



Rhagoriaeth i bawb – Excellence for all

Arolygiaeth Ei Mawrhydi dros Addysg
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate
for Education and Training in Wales

A report on

**Llandough Primary
Dochdwy Road
Llandough
Penarth
Vale of Glamorgan
CF64 2QD**

Date of inspection: September 2014

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

Llandough Primary School is in Llandough, near Penarth in the Vale of Glamorgan. The school caters for pupils between the ages of three and eleven. There are 175 pupils on roll, including 17 part-time nursery pupils. Nearly 10% of pupils are eligible for free school meals. This is lower than the average for Wales.

About 35% of pupils are from minority ethnic backgrounds and have English as an additional language. None of the pupils speak Welsh at home. The school identifies 22% of pupils as having additional learning needs, which is similar to the national average. Very few pupils have a statement of special educational needs.

There are two speech and language resource bases at the school for pupils in the Foundation Phase and in key stage 2.

The last inspection of the school was in September 2008. The headteacher was appointed in January 2006.

The individual school budget per pupil for Llandough Primary School in 2013-2014 means that the budget is £3,587 per pupil. The maximum per pupil in the primary schools in the Vale of Glamorgan is £7,758 and the minimum is £2,718. Llandough Primary School is 19th out of the 48 primary schools in Vale of Glamorgan 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 current performance of the school is good because:

- most pupils make good progress and achieve well during their time at the school;
- pupils across the school behave very well, are courteous and have a good attitude towards learning;
- stimulating learning experiences and teaching of good quality ensure that pupils are motivated and engaged;
- the school is a happy, inclusive community that promotes positive attitudes towards equality and diversity; and
- staff provide a high level of care, support and guidance to all pupils, which has a positive effect on their standards and wellbeing.

Prospects for improvement

The school's prospects for improvement are good because:

- the headteacher and senior management team provide clear strategic direction in leading and managing the school;
- all members of staff are clear about their roles, work effectively as a team and are fully involved in school improvement activities;
- self-evaluation is accurate and identifies areas for improvement clearly;
- the school has a good track record of improving pupil outcomes; and
- very positive partnership arrangements contribute well to the standards and wellbeing of pupils.

Recommendations

- R1 Improve standards in Welsh, particularly reading and writing
- R2 Improve pupils' understanding of how well they are doing and what they need to do to improve their work
- R3 Provide more opportunities for pupils at key stage 2 to take responsibility for their own learning

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 nursery with levels of language skills well below those expected for their age. By the time pupils leave Year 6, nearly all pupils achieve well.

Most pupils enter the speech and language resource bases with very low starting points and nearly all make good progress in developing their skills in English, mathematics and science by the time they transfer to the next stage in their learning.

Throughout the school, nearly all pupils listen well to one another and to adults. By the end of the Foundation Phase, many pupils are increasingly confident in talking about their work and experiences, and many answer questions with appropriate detail. Most pupils by the end of key stage 2 express their opinions clearly using well-developed vocabulary. They have good communication skills and most discuss topics confidently with their teachers and their peers. They become increasingly confident in contributing ideas, asking questions and talking purposefully. Many develop and organise their thoughts clearly.

From an early age, many pupils handle a book as a reader and begin to talk about the content with increasing confidence. As they move through the Foundation Phase, they begin to read independently well. They use a suitable range of strategies to read unfamiliar text. More able pupils respond to different texts and begin to express preferences, and they can explain the difference between fiction and non-fiction accurately. They talk about their favourite authors enthusiastically and name a number of books they have read.

In key stage 2, many pupils develop their reading skills further at a good rate. By the end of key stage 2, nearly all pupils are confident readers. They are able to predict how a story may develop and what the outcome might be. A few older pupils use higher-order reading skills effectively, such as scanning text for information and researching a topic on the internet.

As pupils progress through the school, their written work develops well. Most write independently for a range of purposes and audiences, using a wide choice of vocabulary. By the end of key stage 2, more able pupils often write at length in an interesting way. Many spell words accurately and use appropriate punctuation well. Overall, pupils' presentation and handwriting skills are good.

