



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

**A report on**

**St Paul's C.I.W. Primary School  
Oakley Place  
Grangetown  
Cardiff  
CF11 7EU**

**Date of inspection: September 2015**

**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: 01/12/2015**

## Context

St. Paul's Church in Wales Primary School is a voluntary-aided primary school, which serves the community of Grangetown. It was last inspected in 2012. The headteacher was appointed in September 2015.

There are currently 209 pupils, aged 4 to 11 years, on the school roll. Twenty-nine per cent of pupils are eligible for free school meals, which is above the national average (20%). The school has identified 11% of pupils as having additional learning needs, which is well below the national average (25%). Four pupils have a statement of special educational needs. There are a very few looked-after child in the school.

Pupils come from a range of ethnic backgrounds but the majority are white British. For 63% of pupils, English is the predominant language spoken at home. English is the main language of communication in the school and Welsh is taught as a second language.

The individual school budget per pupil for St Paul's Church in Wales Primary School in 2015-2016 means that the budget is £3,634 per pupil. The maximum per pupil in the primary schools in Cardiff is £6,099 and the minimum is £2,901. St Paul's Church in Wales Primary School is 47th 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 school's current performance is good because:

- Most pupils listen well and many speak using an increasingly wide range of vocabulary
- Most pupils write appropriately at length using accurate punctuation and effective use of paragraphs
- Most pupils use their numeracy skills well and apply their knowledge of numeracy appropriately when investigating and solving problems
- Nearly all pupils on intervention programmes make good progress in developing their literacy and numeracy skills
- The school focuses effectively on ensuring pupils receive good coverage of the Literacy and Numeracy Framework
- The good working relationship that exists between teachers and pupils creates a purposeful ethos of mutual respect
- The school provides an environment where pupils feel safe, secure and where they receive good care and support

### Prospects for improvement

The school's prospects for improvement are good because:

- The newly-appointed headteacher leads by example and has a very clear vision that she communicates well to all pupils, staff and governors
- All members of staff work very closely together to create a supportive whole-school ethos based on good teamwork
- Governors undertake their responsibilities conscientiously and have a strong interest in the day-to-day life of the school
- Thorough analysis of all aspects of the school's life and work allows staff to arrange provision in ways that provide the greatest benefit to pupils
- The school has an important and active role within the local community

## Recommendations

- R1 Ensure opportunities for pupils to apply their numeracy skills across the curriculum
- R2 Improve the level of challenge for more able pupils
- R3 Provide opportunities for pupils to respond appropriately to teachers' focused marking to enable them to improve

### **What happens next?**

The school will draw up an action plan that shows how it is going to address the recommendations.

## Main findings

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

Good

#### Standards: Good

Many pupils enter the school with the skills, knowledge and understanding at a level below that expected for their age.

In the Foundation Phase, most pupils listen well and many speak using an increasingly wide range of vocabulary. In key stage 2, nearly all pupils talk and listen with increasing confidence. Many are able to make appropriate contributions during group discussions using a good range of subject appropriate vocabulary.

Most pupils in the Foundation Phase read well with good expression. They talk about stories with interest and can say what they think will happen next. They use a good range of strategies to help them read unfamiliar words. These include using the sounds letters make, the pictures in the book and what pupils already know about the text. Many pupils in key stage 2 read fluently and with obvious enjoyment. They can explain the types of books they like reading, giving reasons for their preferences. They vary their voices appropriately when reading aloud, for example when taking the parts of different characters in a play script. Readers that are more able can explain the author's intention when choosing words and phrases and they can scan the text for specific information.

By the end of the Foundation Phase, nearly all pupils have good letter formation and use capital letters and full stops appropriately in their writing. They spell familiar words well and use their phonic knowledge to help them spell new or more difficult vocabulary. They write for a good range of purposes, for example re-telling stories and interesting diary entries. In key stage 2, most pupils write appropriately at length using accurate punctuation and good use of paragraphs. Pupils who are more able have a mature writing style and choose imaginative words and phrases for effect. Many pupils use a good range of punctuation in their writing and interesting adjectives add colour when writing descriptive accounts. For example, 'oily soldiers and khaki military vans' in a young soldier's letter home to his family from a place 'where queues are growing and life is shortening'. Pupils apply these literacy skills well across the curriculum.

