stage within the school and with the local cluster.

The school has many strong partnerships within the local community. For example, the local rotary and gardening clubs work with the school to enhance the outdoor learning environment, resulting in improved pupils' learning and wellbeing. Links are particularly strong with the parish church, which pupils visit regularly to participate in workshops, and members of the congregation support Eucharist services celebrated at the school. Joint arts projects, for example with the Welsh National Opera, have resulted in the school taking a lead role in the development of creative arts with other schools. This has contributed to many pupils developing outstanding social and life skills.

### **Resource management: Good**

The school has an appropriate number of suitably qualified and experienced staff. Most have worked at the school for several years. All make a valuable contribution to pupils' learning and wellbeing. As a result, nearly all pupils enjoy school and learn effectively.

All staff participate in regular in-house and external training events, linked to their individual needs and school priorities. For example, teachers have recently undertaken staff development in assessment for learning strategies, spelling approaches, critical thinking and ICT. This training is having a positive impact on classroom practice. Day-to-day administrative routines operate efficiently and the arrangements for teachers' planning, preparation and assessment time are effective.

The school manages its accommodation and resources well. Financial management is secure and spending decisions reflect school priorities. The budget is balanced and the headteacher and governing body monitor it carefully. Current plans for spending the pupil deprivation grant focus appropriately on raising standards for vulnerable pupils through literacy, numeracy and emotional and behavioural support. As a result, disadvantaged pupils progress well.

Due to pupils' standards of achievement and wellbeing and the consistently high quality of provision, the school provides good value for money.

## Appendix 1: Commentary on performance data

### 6813000 - ST. MELLONS CHURCH IN WALES PRIMARY

Number of pupils on roll	110
Pupils eligible for free school meals (FSM) - 3 year average	14.2
FSM band	2 (8%<FSM<=16%)

#### Foundation Phase

	2013	2014	2015	2016
<b>Number of pupils in Year 2 cohort</b>	16	16	16	16
<b>Achieving the Foundation Phase indicator (FPI) (%)</b>	81.3	87.5	100.0	87.5
Benchmark quartile	3	2	1	3
<b>Language, literacy and communication skills - English (LCE)</b>				
Number of pupils in cohort	16	16	16	16
Achieving outcome 5+ (%)	87.5	100.0	100.0	87.5
Benchmark quartile	2	1	1	4
Achieving outcome 6+ (%)	25.0	31.3	37.5	37.5
Benchmark quartile	3	2	3	3
<b>Language, literacy and communication skills - Welsh (LCW)</b>				
Number of pupils in cohort	*	*	*	*
Achieving outcome 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving outcome 6+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
<b>Mathematical development (MDT)</b>				
Number of pupils in cohort	16	16	16	16
Achieving outcome 5+ (%)	81.3	87.5	100.0	87.5
Benchmark quartile	3	3	1	4
Achieving outcome 6+ (%)	37.5	43.8	50.0	43.8
Benchmark quartile	1	1	1	2
<b>Personal and social development, wellbeing and cultural diversity (PSD)</b>				
Number of pupils in cohort	16	16	16	16
Achieving outcome 5+ (%)	100.0	100.0	100.0	100.0
Benchmark quartile	1	1	1	1
Achieving outcome 6+ (%)	31.3	56.3	56.3	68.8
Benchmark quartile	3	2	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.

**6813000 - ST. MELLONS CHURCH IN WALES PRIMARY**

Number of pupils on roll	110
Pupils eligible for free school meals (FSM) - 3 year average	14.2
FSM band	2 (8%<FSM<=16%)

