



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

A report on

**Tredegarville C.I.W. Primary School
Glossop Road
Roath
Cardiff
CF24 0JT**

Date of inspection: November 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:

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

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

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Context

Tredegarville Church in Wales Primary School is in Cardiff city centre. There are currently 206 pupils on roll aged 4 to 11, plus 39 children who attend part-time in the nursery class. There are seven single-year classes in addition to the nursery. Around 37% of pupils are eligible for free school meals, which is well above the national average. The school has identified 44% of pupils as having additional learning needs, which is well above average. Across the school, around a quarter of pupils come from a white ethnic background and three-quarters come from a range of other backgrounds. Most of these pupils speak English as an additional language. No pupils speak Welsh as a first language. A high number of pupils join and leave the school during the year.

The headteacher took up her post in January 2014. The last inspection was in March 2010.

The individual school budget per pupil for Tredegarville Church in Wales Primary School in 2016-2017 means that the budget is £3,765 per pupil. The maximum per pupil in the primary schools in Cardiff is £7,995 and the minimum is £3,046. Tredegarville Church in Wales Primary School is 49th out of the 97 primary schools in Cardiff in terms of its school budget per pupil.

Summary

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

Current performance

The school's current performance is good because:

- Most pupils make good progress from their starting points as they move through the school
- Pupils who are learning English as an additional language develop their language skills very well
- Most pupils develop good speaking and reading skills
- Rates of attendance are very good
- Most pupils behave well and enjoy learning
- An excellent range of extra-curricular activities for pupils and parents enhances the interesting range of learning experiences the school provides
- The quality of teaching is consistently good
- A well designed intervention programme provides very strong support for pupils with additional learning needs
- The school respects and celebrates well the rich diversity of pupils' backgrounds within a welcoming, inclusive community

Prospects for improvement

The school's prospects for improvement are good because:

- The headteacher demonstrates strong leadership skills, high expectations and has a clear vision for the school which all members of staff share
- The senior leadership team shares responsibility for monitoring, evaluating and identifying areas for improvement effectively
- Governors participate well in the school's self-evaluation processes and contribute positively to its strategic direction
- Thorough systems for self-evaluation take very good account of stakeholders' views
- The outcomes of the self-evaluation process determine relevant priorities for school improvement
- The school's partnership with parents is excellent and has a positive impact on pupils' progress and wellbeing
- The headteacher and governors monitor the school's budget regularly and ensure that it uses available resources to support planned improvements effectively
- The school has a good track record in implementing effective strategies for improvement

Recommendations

- R1 Improve pupils' capacity to write independently and at length
- R2 Increase opportunities for pupils to apply their numeracy skills at an appropriate level across the curriculum
- R3 Raise the level of challenge offered to all pupils, but particularly the more able

What happens next?

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

Many pupils enter the school with skills that are well below expectations for their age. Most are at an early stage in learning to speak English. Those who remain in the school throughout their primary education make good progress so that most achieve at the expected level by the end of key stage 2.

Most pupils with additional learning needs make good progress from their starting points, particularly in their literacy skills. However, pupils of higher ability do not always achieve as well as they could. Pupils who are learning English as an additional language make very good progress in developing their language skills.

Most pupils make very good progress in their speaking and listening skills as they move through the Foundation Phase. Many of the youngest pupils have a limited understanding of English when they start school. As a result, they find it difficult to listen to English for long periods. However, most are beginning to understand the rules for listening in class and the majority are happy to offer one-word answers in English to simple questions. By Year 2, most pupils talk confidently about their activities using a wider vocabulary. In the forest school, for example, they describe enthusiastically and at some length, a robin or how to build a bug hotel.

Pupils' speaking and listening skills continue to improve during key stage 2. Most pupils discuss their experiences with adults and other children confidently and are keen to learn new words. By Year 6, many pupils share their opinions thoughtfully when discussing characters in the novel they are reading in class. Throughout the key stage, pupils' discussions in small groups aid their learning and understanding well.

Throughout the school, pupils make very good progress in their reading skills. Most pupils in the Foundation Phase use a variety of strategies, including knowledge of letters and sounds, pictures and guessing meaning from the surrounding context, to help them to read unfamiliar words. More able readers use punctuation effectively to help them to read aloud expressively. They read for a suitably wide range of purposes in their work in all areas of learning.

