Arolygiaeth Ei Mawrhydi dros Addysg a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate for Education and Training in Wales

A report on

Ysgol Glan Morfa
22 Hinton Street
Splott
Cardiff
CF24 2LZ

Date of inspection: January 2017

by

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

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

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

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

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

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

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

Context

Ysgol Glan Morfa is a Welsh language community school, which is situated in the area of Splott in Cardiff. There are 212 pupils on roll, including 33 part-time nursery-age children. The school has eight classes.

Approximately 32% of pupils are eligible for free school meals, which is higher than the national average of 19%. The school has identified that approximately 28% of pupils have additional learning needs, which is above the national average. A very few pupils have a statement of special educational needs.

A few pupils speak Welsh at home. A few pupils come from ethnic minority backgrounds.

The school was last inspected in January 2009. The deputy headteacher has been acting as headteacher since September 2016. A new headteacher was appointed in January 2017 and took up the post the week before the inspection.

The individual school budget per pupil for Ysgol Glan Morfa in 2016-2017 is £3,825. The maximum per pupil in primary schools in Cardiff is £7,995 and the minimum is £3,046. Ysgol Glan Morfa is in 42nd place of the 97 primary schools in Cardiff in terms of the school budget per pupil.

Summary

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

Current performance

The school's current performance is adequate because:

- Many pupils make good progress in their literacy and numeracy skills in the Foundation Phase, and in their oral, reading and numeracy skills in key stage 2
- Many pupils speak confidently in Welsh and English, communicate clearly and discuss their work maturely
- Many pupils' reading skills are developing effectively
- Most pupils use their numeracy skills successfully to solve problems
- Most pupils show an interest and motivation in their work, work with others and persevere with tasks
- The school provides a wide range of rich learning experiences that engage most pupils' interest successfully
- Teachers and learning assistants manage behaviour skilfully and, as a result, most pupils are very well-behaved
- Provision for pupils with additional learning needs is very effective, and pupils with additional learning needs make at least good progress against their targets
- There is a Welsh, happy and familial ethos in the school, which succeeds in encouraging pupils effectively to be friendly towards each other and enjoy learning

However:

- Lack of vocabulary and syntax limits the ability of a few pupils to develop their ideas through the medium of Welsh
- A minority of pupils in key stage 2 do not make appropriate progress in their writing skills and they do not have a sound grasp of basic punctuation and spelling skills in both languages
- The information and communication technology (ICT) skills of a majority of pupils are limited
- In key stage 2, planning does not always ensure progression and subject balance to meet the needs of the National Curriculum and the agreed syllabus for religious education in full

Prospects for improvement

The school's prospects for improvement are good because:

- The acting headteacher has a clear and ambitious vision for the school, which is based on creating a community in which the wellbeing of pupils and staff is central to the school's work, in addition to raising standards of attainment
- Leaders have a sound understanding of the school's needs and, in a relatively short period of time, they have succeeded in setting a clear direction for the school by strengthening structures, accountability and increasing expectations
- The governing body has a comprehensive understanding of pupils' standards and priorities for improvement, and is developing its role of challenging the school effectively
- The school has rigorous self-evaluation and planning for improvement processes that have a positive effect on raising standards
- The school has effective strategic partnerships that make a valuable contribution to improvements in pupils' standards and wellbeing

Recommendations

R1 Improve writing skills in key stage 2

R2 Raise pupils' standards in ICT

R3 Improve the handwriting and presentation of work of pupils in key stage 2

R4 Ensure that schemes of work respond to all elements of the curriculum and develop pupils' skills purposefully

R5 Strengthen the role of parents in self-evaluation processes

What happens next?

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

Main findings

Key Question 1: How good are outcomes?	Adequate

Standards: Adequate

On entry to the school, the basic skills of a majority of pupils are low for their age. In general, many make good progress in the Foundation Phase and in their oral, reading and numeracy skills in key stage 2. Many pupils' thinking skills are developing soundly, for example when considering evidence from different sources about who was responsible for the Titanic disaster. Pupils with additional learning needs make at least good progress against their targets.