Most pupils make good progress in mathematics lessons. By the end of the Foundation Phase, many pupils apply their knowledge of numbers well to solve problems in a range of learning areas, for example when baking shortbread biscuits. By the end of key stage 2, nearly all pupils can work out multiplication and division problems mentally. Most pupils use and understand mathematical terms appropriately. They are able to apply their numeracy and their information and communication technology skills to a range of problems, for instance when calculating the cost of fairground rides.

As pupils move through the school, many make appropriate progress in developing their Welsh oral skills and they use an increasingly wide vocabulary. Most respond positively to instructions and display good understanding of Welsh used by teachers in Welsh lessons. However, most pupils have not developed their skills sufficiently to use Welsh confidently with each other. The majority of pupils' reading and writing skills in Welsh are at an early stage of development.

The performance outcomes in the Foundation Phase and key stage 2 need to be viewed with caution as the school's results include pupils in the speech and language resource bases and pupils that are disapplied from the National Curriculum. These can significantly affect the school's overall performance in end of key stage assessments in comparison with national benchmarks from one year to the next.

Over the last three years, pupil performance at the expected outcome 5 at the end of the Foundation Phase has placed the school in the lower 50% or bottom 25% in language and mathematical development when compared with similar schools. However, in mathematical development, it was in the higher 50% in 2012.

Over the last three years, performance at the higher-than-expected outcome (outcome 6) in the Foundation Phase in literacy has placed the school in the higher 50%, the lower 50% and bottom 25% when compared with similar schools over the last three years. In mathematical development, performance has placed it in the higher 50% in two of the past three years, but was in the lower 50% in 2013.

In key stage 2, performance at the expected level 4 in English, mathematics and science for the last four years has placed the school in the lower 50% and bottom 25% of similar schools. However, performance in mathematics in 2012 and 2013 placed it in the higher 50%.

Over the last four years, the school's performance in key stage 2 at the higher-than-expected level (level 5) has placed the school in the top 25%, the lower 50% and bottom 25% in English and mathematics when compared with similar schools. Science has varied, moving the school between the higher 50% and the lower 50% in two out of the last four years.

Pupils eligible for free school meals tend to perform slightly less well than their peers in the Foundation Phase and in key stage 2.

Wellbeing: Good

Nearly all pupils are polite and courteous and behave very well in lessons and around the school. Nearly all pupils have positive attitudes to learning and participate enthusiastically in lessons.

Most pupils know how to eat healthily and understand the benefits of regular exercise. Nearly all feel safe in school and know where to turn for support when necessary.

The school council and eco council take an active role in making decisions that have a positive effect on the life of the school. A good example of this is the introduction of equipment for pupils to use during break times. Members have a clear understanding of their roles and believe that staff listen and act upon their views. Many pupils contribute well to the life of the school by taking on additional responsibilities, for example in supporting younger pupils as lunchtime buddies.

By the end of key stage 2, nearly all pupils become increasingly confident in understanding how well they are doing and what they need to do to improve their work in writing. However, they are less secure in other areas of learning.

Many pupils take an active part in a range of community activities, which has a positive effect on their development as responsible individuals. A good example of this is the school's involvement with the local church.

The school's overall attendance rates have placed the school in the higher 50% in four out of the five last years when compared with similar schools. The attendance of pupils eligible for free school meals is often slightly better than for other pupils. Most pupils are punctual.

Key Question 2: How good is provision?	Good
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Learning experiences: Good

The curriculum meets statutory requirements for the Foundation Phase, the National Curriculum and religious education. The school provides a good range of learning experiences to meet the needs of most pupils well. They build systematically on pupils' previous knowledge and understanding. An appropriate range of extracurricular activities such as football training with coaches from Cardiff City Football Club enriches pupils' learning.

Provision for pupils with additional learning needs is good. Well-planned intervention programmes enable these pupils to develop useful social, literacy and numeracy skills. This is having a good impact on raising their standards of achievement.

Provision in the speech and language resource bases is good and the pupils integrate successfully into mainstream classes for activities such as mathematics.