Most pupils develop their numeracy skills well as they move through the Foundation Phase. Many are able to count sets of objects reliably and identify halves and quarters in practical situations, for example when cutting a slice of bread into quarters. By the end of key stage 2, most pupils use their numeracy skills well and apply their knowledge of numeracy appropriately when investigating and solving problems, for example when completing car surveys and using Smarties to investigate ratios. However, pupils do not use and apply their understanding of numeracy skills in all areas of learning in the Foundation Phase and across the curriculum in key stage 2.

Nearly all pupils on intervention programmes make good progress in developing their literacy and numeracy skills.

Most pupils' Welsh language skills develop appropriately. Nearly all pupils in the Foundation Phase respond with understanding to instructions in Welsh and many can write simple words and phrases. By the end of key stage 2, many older pupils read simple texts with good expression. The majority of pupils have a good basic vocabulary and knowledge of simple sentence patterns, which they use appropriately in their speaking and writing. Many pupils use incidental Welsh throughout the school day.

In the Foundation Phase, over a period of four years, pupils' performance at the expected outcome 5 in both literacy and mathematical development varies between the top 25% and lower 50% when compared with similar schools. Performance at the higher than expected outcome 6 has seen a downward trend in literacy from the top 25% to the lower 50%, while performance in mathematical development is more varied.

By the end of key stage 2, the pupils' performance in English and mathematics at the expected level 4 has improved from the higher 50% to the top 25% when compared with similar schools. At the higher than expected level 5, performance has moved from the top 25% to the lower 50% when compared with similar schools.

### **Wellbeing: Good**

There is a strong family ethos within the school and pupils feel safe and secure. They know how to keep themselves safe online. Pupils are clear about how they can keep themselves healthy by eating appropriate food and drink and by exercising regularly.

All pupils are well mannered and polite. The behaviour of most pupils in class and around the school is good. Most pupils are very friendly and speak confidently and respectfully to adults and to each other. They are polite towards visitors and keen to share their knowledge of Welsh. Most pupils have positive attitudes to school and respond with enthusiasm to their learning. Most have a clear understanding of their personal targets for improvement.

A few pupils are active members of a range of committees, including the School Council. They work enthusiastically and diligently to contribute to the life of the school. However, pupils do not have a strong role in influencing their learning or a more strategic role in decision-making.

Most pupils attend school regularly. School attendance rates place the school in the top 25% for the last three years when compared with similar schools. Nearly all pupils arrive at school punctually.

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

Planning across the school is consistent and covers the requirements for the Foundation Phase and key stage 2 effectively. Pupils' learning benefits from effective use of the outdoor environment, especially the Forest School, and the newly refurbished outdoor continuous provision area in the Foundation Phase.

Teachers regularly plan to ensure many pupils receive provision at a level that is appropriate to their ability.

The school focuses effectively on ensuring pupils receive good coverage of the Literacy and Numeracy Framework. Planning for the development of pupils' speaking and listening skills is thorough and results in many pupils developing to become confident speakers. Teachers develop pupils' reading skills effectively through regular focused activities. Throughout the school, planning for mathematics is good. However, planning opportunities for pupils to use and apply their numeracy skills across the curriculum is limited.

Teachers plan regular activities for pupils to develop their ability to speak and write in Welsh. Most staff use Welsh in areas across the curriculum to consolidate pupils' basic language patterns and, as a result, pupils develop a good understanding of everyday sentences. Pupils receive many worthwhile opportunities to learn about their Welsh heritage and culture through visits to St Fagan's, Big Pit, Llangrannog and Llancaiach Fawr.

Members of the eco committee are enthusiastic and work diligently to raise pupils' awareness of waste. They collect clothes for recycling and organise planting to attract bees. Teachers develop pupils' understanding of multicultural education through careful planning in a range of subjects, focused weeks, and in curriculum areas, such as Religious Education. Pupils' understanding of global citizenship is developing through a suitable range of activities, such as designing posters to save the rainforest and using ICT skills to search for information about Brazil.

**Teaching: Good**

In most classes, teachers engage and motivate pupils successfully. The good working relationships that exist between teachers and pupils creates an ethos of mutual respect and, as a result, many pupils are able to undertake new experiences with confidence. Teachers use a variety of appropriate resources, including the outdoor environment, to promote pupils' learning experiences and to build on their prior learning effectively. However, there is not always sufficient challenge for pupils who are more able. In most classes, classroom management is effective and the use of the school's 'Good to be green' strategy promotes good behaviour by many pupils.

Most teachers use questioning strategies successfully to promote pupils' problem-solving skills and to challenge them to think independently. As a result, pupils are able to use and apply their numeracy skills confidently, for example to estimate sensibly and to count accurately.