The oral skills of many pupils from non-Welsh speaking homes develop soon after they start at the school. They listen carefully and speak clearly by using an increasing range of vocabulary and sentence patterns. By the end of key stage 2, many pupils speak confidently in both languages. They communicate clearly and discuss their work enthusiastically and maturely. However, a lack of vocabulary and syntax limits a few pupils' ability to develop their ideas through the medium of Welsh.

Across the school, many pupils' reading skills are developing effectively. By the end of the Foundation Phase, many read fluently and with appropriate expression. They use their reading skills successfully when reading for information during their thematic work, for example when researching castles on the internet. By Year 6, most discuss their books confidently. They discuss characters' feelings maturely and choose words and sentences from the text to support their opinion. Most pupils' higher order reading skills are developing successfully. They use these skills effectively when working across the curriculum, for example when gathering information about Winston Churchill's life in order to create a biography.

Many pupils' early writing skills are developing effectively. They are beginning to form letters correctly and write simple sentences to convey meaning, for example when describing animals. By Year 2, many pupils write competently in a wide range of writing forms in their language lessons and across the curriculum. They usually punctuate correctly and spell in line with their age and ability. More able pupils vary sentences and choose interesting vocabulary. Across key stage 2, writing skills are inconsistent. Most pupils have a sound awareness of different forms of writing. More able pupils use interesting vocabulary to convey mood and feeling to make their work more interesting for the reader, for example when writing a monologue of a soldier from the Second World War. However, a minority of pupils do not make appropriate progress in their writing skills, and they do not have a firm grasp of basic punctuation and spelling skills in both languages. Across key stage 2, the handwriting and presentation of work of a minority of pupils are not polished enough.

In the Foundation Phase, most pupils' mathematical development is developing effectively. By the end of the Foundation Phase, most pupils have a firm grasp of number, shape, measurement and handling data. They apply their skills to solve word problems confidently. Most use their skills successfully when working across the curriculum, for example when measuring the length of fresh fish from the supermarket to the closest centimetre.

In key stage 2, most pupils have an effective understanding of number strategies. They use a wide range of appropriate strategies to solve mathematical problems successfully. Their reasoning skills are developing effectively. Most apply their numeracy skills skilfully across the curriculum, for example when drawing a line graph correctly to show a decrease in the temperature of hot water in a scientific investigation.

Many pupils in the Foundation Phase develop their ICT skills suitably. For example, pupils in the Reception class create a pictogram showing the class' favourite porridge, and pupils in Year 2 create instructions using a simple algorithm to move a rocket on a computer program. In key stage 2, most pupils use the internet skilfully to research information. They create simple electronic presentations on a subject of their choice. A few pupils are able to input data to create simple graphs suitably, for example when creating a pie chart of their favourite pop stars. Across the school, nearly all pupils have an appropriate awareness of how to stay safe on the internet. However, pupils do not create or use databases and, on the whole, most pupils' ICT skills are limited.

In the Foundation Phase over the last four years, the school's performance at the expected outcome and higher outcome in literacy and mathematical development, in general, has placed the school above the median in comparison with similar schools.

At the end of key stage 2, pupils' performance at the expected level over the same period has usually placed the school below the median in all core subjects. At the higher levels, pupils' performance has shown progress in Welsh and English over the last three years. In general, pupils' performance in mathematics and science has placed the school below the median in comparison with similar schools.

In general, the performance of pupils who are eligible for free schools meals in the Foundation Phase has been lower than that of their peers over the last four years. There is no significant pattern in key stage 2 over the same period.

Wellbeing: Good

Most pupils are very well-behaved. They are caring towards each other and treat their peers, staff and visitors with genuine respect. This leads significantly to creating an effective learning environment. Nearly all pupils feel safe at school and mention the beneficial support that is available to them if they are worried. A good example of this is 'Mêts Morfa' ('Morfa Mates'), who care for pupils during break times.