The school plans effectively for the development of literacy and numeracy skills, taking into account the Literacy and Numeracy Framework. It also makes appropriate provision for the development of ICT through a well-planned programme of work.

The range of planned activities to develop pupils' oral skills in Welsh succeeds in engaging their interests and in fostering positive attitudes. However, the planning for reading and writing is less effective. Staff make appropriate use of incidental Welsh throughout the school day.

The school promotes pupils' awareness of sustainable development well through recycling and the conservation of energy. As a result, pupils have a good understanding of why we need to conserve the world's resources. The school provides pupils with relevant opportunities to learn about global awareness and citizenship.

Teaching: Good

The quality of teaching across the school, including the speech and language resource bases, is consistently good.

In all classes, teachers establish very good working relationships with pupils, and they organise activities that encourage effective learning. All staff manage behaviour well. Teaching assistants make a valuable contribution to the learning and wellbeing of individuals and groups of pupils that they support.

All teachers share the lesson objectives with pupils clearly and use resources effectively to support learning and teaching. Presentations to the class are lively and lessons progress at a suitable pace with effective questioning. Teachers match tasks appropriately to pupils' different abilities in lessons, but they too often give all pupils the same written tasks to complete in science and in work on topics. In a few lessons, teachers' planning is of very good quality and they organise pupil groups carefully so that pupils can support and learn from each other well. In a few lessons in key stage 2 where teaching is less effective, teachers do not give pupils enough opportunities to work independently.

Teachers mark pupils' work regularly and comment positively on their achievements. In most classes, marking helps pupils to understand what they need to do to improve their work, but this is not consistent enough across the school. By the end of key stage 2, there are regular opportunities for pupils to assess their own work and that of others but this tends to be limited to writing. The school's tracking system is very detailed and teachers use it purposefully to identify pupils who are falling behind and to determine priorities in the school improvement plan.

Annual reports to parents contain clear information about the progress of each individual child, and they meet statutory requirements.

Care, support and guidance: Good

The provision for promoting pupils' health and wellbeing is good. The school has effective arrangements to promote healthy eating and drinking. A fruit tuck shop encourages pupils to eat healthy snacks and water is available throughout the day. The curriculum is full of opportunities for pupils to make and to appreciate healthy food.

The school sets out clear expectations of pupils' behaviour and pupils follow these consistently. The school promotes pupils' spiritual, moral, social and cultural awareness well through assemblies and curriculum activities.

There are clear arrangements for identifying pupils with additional learning needs. They have appropriate support plans and targets in their individual education plans, which staff monitor carefully. The school's strong links with a number of specialist services and outside agencies ensure that pupils receive very good support and guidance. Parents are well informed and fully involved in decisions that affect their children.

There is effective two-way integration of pupils between mainstream classes and the speech and language resource bases. This integration has helped pupils in the resource bases to achieve the expected level at the end of key stage 2 in mathematics. Pupils from mainstream classes have benefited from specialist support in the learning resource bases to improve their communication skills.

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

Learning environment: Good

The school has a warm and welcoming ethos. All pupils have equal access to all aspects of its life and work. The school celebrates the diverse nature of pupils' backgrounds effectively and provides an inclusive environment where they feel well supported.

There is a strong emphasis on developing pupils' values and this has a very positive impact on many aspects of school life, for example in the sensitive and successful integration of pupils from the speech and language resource bases within the life and work of mainstream classes.

Classrooms are of an appropriate size and there are useful practical areas outside the classrooms that teachers use well for small group and practical work.

There is a good range and sufficient quantity of resources of high quality, particularly reading books and ICT equipment. Displays in classrooms and corridors are bright, act as useful teaching aids and celebrate pupils' work well. The school uses its indoor space effectively and it has developed its outdoor areas very well. The quality of internal maintenance and decoration is good. The school is clean and well maintained.

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

The headteacher and the senior management team have a clear vision for the future development of the school, have high expectations of all staff and provide effective leadership. There are comprehensive policies and plans in place that focus well on meeting the wide range of pupils' needs and on improving standards.