All teachers mark pupils' work regularly. Many provide appropriate comments to reinforce what pupils have done well, and what they need to do to improve their learning. However, these strategies are not used consistently across the school and pupils do not have enough opportunity to respond to teachers' comments in order to improve their future learning.

The school has a comprehensive tracking system, which teachers use to assess standards and to monitor pupils' progress and wellbeing effectively. They use this system well to target groups of pupils who would benefit from extra support. They also use this system effectively to inform future planning and to ensure appropriate coverage of skills.

Reports to parents are informative and meet statutory requirements.

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

The school provides a supportive environment where pupils feel safe and secure. There are effective arrangements to support pupils' health and wellbeing as well as to encourage their involvement in the school and the wider community. The school makes appropriate arrangements for promoting healthy eating and drinking, for example through regular cookery classes with pupils and parents.

There are a good range of opportunities for pupils to participate in physical activities through physical education lessons and regular extra-curricular activities, such as football, netball, gardening, forest school and rugby.

The school successfully encourages pupils to develop a shared sense of values that includes respect for others, friendship and honesty. Members of staff introduce these sensitively in assemblies, and reinforce them regularly in class and in displays around the school. The school has strong links with the local church, which helps foster these values. Teachers plan opportunities of high quality to develop pupils' spiritual, social, moral and cultural development. Pupils have opportunities to become leaders of their faith and share their knowledge and experience of their culture with others. This is a strength throughout the school.

Provision for pupils with additional learning needs is good. The school has effective procedures and systems to identify pupils with additional learning needs at an early stage. As a result, identified pupils make good progress from low starting points. Staff make appropriate use of specialist support services, such as those for educational psychology, occupational therapy and speech and language, to support pupils' specific needs.

Teaching assistants provide very good levels of targeted support for pupils in withdrawal groups and within the classroom. Individual education plans are of good quality and parents and pupils take part regularly in their review.

The school's arrangements for safeguarding pupils meet the requirements and give no cause for concern. The school's digital learners ensure that pupils and staff have a good understanding of how to keep themselves safe when using the internet.

## **Learning environment: Good**

The school provides a very caring and welcoming environment for all pupils and parents. Staff celebrate pupils' talents successfully and appreciate the diversity of pupils' backgrounds within a nurturing ethos. The school's curriculum is fully inclusive, engages most pupils and celebrates diversity and different cultures well. Nearly all pupils show tolerance, fairness and respect for others during lessons and around the school.

The school uses its accommodation effectively. Classrooms are of a good size and accommodated the number of pupils well. There are colourful displays of pupil learning throughout the school creating a cheerful and warm environment. The building has been refurbished and decorated over time and has been adapted to create space for small intervention groups. There are interesting outdoor learning areas, which provide effective support for teaching and learning and promote healthy lifestyles. The good range of resources ensures pupils are able to access all aspects of the curriculum.

The school offers further learning experiences through external visits and visitors to the school to enhance pupil's learning. For example, regular worship with the local vicar enriches pupils' spiritual development. A local composer has helped the pupils compose a new school song to celebrate the school's values.

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

The newly-appointed headteacher leads by example and has a very clear vision that she communicates well to all pupils, staff and governors. The senior management team support her well. They share high expectations in terms of what pupils can achieve and work well collectively to drive forward improvement. All members of staff work very closely together to create a supportive whole-school ethos.

The senior leadership team and governors use relevant information about pupil performance appropriately to identify the school's strengths and areas for improvement. Regular staff meetings, which focus clearly on improvement targets, ensure that all staff are aware of their responsibilities and their roles in achieving the school's priorities. All members of staff have clear responsibilities and job descriptions and they undertake their duties well.

The support from the members of the governing body is a particular strength of the school. They undertake their responsibilities conscientiously and have a strong interest in the day-to-day life of the school, for example by volunteering support in lessons and undertaking learning walks. Governors challenge the school effectively regarding the standards and the quality of provision. They have a sound knowledge of the school's priorities for development and its finances.

The school pays appropriate attention to addressing local and national priorities. For example, the development of guided reading and a strong focus on developing pupils' wellbeing have contributed to raising standards in literacy and increased attendance rates.

### **Improving quality: Good**

The headteacher and senior leadership team have a good understanding of the school's strengths and areas for development. This evidence includes an accurate analysis of pupil outcomes, regular observations of teaching staff, scrutiny of pupils' work and gathering the views of governors, parents and pupils. Staff use performance information very effectively to identify groups of pupils who are underachieving. They put in place a series of suitable strategies that are effective in raising pupils' standards and wellbeing. Thorough analysis of many aspects of the school's life and work, including pupils' wellbeing, allows staff to arrange provision in ways that provide the greatest benefit to most pupils.