During key stage 2, most pupils have positive attitudes to reading and continue to develop their skills well. They become familiar with a wide range of authors. By Year 6, many talk with insight about characters' feelings and motivation. They use their reading skills purposefully to consult a thesaurus to expand their vocabulary and to research information on the internet about topics such as the gunpowder plot.

Throughout the Foundation Phase, pupils write for an interesting variety of purposes. The youngest pupils are beginning to understand the purpose of writing through role play activities, such as making marks on 'shopping lists' in the 'garden centre'. By Year 2, many use simple planning sheets effectively to help them to compose a story

about a superhero. Most pupils apply their knowledge of letters and sounds well to spell words they want to write. The handwriting of the majority of pupils is well formed and legible.

During key stage 2, pupils write for an increasingly wide range of purposes including biographies, letters and newspaper reports. In Year 4, for example, most pupils write clear instructions on how to make a pom-pom pet. By Year 6, the majority of pupils have developed their skills in planning, drafting and improving their writing reasonably well. Their spelling is developing well, but the standard of handwriting and presentation varies too much. In both key stages, pupils often write on worksheets. As a result, they do not always write as much, or as independently, as they could.

Across the school, pupils' overall progress in mathematics is good. In the Foundation Phase, nearly all pupils use a variety of strategies to answer simple number questions competently. By Year 1, nearly all pupils use blocks to measure the length of different objects accurately. Many pupils are beginning to use their numeracy skills well to solve simple word problems.

Most pupils in key stage 2 estimate and measure using a variety of apparatus. Many use accurate mathematical language during their activities. By Year 6, most pupils multiply and divide whole numbers, fractions and decimals well and they can explain their thinking when solving number facts. In both key stages, however, pupils do not apply their numeracy skills regularly enough, at an appropriate level, in their work across the curriculum.

Standards in Information and Communication Technology (ICT) are good across the school. Most pupils in the Foundation Phase are developing their skills well. They draw pictures confidently and use a variety of applications on a tablet computer to support their learning. The more able pupils are beginning to make simple storybooks on the computer and animated stories on tablets. Most pupils can create simple bar charts representing favourite superheroes.

In key stage 2, most pupils develop a wide range of ICT skills. They use the internet to research information as part of their topic effectively and use ICT to present their findings in a variety of ways. For example, they make electronic presentations on topics, such as the Tudors and climate change. Most pupils create graphs and interpret databases competently. They also use coding skills with growing confidence to make simple games.

Many pupils are learning Welsh as a third language. In the Foundation Phase, they make good progress so that many pupils can ask and answer simple questions. Most pupils in key stage 2 are beginning to extend their sentences. Nearly all pupils read Welsh books and develop a good understanding of their meaning. More able pupils can use key features of a Welsh book, including a glossary and index. Most pupils in both key stages write for a variety of purposes using familiar language patterns and they spell Welsh words correctly.

A high proportion of pupils enter the school with English as an additional language. Data on the school's performance compared with schools with a similar percentage of pupils who are eligible for free school meals therefore needs to be treated with caution.

At the end of the Foundation Phase, pupils' performance at the expected outcome in literacy and mathematical development has generally placed the school in the lower 50% compared with similar schools over the last four years. At the higher outcome, pupils' performance has fluctuated between the lower and higher 50% in literacy but has been consistently in the lower 50% in mathematical development.

At the end of key stage 2, pupils' performance at the expected level in English and mathematics has generally placed the school in the lower 50% compared with similar schools over the last four years. Pupils' performance at the higher level has fluctuated between the lower and higher 50% in English, but has placed the school consistently in the lower 50% in mathematics for the last three years.

Pupils who are eligible for free school meals have generally performed less well than other pupils over the last four years. However, the gap in their performance compared with other pupils is closing.

Wellbeing: Good

Most pupils feel safe in school and understand how to use the internet safely. They recognise the importance of healthy eating and know how to stay fit and healthy. Their physical fitness benefits from participation in a wide range of sporting and health-related activities, such as football, dance and cookery clubs.

Most pupils have positive attitudes to learning and behave well in class and around the school. They are courteous, polite and show care and concern for other pupils and adults. For example, older pupils work well with younger children to support their learning in Welsh and ICT.

The school council participates fully in making decisions about life in school and represents other pupils well. In response to pupils' requests, for example, it introduced indoor board games to supplement outside play activities. They also liaised with the eco council to provide planting areas which have enhanced the school's outdoor environment. Pupils make a positive contribution to the community through raising funds for charities and the local food bank.