Nearly all pupils are aware of the importance of keeping healthy and eating healthily. Many exercise regularly through a variety of extra-curricular activities, such as the dance club and rugby club.

Most pupils show an interest and motivation in their work. They work with others and persevere well with tasks. By being aware of their targets, most pupils know how well they are achieving and what they need to do to improve. Many pupils' ability to work independently is developing effectively. Most express an opinion skilfully about what they want to learn, for example when choosing activities to accompany themes.

The school has a good range of pupil committees, which represent the voice of nearly all pupils successfully. For example, the school council is beginning to play a more strategic part in the life of the school when taking part in appointing the new headteacher.

Most pupils are well-rounded and responsible members of their community and take pride in their Welshness. Their life skills and social skills are developing effectively. For example, pupils have raised money for disadvantaged children in Lesotho and collected old books from their homes to send as a donation to build a library in a school there. As a result, they have a sound awareness of the needs of others who are less fortunate than themselves.

Pupils' attendance percentage has varied, moving the school between the top 25% and the bottom 25% in comparison with similar schools over the last four years. Nearly all pupils arrive at school punctually.

Key Question 2: How good is provision?	Good

Learning experiences: Adequate

The school provides a wide range of rich learning experiences that engage most pupils' interest successfully. The curriculum is supported effectively by valuable visits that add to pupils' experiences in their areas of learning, for example through purposeful visits to the Roman Centre in Caerleon and to Swansea Museum.

The school meets the principles of the Foundation Phase effectively. For example, teachers plan beneficially to ensure an appropriate balance between guided tasks and tasks that encourage pupils to work independently. As a result, most pupils develop their independent learning skills well and make appropriate choices about their learning. Across the school, teachers plan in detail and provide suitable activities in order to meet most pupils' needs. However, in key stage 2, planning does not always ensure progression and subject balance to meet the requirements of the National Curriculum and the agreed syllabus for religious education in full.

The school incorporates the principles of the Literacy and Numeracy Framework appropriately. Plans ensure that there is an increasing range of beneficial activities to develop pupils' skills across the curriculum. Very recently, the school has adopted a new scheme to develop pupils' ICT skills. However, the scheme has not had enough time to have a positive influence on developing the full range of pupils' skills.

Provision to develop the Welsh language and Welsh dimension is effective. There are beneficial opportunities for pupils to learn about Welsh history and culture, for example by visiting the Big Pit and studying the history of Tryweryn. This elicits pupils' pride and enthusiasm towards their language, their area and Welsh culture.

Provision to develop pupils' awareness of sustainability and caring for the environment is effective. Through recycling projects, pupils are given valuable opportunities to re-use waste to make new things. Teachers plan beneficial opportunities for pupils to develop their awareness and expand their knowledge of other parts of the world and other cultures; for example, by celebrating fair trade day, pupils develop their understanding of the importance of a fair price for produce.

Teaching: Good

Teachers plan stimulating lessons that engage most pupils' interest successfully. In general, they have good subject knowledge and link lessons to previous learning effectively. Teachers usually provide suitable activities that meet many pupils' needs. However, at times, activities do not always respond fully to meet all pupils' needs.

One of the strengths of teaching is the extremely caring relationship that exists between staff and pupils. This ensures a safe working environment that enables pupils to learn successfully. Teachers and learning assistants manage behaviour skilfully. As a result, most pupils are very well-behaved and are willing to learn. Nearly all teachers model language well. This has a positive effect on the accuracy of many pupils' language skills.

Most teachers share lesson aims and success criteria regularly with pupils. This ensures that they understand what they need to do to succeed in their work. Many teachers question effectively in order to challenge pupils and develop their thinking skills. As a result, many pupils' thinking skills are developing soundly. Nearly all teachers provide pupils with useful written feedback. This celebrates their successes and offers them clear guidance for improvement. They provide beneficial opportunities for pupils to respond to written feedback and to assess their own work and that of their peers. As a result, most pupils recognise good features in their work and what they need to improve.