The outcomes of the comprehensive self-evaluation process provide the school with an appropriate assessment of its strengths and areas for development. The school uses the outcomes of self-evaluation to determine appropriate priorities for school improvement. The school improvement plan includes a broad range of suitable actions, identifies staff responsible for their delivery and has realistic timescales and clear success criteria. Implementation of the plan is having a positive impact on many aspects of provision and standards in the school. For example, pupils' oracy skills have improved as a result of early intervention.

The school has a strong learning culture among its staff and the close team working provides a strong basis for teachers to benefit from each other's ideas, to support the further development of the curriculum and to secure lasting improvements.

### **Partnership working: Good**

The school has strong links with a wide range of partners and this has a positive effect on pupils' achievement and wellbeing. The school has highly effective partnerships with parents and carers, for example through a 'Families working together' workshop, and 'Language and Play'. The school has an important and active role within the local community. A parent, friends and toddler group, 'ChatTea', helps members of the community access learning activities. The school has established a range of successful and well-attended afterschool clubs and activities, which are led by all staff and members of the community, such as forest school and chess.

There are very effective partnerships between the school and other agencies in the community, including health, social services and welfare groups. These have a positive impact on school provision as well as ensuring the safety and security of pupils.. Partnership working with the local cluster of schools is effective in promoting pupils' learning through the sharing of good practice. The school also works well with other primary schools in the area on a range of activities, including the moderation and standardisation of pupils' work.

There are sound arrangements with the local secondary school to prepare pupils appropriately for the next stage of their education. Staff from the feeder comprehensive school visit the school every fortnight to provide Welsh and French lessons. There is also a constructive partnership with the nearby nursery school, which helps the youngest pupils to settle happily.

## **Resource management: Good**

Leaders manage the deployment of staff and resources very well. Teachers and support staff have roles that make the best use of their expertise to meet the needs of most pupils. All staff work very well together as a team to provide a caring and stimulating learning environment for all pupils.

The arrangements for teachers' planning, preparation and assessment time are appropriate. Performance management arrangements identify valuable opportunities for the development and training of all staff. These link well to school priorities. The teachers' involvement in networks of professional practice contributes effectively to improving aspects of provision, for example, developing pupils' numerical reasoning skills.

There is a good range of learning resources and staff use the accommodation, including the outdoor areas, very effectively to enhance pupils' learning. Governors monitor the school's budget effectively and challenge the school well on its use of resources. The school uses its pupil deprivation grant carefully to support the diverse needs of pupils and to enable them to make good progress. For example, the grant was used to fund a wellbeing intervention programme and this had a direct effect on improving the attendance of pupils who are eligible for free school meals.

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

## Appendix 1: Commentary on performance data

### 6813343 - ST.PAUL'S C/W PRIMARY SCHOOL

Number of pupils on roll	208
Pupils eligible for free school meals (FSM) - 3 year average	29.0
FSM band	4 (24%<FSM<=32%)

#### Foundation Phase

	2012	2013	2014	2015
<b>Number of pupils in Year 2 cohort</b>	29	27	30	30
<b>Achieving the Foundation Phase indicator (FPI) (%)</b>	82.8	96.3	80.0	90.0
Benchmark quartile	2	1	3	1
<b>Language, literacy and communication skills - English (LCE)</b>				
Number of pupils in cohort	29	27	30	30
Achieving outcome 5+ (%)	82.8	96.3	83.3	93.3
Benchmark quartile	3	1	3	1
Achieving outcome 6+ (%)	41.4	59.3	33.3	26.7
Benchmark quartile	1	1	2	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	29	27	30	30
Achieving outcome 5+ (%)	82.8	96.3	86.7	93.3
Benchmark quartile	3	1	3	1
Achieving outcome 6+ (%)	27.6	63.0	20.0	30.0
Benchmark quartile	2	1	3	2
<b>Personal and social development, wellbeing and cultural diversity (PSD)</b>				
Number of pupils in cohort	29	27	30	30
Achieving outcome 5+ (%)	89.7	100.0	100.0	100.0
Benchmark quartile	3	1	1	1
Achieving outcome 6+ (%)	34.5	74.1	80.0	30.0
Benchmark quartile	2	1	1	4

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.