There is a clear management structure within the school. Roles and responsibilities are well defined. The deputy headteacher supports the headteacher well and this enables the school to act as an effective learning community. Appropriate performance management procedures are in place for all members of staff.

All staff are very committed to school improvement and work effectively as a team. Staff meet regularly and meetings focus appropriately on pupil performance. Staff implement and monitor the action points that arise from these meetings effectively. The senior management team tracks pupil progress regularly to identify strengths and underperformance. This enables the school to identify appropriate priorities in the school improvement plan.

The governing body supports the school effectively. Governors are aware of the school's current strengths and areas that require improvement. The headteacher provides governors with detailed, relevant information about standards and the progress made. They have a good knowledge of the priorities within the school improvement plan and monitor the implementation of strategies well. They hold the school to account when appropriate.

The school has responded well to local and national priorities and focuses well on tackling social disadvantage and promoting pupils' literacy and numeracy skills.

Improving quality: Good

The school has established effective procedures for self-evaluation. It uses a suitable range of first-hand evidence and draws on the views of staff, pupils, governors and parents appropriately. Senior managers monitor pupils' learning and progress systematically through classroom observations, scrutiny of work and listening to learners.

They analyse data comprehensively to monitor the school's performance. As a result, the school is clear about what it needs to do to improve outcomes for individual pupils. The findings of the self-evaluation report determine the school's main priorities appropriately.

The links between the outcomes of self-evaluation and the priorities in the school improvement plan are clear. The plan contains an appropriate range of relevant actions and identifies the members of staff who are responsible for completing them. It also contains clear success criteria, specific deadlines for completing tasks and the arrangements for monitoring their completion.

The action plans from performance management activities link well to whole-school priorities. Improvement plans focus well on individual pupils and the steps required to bring about improvement. These processes have had a positive impact on the progress of individual pupils.

Partnership working: Good

The school has established a wide range of effective partnerships with parents, the community and other schools. Parents are very supportive of the school and are kept well informed of the school's work through newsletters, the school website and the Parent Support Group, which meets regularly to discuss a range of issues. The school has good links with the wider community. For example, a local construction company has visited the school to talk to the pupils about its work. These experiences enhance pupils' understanding of the world of business and work.

The school is very effective in establishing partnerships with other schools so that pupils from the speech and language resource bases can re-join mainstream education. The cluster schools share good practice and they combine resources and training well to enhance learning and teaching, particularly in relation to the standardisation and moderation of pupils' work. Cluster moderation is a particular strength. Local schools collaborate to produce detailed portfolios of moderated work in the core subjects. These help teachers to have a shared understanding of the standards expected when they assess pupils' work.

There is an exemplary partnership between the school's resource base staff and the speech and language service in the local health authority. This partnership has led to regular sharing of information and consistency of practice in therapy sessions and class activities.

Good transition arrangements exist with the high schools. As a result, pupils have a good understanding of what to expect when they move to secondary school.

The school has developed very effective strategic partnerships with a range of specialist services. It works particularly closely with the external support service for English as an additional language. As a result, these pupils often make good progress as they move through the school.

Resource management: Good

There are a sufficient number of teachers with appropriate qualifications at the school. The school makes good use of staff expertise in subjects such as music and art. This supports singing of high quality by pupils, for example during assembly. Teaching assistants give very effective support to teachers and provide valuable support to individual pupils or groups.

There are appropriate arrangements for teachers' planning, preparation and assessment time. The arrangements for the performance management of the headteacher and teaching staff are robust, and link very well to the school's priorities for improvement.

The school supports the continuous professional development of teachers very well. All teachers take part in networks of professional practice within the school and beyond, and many have had a positive impact on the quality of provision within the school. For example, the provision for more able pupils has improved and this has resulted in improved performance at level 5 at the end of key stage 2.

The school manages and monitors its budget very well. It ensures that initiatives are appropriately funded and uses specific grants like the pupil deprivation grant very effectively to support pupils' learning particularly in providing teachers time to receive training in strategies to improve their teaching of literacy and numeracy.

In terms of the standards that pupils achieve and the quality of provision, the school provides good value for money.