Many pupils start school with immature personal and social skills, but they make good progress and collaborate increasingly well in lessons and in their play. Most are developing a good understanding of how to improve their work. Many pupils carry out additional responsibilities effectively, such as those relating to worship and digital leadership.

Overall attendance rates have placed the school in the top 25% compared with similar schools for the last three years. Nearly all pupils arrive at school punctually.

Key Question 2: How good is provision?

Good

Learning experiences: Good

The curriculum is broad and balanced and meets the requirements of the National Curriculum. In the Foundation Phase, staff provide many exciting and relevant opportunities for pupils to learn through play indoors and outside. In key stage 2, planned experiences continue to offer worthwhile opportunities for pupils to learn effectively.

Teachers incorporate the national literacy and numeracy frameworks effectively into their planning for the development of pupils' literacy and numeracy skills. However, pupils do not have enough opportunities to apply their numeracy skills independently across the curriculum at an appropriate level. Planning and provision for pupils' ICT skills is developing well.

There is an excellent range of extra-curricular activities for pupils and parents and there are high levels of attendance at these events. The 'Do Something New' programme is particularly popular and enriches the curriculum considerably. Educational trips to places such as Llancaiach Fawr and Cardiff Bay provide a powerful stimulus to pupils' learning at the start of topics they are studying and deepen their understanding well.

Teachers plan effectively to develop pupils' Welsh language skills in class. The promotion of structured language patterns helps pupils to build on their prior knowledge successfully. There are fewer opportunities for pupils to use Welsh outside lessons. The school provides a purposeful range of opportunities for pupils to learn about the culture and history of Wales. For example, Year 6 pupils have had the opportunity to ask a member of the Welsh Assembly important questions about the future of Wales.

The school promotes education for sustainable development and global citizenship successfully through the curriculum and during extra-curricular activities. The eco council plays an active role through regular monitoring of energy use and litter. The school draws well on the diversity of pupils' backgrounds to increase their awareness of the wider world. International students who come to work in the school make a valuable contribution to pupils' wider learning experiences.

Teaching: Good

Teachers and support staff communicate their expectations of good behaviour successfully to pupils. They plan interesting lessons, use a wide range of stimulating resources and provide practical activities that motivate pupils successfully and help them to learn. As a result, there is a calm, positive and purposeful atmosphere in classes. In nearly all lessons, there is a good balance between the teacher's input and opportunities for pupils to discuss ideas and to collaborate in their activities. Members of the support staff make a valuable contribution to pupils' learning.

Throughout the school, teachers and support staff promote pupils' speaking skills very well. They encourage pupils to expand on their initial response to a question in order to develop their use of language and vocabulary. Teachers show a high level of expertise in meeting pupils' English acquisition needs and they collaborate well with specialist support staff to ensure that the work they set is appropriate to the needs of pupils at different stages in their acquisition of English as an additional language.

There are many good examples of teachers adapting tasks effectively to take into account the differing needs of pupils. However, tasks do not always challenge more able learners enough, for example, where worksheets constrain pupils' efforts and where the level of expectation is not high enough.

The school has effective procedures for assessing pupils' achievements. Its system for assessing and tracking pupils' progress identifies any who are at risk of falling behind in their learning so that teachers can arrange extra support for them.

In the Foundation Phase, staff make informative 'field notes' of their observations of pupils' achievements which they are beginning to use well to plan the next steps in their learning. In key stage 2, teachers encourage pupils successfully to evaluate the strengths and points for improvement in their own work and that of other pupils.

Staff give purposeful oral feedback to pupils in class and mark pupils' work helpfully. The school's marking policy is clear and concise, but teachers do not always apply it well enough to help pupils understand how to improve. Reports to parents are informative and provide useful guidance on how they can support their child's learning.

Care, support and guidance: Good

All pupils benefit from provision that supports their health and wellbeing effectively. There are appropriate arrangements for promoting healthy eating and drinking. The school develops pupils' spiritual, moral, social and cultural awareness very well. Acts of collective worship provide valuable opportunities for pupils to reflect on their experiences and values.

The school promotes and monitors pupils' attendance very well. There are effective arrangements for managing pupils' behaviour and the school deals swiftly with the very few incidents of bullying that occur. The school's arrangements for safeguarding pupils meet requirements and give no cause for concern.