**Key stage 2**

	2013	2014	2015	2016
<b>Number of pupils in Year 6 cohort</b>	15	17	14	13
<b>Achieving the core subject indicator (CSI) (%)</b>	86.7	88.2	100.0	100.0
Benchmark quartile	2	3	1	1
<b>English</b>				
Number of pupils in cohort	15	17	14	13
Achieving level 4+ (%)	93.3	94.1	100.0	100.0
Benchmark quartile	2	2	1	1
Achieving level 5+ (%)	40.0	35.3	57.1	46.2
Benchmark quartile	1	3	1	2
<b>Welsh first language</b>				
Number of pupils in cohort	*	*	*	*
Achieving level 4+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
<b>Mathematics</b>				
Number of pupils in cohort	15	17	14	13
Achieving level 4+ (%)	86.7	88.2	100.0	100.0
Benchmark quartile	3	3	1	1
Achieving level 5+ (%)	53.3	35.3	57.1	53.8
Benchmark quartile	1	3	1	2
<b>Science</b>				
Number of pupils in cohort	15	17	14	13
Achieving level 4+ (%)	93.3	94.1	100.0	100.0
Benchmark quartile	2	2	1	1
Achieving level 5+ (%)	53.3	47.1	50.0	46.2
Benchmark quartile	1	1	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 a total of all responses since September 2010.

	Number of responses Nifer o ymatebion	Agree Cytuno	Disagree Anghytuno	
I feel safe in my school.	55	54 98%	1 2%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	52	42 81%	10 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.	55	53 96%	2 4%	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	55	52 95%	3 5%	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.	55	54 98%	1 2%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	51	49 96%	2 4%	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.	55	55 100%	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.	55	55 100%	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.	53	43 81%	10 19%	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.	55	52 95%	3 5%	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.	45	26 58%	19 42%	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	51	42 82%	9 18%	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.	27	18 67%	9 33%	0 0%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	27	25 93%	2 7%	0 0%	0 0%	0	Mae fy mhentyn yn hoffi'r ysgol hon.
		73%	26%	1%	0%		
My child was helped to settle in well when he or she started at the school.	27	23 85%	4 15%	0 0%	0 0%	0	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		72%	26%	1%	0%		
My child is making good progress at school.	27	21 78%	6 22%	0 0%	0 0%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		62%	34%	3%	1%		
Pupils behave well in school.	26	17 65%	9 35%	0 0%	0 0%	1	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		47%	48%	4%	1%		
Teaching is good.	27	22 81%	5 19%	0 0%	0 0%	0	Mae'r addysgu yn dda.
		61%	36%	2%	0%		
Staff expect my child to work hard and do his or her best.	27	22 81%	5 19%	0 0%	0 0%	0	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		65%	34%	1%	0%		
The homework that is given builds well on what my child learns in school.	26	13 50%	13 50%	0 0%	0 0%	1	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhentyn yn ei ddysgu yn yr ysgol.
		49%	43%	6%	2%		
Staff treat all children fairly and with respect.	26	23 88%	3 12%	0 0%	0 0%	1	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.	27	22 81%	5 19%	0 0%	0 0%	0	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		60%	37%	2%	0%		
My child is safe at school.	27	23 85%	4 15%	0 0%	0 0%	0	Mae fy mhentyn yn ddiogel yn yr ysgol.
		66%	32%	2%	1%		
My child receives appropriate additional support in relation to any particular individual needs'.	26	17 65%	8 31%	0 0%	1 4%	1	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		56%	39%	4%	1%		
I am kept well informed about my child's progress.	27	19 70%	8 30%	0 0%	0 0%	0	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	22 81%	5 19%	0 0%	0 0%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		62%	31%	5%	2%		
I understand the school's procedure for dealing with complaints.	25	16 64%	9 36%	0 0%	0 0%	2	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		48%	42%	8%	2%		
The school helps my child to become more mature and take on responsibility.	27	22 81%	5 19%	0 0%	0 0%	0	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		58%	40%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	20	13 65%	6 30%	1 5%	0 0%	7	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		52%	41%	5%	1%		
There is a good range of activities including trips or visits.	26	19 73%	6 23%	0 0%	1 4%	1	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		54%	39%	6%	1%		
The school is well run.	27	24 89%	3 11%	0 0%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		62%	33%	3%	2%		

## Appendix 3

### The inspection team

Peter David Ellis	Reporting Inspector
Helen Kay Lester	Team Inspector
Gwen Lloyd Aubrey	Lay Inspector
Jeffrey John Beecher	Peer Inspector
Jane Marchesi (Headteacher)	Nominee

## Copies of the report

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