The school has comprehensive processes for assessing and tracking pupils' progress. Data is used carefully to monitor pupils' progress, plan the next steps in their learning and provide additional educational programmes, as necessary.

Annual reports for parents include valuable comments on their children's progress, in addition to suitable targets for improvement.

Care, support and guidance: Good

The school is an extremely caring community which has a very positive effect on pupils' wellbeing and attainment. This is a strong aspect of the school. The school has effective arrangements for promoting eating and drinking healthily, and for ensuring that pupils understand how to be safe.

The school promotes pupils' spiritual, moral and cultural development successfully through visits and curricular activities. Collective worship sessions contribute successfully to pupils' spiritual and personal development. Provision for personal and social education is of a high quality and means that pupils develop a sound understanding of values such as honesty, fairness and respect towards others.

Provision for pupils with additional learning needs is very effective. Teachers identify additional learning needs at an early stage and leaders provide appropriate support, as necessary. They monitor pupils' progress regularly. This enables them to tailor the most appropriate support for pupils in a timely manner. Individual education plans are detailed and rigorous, and include parents and pupils effectively in regular reviews. As a result, pupils with additional learning needs make at least good progress against their individual targets.

The school has very strong and supportive links with a number of specialist services and external agencies. This ensures high quality support and guidance for pupils, staff and parents. A very effective example of this is the use of the counselling service which helps pupils to develop useful strategies for dealing with their emotions and behaviour. This has a positive effect on pupils' wellbeing, happiness and attainment.

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

Learning environment: Good

There is a Welsh, happy and familial ethos at the school, which encourages pupils to be friendly towards each other and enjoy learning effectively. One of the school's strengths is the clear relationship of respect between pupils and adults. This ensures an extremely caring and inclusive atmosphere and a supportive learning environment for all pupils. The school has appropriate statutory policies and documents to promote equality and diversity effectively among staff and pupils.

The school has appropriate resources of good quality to enrich learning. Effective use is made of all parts of the building to create stimulating learning environments. An effective example of this is the counselling room, which offers a safe and quiet environment for pupils. This has a positive effect on their wellbeing and behaviour. Foundation Phase staff make successful use of the outdoor area and plan valuable activities there in order to develop pupils' skills effectively.

The building and grounds are well-maintained and include attractive and colourful displays of pupils' work. These displays support learning and elicit pupils' pride in their work successfully.

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

Leadership: Good

The acting headteacher has a clear and ambitious vision for the school. This is based on creating a community in which the wellbeing of pupils and staff is a core part of the school's work, in addition to raising standards of attainment. The acting headteacher is supported effectively by the senior management team. Together, they share the vision successfully with pupils, staff, parents and governors. This has created an ethos of close co-operation with a clear focus on improving provision and raising standards. Leaders have a sound understanding of the school's needs. In a relatively short period of time, the team has succeeded in setting a clear direction for the school by strengthening structures, accountability and increasing expectations among staff and parents.

The school has a range of up-to-date policies that focus on meeting pupils' needs and ensuring consistency in the school's work successfully. Senior management team and staff meetings focus clearly on priorities for improvement. This leads to clear improvements in provision and pupils' outcomes; for example, the focus on developing assessment for learning strategies has ensured that teachers provide pupils with constructive written feedback. As a result, pupils know what they need to do to improve and respond effectively to feedback.

Staff have detailed job descriptions that link clearly with their individual responsibilities. This has recently enabled them to take responsibility for specific aspects of the school's work. They create purposeful action plans for their areas and evaluate progress against actions carefully. This work contributes well to raising standards for pupils.

The school responds well to local and national priorities. The principles of the Foundation Phase are implemented effectively and the Literacy and Numeracy Framework ensures beneficial opportunities to develop pupils' skills increasingly across the school.

Governors are very supportive and have a comprehensive understanding of pupils' standards and priorities for improvement. Governors have specific responsibilities and meet regularly in order to receive direct information about standards within the school. The acting headteacher prepares detailed reports for the governing body on progress against targets in the school improvement plan. In addition, governors visit the school regularly and receive useful presentations from members of staff on standards. Their role in motivating and challenging the school as a critical friend is developing effectively.