The school identifies pupils who need extra support soon after their entry to school. Staff support pupils with additional learning, emotional, social or behavioural needs very well. There is a wide range of intervention programmes that support pupils with additional learning needs very effectively in small group activities. Individual education plans contain appropriate targets for pupils with specific needs. The school tracks pupils' progress towards their individual targets carefully and reviews their progress with parents regularly.

There are strong links with a range of health, educational and other professionals to support the inclusion of all pupils. Staff seek additional expert advice when they have concerns about any pupil and use advice well to strengthen the provision for them. The school draws particularly well on the expertise offered by the English as an Additional Language service to support pupils' learning. Other agencies, such as the community police officer and school nurse, help raise pupils' awareness of issues such as smoking and road safety effectively.

Learning environment: Good

The school is a welcoming, inclusive community with an exceptionally positive and caring ethos. This makes a strong contribution to pupils' wellbeing. There is a clear emphasis on recognising, respecting and celebrating diversity and the school successfully promotes tolerant attitudes. Acts of collective worship promote shared values well, such as the importance of compassion in pupils' relationships with other people. The school treats pupils with respect and ensures they have equal access to all the opportunities provided.

The school uses its limited indoor and outdoor space effectively. Classrooms are of a good size and there are specialist areas for ICT and the library. Staff use available space to provide pleasant areas for pupils to work in small groups. There is also a quiet room which offers a valuable space for any pupil who needs emotional support to receive counselling. The physical environment is well organised and achieves the school's aim of creating a calm place for pupils.

The school uses its limited grounds well for outdoor learning. It also benefits from an off-site forest school area where pupils explore and learn about the natural world. There is a good range of suitable resources, including ICT equipment, which supports teaching and learning well. The school site is safe, secure and well maintained.

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

The headteacher demonstrates strong leadership skills and sets high expectations for staff. She has a clear vision for the school that encourages everyone to build strong relationships with the community, to raise standards and to ensure equal opportunities for pupils. All members of staff share and contribute well to achieving this vision.

The senior leadership team supports the headteacher well in monitoring and evaluating standards and in her drive for improvement. For example, the deputy headteacher leads the outstanding family engagement programme very effectively. The Foundation Phase and key stage 2 leaders analyse performance data carefully to identify strengths and areas for improvement.

All members of staff have clear job descriptions and work effectively together to create a very supportive whole-school ethos. They observe and evaluate each other's lessons regularly and share good practice in order to improve standards of teaching and learning across the school.

There are thorough performance management processes for teachers that include reviews of pupils' progress. Regular staff meetings focus clearly on improvement priorities and ensure that all members of the teaching and support staff understand their roles in school improvement.

The school takes good account of local and national priorities. For example, it is making good progress in reducing the impact of poverty and deprivation on pupils. It has also improved and sustained good attendance rates.

Governors participate well in the school's self-evaluation processes and contribute positively to its strategic direction. The headteacher provides governors with comprehensive information about key aspects of school life, including pupil performance. As a result, governors have a secure understanding of the school's strengths and areas for improvement and increasingly challenge the school's leadership about standards and the quality of provision.

Improving quality: Good

The school takes very good account of the views of a wide range of stakeholders, including parents, pupils, staff and governors, in order to identify areas to improve. For example, the school changed its methods of reporting annually on pupils' progress as a result of parental feedback.

The school has thorough and well-established systems for self-evaluation. A detailed monitoring programme ensures that the school evaluates all aspects of pupils' learning and wellbeing. Self-evaluation includes an accurate analysis of pupil outcomes, regular lesson observations and scrutiny of pupils' work. Members of staff use performance data purposefully to assess the standards achieved by all pupils, especially vulnerable pupils.

The school uses the outcomes of self-evaluation well to determine appropriate priorities for school improvement, such as the need to improve pupils' writing. The school improvement plan is an effective tool for driving improvement. It has helped to raise standards in identified areas, such as in pupils' speaking and reading skills.

All staff have a good knowledge of school priorities and give them close consideration in staff meetings and in the numerous, highly effective workshops for parents. All members of staff contribute purposefully to the delivery of well-defined actions within the school improvement plan. Senior leaders and the governing body monitor progress against targets within the plan carefully and make necessary interim adjustments. The school has a good track-record in implementing effective strategies for improvement in areas such as rates of attendance and pupils' ICT skills.