**6813343 - ST.PAUL'S C/W PRIMARY SCHOOL**

Number of pupils on roll 208  
 Pupils eligible for free school meals (FSM) - 3 year average 29.0  
 FSM band 4 (24%<FSM<=32%)

**Key stage 2**

	2012	2013	2014	2015
<b>Number of pupils in Year 6 cohort</b>	24	29	29	30
<b>Achieving the core subject indicator (CSI) (%)</b>	83.3	82.8	93.1	86.7
Benchmark quartile	2	3	1	2
<b>English</b>				
Number of pupils in cohort	24	29	29	30
Achieving level 4+ (%)	87.5	82.8	93.1	93.3
Benchmark quartile	2	3	1	1
Achieving level 5+ (%)	45.8	41.4	20.7	30.0
Benchmark quartile	1	1	4	3
<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	24	29	29	30
Achieving level 4+ (%)	87.5	89.7	96.6	93.3
Benchmark quartile	2	2	1	2
Achieving level 5+ (%)	37.5	48.3	37.9	30.0
Benchmark quartile	1	1	2	3
<b>Science</b>				
Number of pupils in cohort	24	29	29	30
Achieving level 4+ (%)	83.3	86.2	93.1	90.0
Benchmark quartile	3	3	2	3
Achieving level 5+ (%)	37.5	31.0	34.5	30.0
Benchmark quartile	2	2	2	3

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.	109		108 99%	1 1%	Rwy'n teimlo'n ddiogel yn fy ysgol.
			98%	2%	
The school deals well with any bullying.	109		102 94%	7 6%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			92%	8%	
I know who to talk to if I am worried or upset.	109		107 98%	2 2%	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	109		108 99%	1 1%	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.	109		107 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	109		107 98%	2 2%	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.	109		107 98%	2 2%	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.	109		101 93%	8 7%	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.	109		106 97%	3 3%	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.	109		91 83%	18 17%	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	108		99 92%	9 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 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.	61	46 75%	14 23%	0 0%	1 2%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		64%	33%	3%	1%		
My child likes this school.	61	47 77%	14 23%	0 0%	0 0%	0	Mae fy mhentyn yn hoffi'r ysgol hon.
		73%	25%	1%	0%		
My child was helped to settle in well when he or she started at the school.	61	46 75%	15 25%	0 0%	0 0%	0	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		73%	26%	1%	0%		
My child is making good progress at school.	59	38 64%	19 32%	1 2%	1 2%	1	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		63%	34%	3%	1%		
Pupils behave well in school.	59	36 61%	22 37%	1 2%	0 0%	1	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		48%	47%	4%	1%		
Teaching is good.	58	40 69%	17 29%	0 0%	1 2%	2	Mae'r addysgu yn dda.
		62%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	59	40 68%	19 32%	0 0%	0 0%	1	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		65%	33%	1%	0%		
The homework that is given builds well on what my child learns in school.	57	26 46%	28 49%	2 4%	1 2%	3	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.
		50%	42%	6%	2%		
Staff treat all children fairly and with respect.	58	42 72%	14 24%	1 2%	1 2%	3	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		61%	34%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	60	42 70%	17 28%	1 2%	0 0%	1	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		61%	37%	2%	0%		
My child is safe at school.	60	45 75%	15 25%	0 0%	0 0%	1	Mae fy mhentyn yn ddiogel yn yr ysgol.
		67%	31%	1%	0%		
My child receives appropriate additional support in relation to any particular individual needs'.	55	38 69%	14 25%	2 4%	1 2%	5	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		56%	38%	4%	1%		
I am kept well informed about my child's progress.	60	40 67%	18 30%	2 3%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		50%	40%	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.	61	47 77%	13 21%	0 0%	1 2%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		63%	31%	4%	2%		
I understand the school's procedure for dealing with complaints.	59	33 56%	24 41%	1 2%	1 2%	2	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		49%	42%	8%	2%		
The school helps my child to become more mature and take on responsibility.	58	40 69%	18 31%	0 0%	0 0%	1	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		58%	39%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	46	27 59%	17 37%	2 4%	0 0%	13	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		53%	41%	5%	1%		
There is a good range of activities including trips or visits.	60	41 68%	16 27%	3 5%	0 0%	1	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		55%	38%	5%	1%		
The school is well run.	61	48 79%	12 20%	0 0%	1 2%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		62%	33%	3%	2%		

## Appendix 3

### The inspection team

Gwenda Easton	Reporting Inspector
Aileen Brindley	Team Inspector
Alwena Morgan	Lay Inspector
Robert Devereux	Peer Inspector
Rebecca Morteo	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.