Appendix 1: Commentary on performance data

6732149 - LLANDOUGH COUNTY PRIMARY

Number of pupils on roll	184
Pupils eligible for free school meals (FSM) - 3 year average	10.3
FSM band	2 (8%<FSM<=16%)

Foundation Phase

	2012	2013	2014
Number of pupils in Year 2 cohort	28	23	27
Achieving the Foundation Phase indicator (FPI) (%)	85.7	73.9	85.2
Benchmark quartile	2	4	3
Language, literacy and communication skills - English (LCE)			
Number of pupils in cohort	28	23	27
Achieving outcome 5+ (%)	89.3	82.6	85.2
Benchmark quartile	3	4	4
Achieving outcome 6+ (%)	7.1	30.4	33.3
Benchmark quartile	4	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	23	27
Achieving outcome 5+ (%)	92.9	78.3	88.9
Benchmark quartile	2	4	3
Achieving outcome 6+ (%)	32.1	21.7	37.0
Benchmark quartile	2	3	2
Personal and social development, wellbeing and cultural diversity (PSD)			
Number of pupils in cohort	28	23	27
Achieving outcome 5+ (%)	96.4	73.9	92.6
Benchmark quartile	2	4	4
Achieving outcome 6+ (%)	10.7	34.8	51.9
Benchmark quartile	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.

6732149 - LLANDOUGH COUNTY PRIMARY

Number of pupils on roll	184
Pupils eligible for free school meals (FSM) - 3 year average	10.3
FSM band	2 (8%<FSM<=16%)

Key stage 2

	2011	2012	2013	2014
Number of pupils in Year 6 cohort	25	21	24	25
Achieving the core subject indicator (CSI) (%)	68.0	85.7	91.7	72.0
Benchmark quartile	4	3	2	4
English				
Number of pupils in cohort	25	21	24	25
Achieving level 4+ (%)	76.0	85.7	91.7	76.0
Benchmark quartile	4	3	3	4
Achieving level 5+ (%)	36.0	47.6	25.0	44.0
Benchmark quartile	2	1	4	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	25	21	24	25
Achieving level 4+ (%)	80.0	95.2	95.8	76.0
Benchmark quartile	4	2	2	4
Achieving level 5+ (%)	32.0	57.1	33.3	52.0
Benchmark quartile	3	1	3	1
Science				
Number of pupils in cohort	25	21	24	25
Achieving level 4+ (%)	92.0	90.5	91.7	76.0
Benchmark quartile	3	3	3	4
Achieving level 5+ (%)	32.0	47.6	37.5	44.0
Benchmark quartile	3	2	3	2

The core subject indicator (CSI) represents the percentage of pupils achieving level 4 or above in english or welsh (first language), mathematics and science in combination.

* This item may disclose information on individuals, or it is not sufficiently robust for publication, not applicable or is otherwise unavailable.

The benchmark quartile compares the performance of one school against others who have similar levels of pupils with free school meals (FSM). FSM is used as a proxy of social deprivation in schools. This allows a comparison of the performance of a school against others who are in the same FSM category, and who might therefore have a similar intake of pupils from deprived backgrounds.

A school in benchmark quartile 1 is in the highest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are higher than many other schools with similar levels of pupils from deprived backgrounds. A school in benchmark quartile 4 is in the lowest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are lower than many other schools with similar levels of pupils from deprived backgrounds.

Further information is available from the Welsh Government My Local School website at the link below.

<http://mylocalschool.wales.gov.uk/index.html?lang=eng>

Appendix 2

Stakeholder satisfaction report

Responses to learner questionnaires

Primary Questionnaire (Overall)