Partnership working: Excellent

The school has an outstanding range of partnerships which offer a far wider range of experiences for pupils than it could provide alone. Its 'Building Our Partnerships' programme has a very positive impact on pupils' levels of wellbeing and on their achievements.

Relationships with parents are very strong. The many successful initiatives that the school has developed to support parents enable them to help their children achieve their potential. For example, the Family Engagement Officer, who is a member of the senior leadership team, has established a comprehensive programme of valuable workshops for families and pupils that develop parents' language, literacy and numeracy skills alongside their children's. These have a very positive impact, for example, in developing pupils' speaking skills, improving and sustaining high levels of attendance and increasing parents' engagement in the life and work of the school. Many parents who participate in these initiatives later attend further adult education courses. The school shares its excellent work on family engagement with many other schools in the local authority.

Extremely effective arrangements for supporting children and their families when they start school, including those who are seeking asylum in Wales, ensure that pupils thrive in their new environment. Close liaison with parents and community agencies enables the school to understand families' circumstances and needs and it supports them exceptionally well. The school links partnership activities carefully to its improvement priorities, for example, through the innovative 'Do Something New' programme. A high proportion of vulnerable families attend Building Our Partnership events, which make a valuable contribution to pupils' participation and enjoyment in learning.

The school draws well on the knowledge and skills of people in the local community, such as students at the medical school, museum and theatre staff, to enrich pupils' learning experiences. It also works well with other schools to share good practice and to moderate standards in pupils' work at the end of key stage 2. There are effective arrangements with a local high school and other primary schools to prepare pupils for the next stage of their education.

Resource management: Good

The school has a sufficient number of well-qualified staff to deliver the curriculum and to ensure pupils' wellbeing. Teachers and support staff have a wide range of expertise and subject knowledge. Senior leaders make the most of these skills and give staff clear responsibilities. The school is a strong learning community that involves staff, parents and pupils well in its life and work.

Arrangements for teachers to have time to plan, prepare and assess pupils' progress are well established and appropriate. Performance management targets identify appropriate training needs for all staff. The school ensures that opportunities for continuing professional development link closely to priorities in the school improvement plan. Members of staff use resources and the accommodation effectively to support teaching and learning.

The school uses the pupil deprivation grant efficiently to improve the literacy, numeracy and wellbeing of targeted pupils, for example, through very effective intervention groups. It monitors the progress of pupils in these groups rigorously to ensure that they are effective in supporting pupils' progress.

The headteacher and governing body monitor the school's budget effectively and ensure that available resources support planned improvements and lead to positive change. In view of the good progress made by most pupils, and the overall quality of the provision, the school provides good value for money.

Appendix 1: Commentary on performance data

6813344 - TREDEGARVILLE C/W PRIMARY

Number of pupils on roll	242
Pupils eligible for free school meals (FSM) - 3 year average	37.0
FSM band	5 (32%<FSM)

Foundation Phase

	2013	2014	2015	2016
Number of pupils in Year 2 cohort	28	30	25	29
Achieving the Foundation Phase indicator (FPI) (%)	71.4	90.0	76.0	79.3
Benchmark quartile	3	1	3	3
Language, literacy and communication skills - English (LCE)				
Number of pupils in cohort	28	30	25	29
Achieving outcome 5+ (%)	85.7	93.3	80.0	82.8
Benchmark quartile	1	1	3	3
Achieving outcome 6+ (%)	10.7	23.3	20.0	27.6
Benchmark quartile	4	2	3	2
Language, literacy and communication skills - Welsh (LCW)				
Number of pupils in cohort	*	*	*	*
Achieving outcome 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving outcome 6+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematical development (MDT)				
Number of pupils in cohort	28	30	25	29
Achieving outcome 5+ (%)	75.0	96.7	84.0	82.8
Benchmark quartile	3	1	3	3
Achieving outcome 6+ (%)	0.0	16.7	16.0	17.2
Benchmark quartile	4	3	4	4
Personal and social development, wellbeing and cultural diversity (PSD)				
Number of pupils in cohort	28	30	25	29
Achieving outcome 5+ (%)	82.1	90.0	80.0	93.1
Benchmark quartile	4	3	4	2
Achieving outcome 6+ (%)	0.0	16.7	20.0	34.5
Benchmark quartile	4	4	4	3

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.