Improving quality: Good

The school has rigorous self-evaluation processes that are based on sound evidence from monitoring lessons, scrutinising pupils' work and detailed data analysis. Teachers, pupils and governors contribute effectively to the process. However, parents' views are not gathered formally enough as part of self-evaluation activities.

Leaders use information that derives from self-evaluation activities beneficially to produce comprehensive reports on the quality of provision and pupils' standards. As a result, they have an effective understanding of the school's strengths and areas for improvement. All staff have a sound awareness of performance data, which enables them to identify the needs of individuals and groups of pupils effectively.

There is a clear link between self-evaluation processes and the school improvement plan. The improvement plan has a reasonable number of priorities. These focus clearly on improving pupils' standards and wellbeing. The plan has been costed carefully and identifies staff responsibilities clearly. It includes relevant success indicators and appropriate timescales for completing them. Leaders evaluate progress against the indicators regularly. Actions are already having a positive effect on pupils' outcomes, for example in improving standards of numeracy and higher order reading skills.

Partnership working: Good

The school has effective strategic partnerships that make a valuable contribution to improving pupils' standards and wellbeing.

The school has a beneficial relationship with parents. Recently, communication between the school and parents has improved. This has strengthened the relationship effectively and ensures that relevant information is available to parents in

a timely manner. The school arranges useful literacy and numeracy training sessions for parents. These have a positive effect on parents' ability to support their children's learning. The 'Parent Council' is very supportive of the school by raising money to provide additional resources.

The school has relevant links with the community. This supports provision at the school and broadens pupils' experiences successfully. A beneficial example of this is the close link with the local church to conduct concerts.

Partnerships with other schools and the local secondary school are effective. Arrangements to standardise and moderate teachers' assessments at the end of key stages ensure accuracy in assessment and that teachers have a sound awareness of the requirements of outcomes and levels. In addition, there are effective arrangements for transferring pupils to the comprehensive school at the end of key stage 2, which prepare them well for the next step in their education.

There are valuable links with the playgroup that is situated on the school grounds. This ensures that pupils settle very quickly on entry to the nursery class.

There is a beneficial partnership between the school and the local authority and the regional consortium. These partnerships contribute effectively to supporting the school to improve its provision and pupils' standards; for example, the challenge adviser has conducted training for governors. This has improved the governing body's ability to hold the school to account for its performance.

Resource management: Adequate

The school has an appropriate number of teachers and support staff with suitable qualifications to teach the curriculum. Effective use is made of their expertise, and the contribution of support staff is very effective in encouraging and supporting pupils with additional learning needs. The school responds in full to statutory requirements in relation to teachers' workload, and teachers make purposeful use of their planning, preparation and assessment time.

The school's performance management processes lead effectively to staff development, with targets that are linked to the school's priorities and individuals' needs. An effective example of this is the work on assessment for learning, which ensures that pupils know what they are learning and how to succeed in their tasks. This has a positive effect on improving outcomes.

The school operates constructively in professional learning networks both inside and outside the school. There is close co-operation with other schools in order to share good practice, such as developing strategies to improve Welsh reading skills and teaching science. This has had a positive effect on improving many pupils' higher order reading skills and raising standards in science.

Leaders monitor and manage expenditure carefully and, as a result, they have succeeded in eliminating the previous overspend. They ensure that financial resources are used effectively to support priorities for improvement.

Effective use is made of the Pupil Deprivation Grant to target disadvantaged pupils, for example by providing relevant intervention programmes. Pupils who benefit from these programmes make at least good progress towards their targets.

Considering pupils' standards of achievement, the school provides adequate value for money.