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

	Number of responses Nifer o ymatebion	Agree Cytuno	Disagree Anghytuno	
I feel safe in my school.	101	100 99% 98%	1 1% 2%	Rwy'n teimlo'n ddiogel yn fy ysgol.
The school deals well with any bullying.	101	96 95% 92%	5 5% 8%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
I know who to talk to if I am worried or upset.	101	98 97% 96%	3 3% 4%	Rwy'n gwybod pwy i siarad ag ef/â hi os ydw I'n poeni neu'n gofidio.
The school teaches me how to keep healthy	100	98 98% 97%	2 2% 3%	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
There are lots of chances at school for me to get regular exercise.	101	96 95% 96%	5 5% 4%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
I am doing well at school	99	95 96% 96%	4 4% 4%	Rwy'n gwneud yn dda yn yr ysgol.
The teachers and other adults in the school help me to learn and make progress.	101	99 98% 99%	2 2% 1%	Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddsygu a gwneud cynnydd.
I know what to do and who to ask if I find my work hard.	101	100 99% 98%	1 1% 2%	Rwy'n gwybod beth I'w wneud a gyda phwy i siarad os ydw I'n gweld fy ngwaith yn anodd.
My homework helps me to understand and improve my work in school.	101	89 88% 91%	12 12% 9%	Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol.
I have enough books, equipment, and computers to do my work.	101	94 93% 95%	7 7% 5%	Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
Other children behave well and I can get my work done.	100	90 90% 77%	10 10% 23%	Mae plant eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
Nearly all children behave well at playtime and lunch time	100	86 86% 84%	14 14% 16%	Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.

Responses to parent questionnaires

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

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
Overall I am satisfied with the school.	34	23 68%	10 29%	0 0%	1 3%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	34	26 76%	7 21%	1 3%	0 0%	0	Mae fy mhentyn yn hoffi'r ysgol hon.
		73%	26%	1%	0%		
My child was helped to settle in well when he or she started at the school.	34	25 74%	8 24%	0 0%	1 3%	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.	34	17 50%	14 41%	0 0%	1 3%	2	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	34	22 65%	10 29%	0 0%	1 3%	1	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	46%	4%	1%		
Teaching is good.	34	22 65%	11 32%	1 3%	0 0%	0	Mae'r addysgu yn dda.
		60%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	34	21 62%	13 38%	0 0%	0 0%	0	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		63%	33%	1%	0%		
The homework that is given builds well on what my child learns in school.	34	15 44%	18 53%	0 0%	0 0%	1	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhentyn yn ei ddysgu yn yr ysgol.
		47%	40%	6%	1%		
Staff treat all children fairly and with respect.	34	25 74%	8 24%	1 3%	0 0%	0	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		58%	33%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	34	23 68%	10 29%	0 0%	1 3%	0	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		59%	36%	2%	0%		
My child is safe at school.	34	26 76%	7 21%	0 0%	1 3%	0	Mae fy mhentyn yn ddiogel yn yr ysgol.
		66%	31%	1%	0%		
My child receives appropriate additional support in relation to any particular individual needs'.	34	16 47%	15 44%	0 0%	0 0%	3	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		50%	34%	4%	1%		
I am kept well informed about my child's progress.	34	18 53%	15 44%	1 3%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		49%	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.	34	18 53%	13 38%	2 6%	1 3%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		62%	31%	4%	2%		
I understand the school's procedure for dealing with complaints.	34	23 68%	7 21%	0 0%	1 3%	3	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		44%	39%	7%	2%		
The school helps my child to become more mature and take on responsibility.	34	22 65%	10 29%	2 6%	0 0%	0	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		56%	38%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	34	12 35%	13 38%	0 0%	1 3%	8	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		42%	33%	4%	1%		
There is a good range of activities including trips or visits.	34	11 32%	13 38%	4 12%	5 15%	1	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	38%	5%	1%		
The school is well run.	34	25 74%	7 21%	0 0%	1 3%	1	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	32%	3%	2%		

Appendix 3

The inspection team

Mervyn Lloyd Jones	Reporting Inspector
Russell Grigg	Team Inspector
Liz Miles	Team Inspector
Sarah Botterill	Lay Inspector
Bryn Dennis Jones	Peer Inspector
Susan M Evans	School Nominee

Copies of the report

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

Year groups, the Foundation Phase and key stages

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

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

Primary phase:

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

Secondary phase:

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

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

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

Glossary of terms – Primary

Foundation Phase indicator (FPI)

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

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

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

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

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

The core subject indicator (CSI)

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

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

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

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

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

All-Wales Core Data sets

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

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

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