6813344 - TREDEGARVILLE C/W PRIMARY

Number of pupils on roll 242
 Pupils eligible for free school meals (FSM) - 3 year average 37.0
 FSM band 5 (32%<FSM)

Key stage 2

	2013	2014	2015	2016
Number of pupils in Year 6 cohort	22	28	23	28
Achieving the core subject indicator (CSI) (%)	72.7	75.0	69.6	75.0
Benchmark quartile	3	3	4	4
English				
Number of pupils in cohort	22	28	23	28
Achieving level 4+ (%)	81.8	82.1	69.6	82.1
Benchmark quartile	2	3	4	3
Achieving level 5+ (%)	36.4	25.0	30.4	32.1
Benchmark quartile	1	3	3	2
Welsh first language				
Number of pupils in cohort	*	*	*	*
Achieving level 4+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematics				
Number of pupils in cohort	22	28	23	28
Achieving level 4+ (%)	72.7	75.0	91.3	78.6
Benchmark quartile	4	4	1	4
Achieving level 5+ (%)	40.9	21.4	21.7	32.1
Benchmark quartile	1	3	3	3
Science				
Number of pupils in cohort	22	28	23	28
Achieving level 4+ (%)	77.3	78.6	82.6	75.0
Benchmark quartile	4	3	3	4
Achieving level 5+ (%)	36.4	21.4	17.4	21.4
Benchmark quartile	1	3	4	4

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.	114	105 92%	9 8%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	114	83 73%	31 27%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	113	108 96%	5 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	114	104 91%	10 9%	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.	114	101 89%	13 11%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	114	106 93%	8 7%	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.	114	103 90%	11 10%	Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddsygu a gwneud cynnydd.
		99%	1%	
I know what to do and who to ask if I find my work hard.	114	108 95%	6 5%	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.	114	97 85%	17 15%	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.	114	92 81%	22 19%	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.	114	56 49%	58 51%	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	113	57 50%	56 50%	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.	93	47 51%	41 44%	4 4%	1 1%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	93	56 60%	35 38%	1 1%	1 1%	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.	94	58 62%	35 37%	1 1%	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.	92	41 45%	43 47%	8 9%	0 0%	3	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		62%	34%	3%	1%		
Pupils behave well in school.	88	33 38%	45 51%	9 10%	1 1%	6	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		47%	48%	4%	1%		
Teaching is good.	91	41 45%	46 51%	3 3%	1 1%	4	Mae'r addysgu yn dda.
		61%	36%	2%	0%		
Staff expect my child to work hard and do his or her best.	87	48 55%	36 41%	3 3%	0 0%	6	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		64%	34%	1%	0%		
The homework that is given builds well on what my child learns in school.	86	35 41%	43 50%	4 5%	4 5%	9	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.	89	48 54%	36 40%	4 4%	1 1%	5	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.	91	47 52%	42 46%	2 2%	0 0%	4	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.	94	60 64%	34 36%	0 0%	0 0%	1	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'.	78	41 53%	33 42%	3 4%	1 1%	15	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		56%	39%	4%	1%		

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
I am kept well informed about my child's progress.	92	39 42%	48 52%	3 3%	2 2%	2	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		49%	41%	8%	2%		
I feel comfortable about approaching the school with questions, suggestions or a problem.	88	47 53%	36 41%	4 5%	1 1%	7	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.	84	33 39%	44 52%	5 6%	2 2%	11	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.	90	40 44%	44 49%	4 4%	2 2%	4	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.	72	22 31%	40 56%	7 10%	3 4%	20	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.	92	39 42%	50 54%	1 1%	2 2%	3	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		54%	39%	6%	1%		
The school is well run.	94	44 47%	46 49%	3 3%	1 1%	1	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	33%	3%	2%		

Appendix 3

The inspection team

Stephanie James	Reporting Inspector
Aileen Patricia Brindley	Team Inspector
Andrea Louise Davies	Lay Inspector
Marie Louise Ward	Peer Inspector
Emma Laing	Nominee

Copies of the report

Copies of this report are available from the school and from the Estyn website (www.estyn.gov.wales)

Year groups, the Foundation Phase and key stages

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

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

Primary phase:

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

Secondary phase:

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

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

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

Glossary of terms – Primary

Foundation Phase indicator (FPI)

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

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

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

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

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

The core subject indicator (CSI)

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

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

- English or Welsh first language
- mathematics
- science

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

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

All-Wales Core Data sets

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

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

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