Appendix 1: Commentary on performance data

6812313 - Ysgol Glan Morfa

Number of pupils on roll	214
Pupils eligible for free school meals (FSM) - 3 year average	28.2
FSM band	4 (24%<FSM<=32%)

Foundation Phase

	2013	2014	2015	2016
Number of pupils in Year 2 cohort	23	27	29	27
Achieving the Foundation Phase indicator (FPI) (%)	78.3	88.9	93.1	92.6
Benchmark quartile	3	1	1	1
Language, literacy and communication skills - English (LCE)				
Number of pupils in cohort	*	*	*	*
Achieving outcome 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving outcome 6+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Language, literacy and communication skills - Welsh (LCW)				
Number of pupils in cohort	23	27	29	27
Achieving outcome 5+ (%)	82.6	92.6	93.1	92.6
Benchmark quartile	3	2	1	1
Achieving outcome 6+ (%)	30.4	25.9	31.0	40.7
Benchmark quartile	2	2	2	2
Mathematical development (MDT)				
Number of pupils in cohort	23	27	29	27
Achieving outcome 5+ (%)	82.6	92.6	93.1	92.6
Benchmark quartile	3	1	2	1
Achieving outcome 6+ (%)	26.1	37.0	31.0	44.4
Benchmark quartile	2	1	2	1
Personal and social development, wellbeing and cultural diversity (PSD)				
Number of pupils in cohort	23	27	29	27
Achieving outcome 5+ (%)	91.3	92.6	100.0	100.0
Benchmark quartile	3	3	1	1
Achieving outcome 6+ (%)	30.4	51.9	37.9	59.3
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.

6812313 - Ysgol Glan Morfa

Number of pupils on roll   214
Pupils eligible for free school meals (FSM) - 3 year average   28.2
FSM band   4 (24%<FSM<=32%)

Key stage 2

	2013	2014	2015	2016
Number of pupils in Year 6 cohort	10	13	19	16
Achieving the core subject indicator (CSI) (%)	80.0	76.9	78.9	87.5
Benchmark quartile	3	4	4	3
English				
Number of pupils in cohort	10	13	19	16
Achieving level 4+ (%)	80.0	76.9	89.5	87.5
Benchmark quartile	4	4	2	3
Achieving level 5+ (%)	50.0	15.4	31.6	37.5
Benchmark quartile	1	4	3	2
Welsh first language				
Number of pupils in cohort	10	13	19	16
Achieving level 4+ (%)	80.0	76.9	84.2	87.5
Benchmark quartile	2	3	3	3
Achieving level 5+ (%)	30.0	15.4	31.6	43.8
Benchmark quartile	2	3	2	1
Mathematics				
Number of pupils in cohort	10	13	19	16
Achieving level 4+ (%)	80.0	76.9	84.2	93.8
Benchmark quartile	4	4	4	2
Achieving level 5+ (%)	20.0	23.1	26.3	37.5
Benchmark quartile	4	4	4	3
Science				
Number of pupils in cohort	10	13	19	16
Achieving level 4+ (%)	80.0	76.9	78.9	93.8
Benchmark quartile	4	4	4	2
Achieving level 5+ (%)	30.0	0.0	10.5	31.3
Benchmark quartile	2	4	4	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 the total of all responses to date since September 2010.

	Number of responses Nifer o ymatebion	Agree Cytuno	Disagree Anghytuno		
I feel safe in my school.	94	93 99%	1 1%		Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%		
The school deals well with any bullying.	94	91 97%	3 3%		Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%		
I know who to talk to if I am worried or upset.	93	92 99%	1 1%		Rwy'n gwybod pwy i siarad ag ef/â hi os ydw i'n poeni neu'n gofidio.
		97%	3%		
The school teaches me how to keep healthy	93	90 97%	3 3%		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.	93	83 89%	10 11%		Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%		
I am doing well at school	92	89 97%	3 3%		Rwy'n gwneud yn dda yn yr ysgol.
		96%	4%		
The teachers and other adults in the school help me to learn and make progress.	94	92 98%	2 2%		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.	94	91 97%	3 3%		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.	92	89 97%	3 3%		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.	93	84 90%	9 10%		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.	93	78 84%	15 16%		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	94	82 87%	12 13%		Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
		84%	16%		

Responses to parent questionnaires

Denotes the benchmark – this is the total of all responses to date since September 2010.

	Number of responses / Nifer o ymatebion	Strongly Agree / Cytuno'n gryf	Agree / Cytuno	Disagree / Anghytuno	Strongly disagree / Anghytuno'n gryf	Don't know / Ddim yn gwybod	
Overall I am satisfied with the school.	51	17 / 33%	29 / 57%	5 / 10%	0 / 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	34%	3%	1%		
My child likes this school.	50	28 / 56%	20 / 40%	2 / 4%	0 / 0%	0	Mae fy mhlentyn yn hoffi'r ysgol hon.
		72%	26%	1%	0%		
My child was helped to settle in well when he or she started at the school.	49	31 / 63%	17 / 35%	1 / 2%	0 / 0%	2	Cafodd fy mhlentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		72%	26%	1%	0%		
My child is making good progress at school.	47	21 / 45%	24 / 51%	2 / 4%	0 / 0%	3	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
		62%	35%	3%	1%		
Pupils behave well in school.	44	9 / 20%	31 / 70%	2 / 5%	2 / 5%	7	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		47%	48%	4%	1%		
Teaching is good.	44	23 / 52%	19 / 43%	2 / 5%	0 / 0%	6	Mae'r addysgu yn dda.
		61%	36%	2%	0%		
Staff expect my child to work hard and do his or her best.	48	21 / 44%	25 / 52%	2 / 4%	0 / 0%	3	Mae'r staff yn disgwyl i fy mhlentyn weithio'n galed ac i wneud ei orau.
		64%	34%	1%	0%		
The homework that is given builds well on what my child learns in school.	45	14 / 31%	24 / 53%	7 / 16%	0 / 0%	6	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhlentyn yn ei ddysgu yn yr ysgol.
		49%	43%	6%	2%		
Staff treat all children fairly and with respect.	45	19 / 42%	23 / 51%	2 / 4%	1 / 2%	6	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		60%	35%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	40	12 / 30%	22 / 55%	6 / 15%	0 / 0%	11	Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		60%	38%	2%	0%		
My child is safe at school.	48	22 / 46%	24 / 50%	2 / 4%	0 / 0%	3	Mae fy mhlentyn yn ddiogel yn yr ysgol.
		66%	32%	2%	1%		
My child receives appropriate additional support in relation to any particular individual needs'.	38	19 / 50%	15 / 39%	2 / 5%	2 / 5%	13	Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		55%	39%	4%	1%		

	Number of responses / Nifer o ymatebion	Strongly Agree / Cytuno'n gryf	Agree / Cytuno	Disagree / Anghytuno	Strongly disagree / Anghytuno'n gryf	Don't know / Ddim yn gwybod		
I am kept well informed about my child's progress.	50	14 / 28%	25 / 50%	8 / 16%	3 / 6%	1		Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		49%	41%	9%	2%			
I feel comfortable about approaching the school with questions, suggestions or a problem.	51	25 / 49%	22 / 43%	3 / 6%	1 / 2%	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.	40	16 / 40%	14 / 35%	7 / 18%	3 / 8%	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.	45	18 / 40%	27 / 60%	0 / 0%	0 / 0%	6		Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		57%	40%	2%	0%			
My child is well prepared for moving on to the next school or college or work.	25	12 / 48%	8 / 32%	4 / 16%	1 / 4%	26		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.	48	21 / 44%	18 / 38%	9 / 19%	0 / 0%	3		Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		54%	39%	6%	1%			
The school is well run.	49	16 / 33%	26 / 53%	6 / 12%	1 / 2%	2		Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	34%	3%	2%			

Appendix 3

The inspection team

Jonathan Cooper	Reporting Inspector
David Davies	Team Inspector
Gwen Aubrey	Lay Inspector
Buddug Bates	Peer Inspector
Glesni Lloyd (Deputy Headteacher)	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.