



**A report on**

**Radnor Primary School  
Radnor Road  
Canton  
Cardiff  
CF5 1RB**

**Date of inspection: December 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:

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

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

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**Publication date: 13/02/2015**

## Context

Radnor Primary School is an inner city school in Cardiff. The school caters for pupils between the ages of 4 and 11. There are 315 pupils on roll. Around 22% of pupils are eligible for free school meals, which is close to the average for schools in Wales.

Around 30% of pupils are from minority ethnic backgrounds and have English as an additional language. No pupil speaks Welsh at home. The school identifies 30% of pupils as having additional learning needs, which is above the national average. Very few pupils have a statement of special educational needs.

The last inspection of the school was in November 2008. The headteacher took up her post in September 2005.

The individual school budget per pupil for Radnor Primary School in 2014-2015 means that the budget is £3,425 per pupil. The maximum per pupil in the primary schools in Cardiff is £6,523 and the minimum is £2,908. Radnor Primary School is 60th out of the 95 primary schools in Cardiff in terms of its school budget per pupil.

## Summary

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

### Current performance

The school's current performance is adequate because:

- many pupils across the school make good progress in developing their speaking and listening skills;
- relationships between staff and pupils are positive;
- pupils develop good independent learning skills as they move through the school;
- nearly all pupils have high standards of behaviour and wellbeing;
- pupils with additional learning needs receive good support; and
- a very caring ethos ensures that pupils feel safe and secure and ready to learn.

However:

- a significant minority, particularly boys and pupils eligible for free school meals do not always reach the standards of which they are capable;
- many pupils do not apply their numeracy skills well enough across the curriculum;
- standards in Welsh as a second language and pupils' bilingual skills are underdeveloped; and
- planning for the development of literacy, numeracy and Welsh skills across the curriculum is at an early stage of development.

### Prospects for improvement

The school's prospects for improvement are adequate because:

- the headteacher has a clear vision based on shared responsibility amongst all members of staff;
- the senior leadership team is well placed to provide good support;
- many staff are very experienced;
- the governing body provides effective support and is beginning to challenge the school to improve; and
- of strong links with a range of partners.

However:

- the school's has only recently begun to address national priorities and new initiatives are too recent to have a significant impact;
- self-evaluation processes do not draw on a wide enough range of evidence;
- the link between self-evaluation and the school improvement plan is unclear; and
- targets within the improvement plan are not specific enough and lack measurable success criteria.

## Recommendations

- R1 Improve the performance of boys and pupils eligible for free school meals
- R2 Improve standards in Welsh as a second language and pupils' bilingual skills
- R3 Improve teaching so that tasks meet the needs of pupils' different abilities
- R4 Plan for the development of skills, in literacy and numeracy, across the curriculum
- R5 Improve the quality of self- evaluation and school improvement planning
- R6 Ensure that the Pupil Deprivation Grant is targeted to support pupils who are eligible for free school meals

### **What happens next?**

The school will draw up an action plan which shows how it is going to address the recommendations. Estyn will monitor the school's progress.

## Main findings

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

Adequate

#### Standards: Adequate

Many pupils make good progress as they move through the school and achieve well by the end of key stage 2. Many pupils have a good recall of previous learning. They work co-operatively and respond well to tasks set by their teacher.

Across the school, many pupils make good progress in developing their speaking and listening skills. They respond appropriately to questioning, and communicate effectively with others when discussing their work. Across the school, many pupils enjoy discussion and describe what they have achieved effectively. Many older pupils in key stage 2, argue persuasively with each other and discuss their work with maturity using a well-developed vocabulary; this is particularly evident during philosophy for learning sessions.

A majority of pupils in the Foundation Phase, recognise familiar words in simple texts from an early age. They use their knowledge of letters and sounds to read words and to establish meaning when reading aloud. In Year 2, many read simple texts accurately and show a good understanding of what they have read. They express opinions about ideas in stories well. In key stage 2, the majority of pupils respond to a range of texts, show understanding of significant ideas, themes, events and characters, and are beginning to use inference and deduction. They use their reading skills effectively to access information in other areas of learning.

Across the school, many pupils write well in their literacy lessons for a range of purposes and audiences. Many pupils in the Foundation Phase write invitations and instructions or stories based on retelling well-known fairy tales successfully. They are beginning to make good use of the names and sounds of letters to spell simple words accurately. By the end of key stage 2, many pupils produce thoughtful, extended pieces of work, on topics such as apartheid. However, a minority of pupils do not take enough care when setting out their work and often make careless spelling and grammatical errors. In a majority of classes in key stage 2, pupils' spelling, editing and drafting skills are underdeveloped.

A majority of pupils in the Foundation Phase make suitable progress in developing numeracy skills. They read and write numbers up to 100 correctly and use their knowledge to add and subtract single and two-digit numbers correctly. Pupils measure length and capacity accurately, using standard units. Most pupils know the names of many two and three dimensional shapes. However, too many pupils do not apply their numeracy skills well in other areas of learning.

In key stage 2, most pupils make appropriate progress, according to their ability. Many make good progress in learning to recite multiplication tables, but few have quick and accurate recall of multiplication facts. Most acquire a sound understanding of place value and understand in which order to carry out operations when solving complex calculations. Many pupils work methodically and accurately when solving

problems. Many pupils record measurements carefully in science and draw accurate graphs, such as when they investigate the lengths of shadows. However, pupils do not regularly use a good range of numeracy skills well in other subjects.

As pupils move through the school, many make appropriate progress in developing their Welsh oral skills and they use an increasing vocabulary. Most respond positively to instructions and display good understanding of Welsh used by teachers in Welsh lessons. However, most pupils do not make enough progress in using Welsh in their work in other subjects and in less formal situations at school. In the Foundation Phase and in key stage 2, a majority of pupils' reading and writing skills in Welsh are at an early stage of development.

Many pupils with English as an additional language and pupils with additional learning needs make good progress in relation to their age and ability.

Over the past three years, when compared with similar schools, pupils' performance at the expected outcome at the end of the Foundation Phase has placed the school in the bottom 25% in literacy and mathematical development. Over the same period, pupil performance at the higher-than-expected outcome in literacy and mathematical development has varied, moving the school between the higher and lower 50% of similar schools.

At the end of key stage 2, pupil performance at the expected level 4 has varied when compared with similar schools over the past three years. In English, pupils' performance placed the school in the top 25% in 2012 and in bottom 25% and lower 50% in 2013 and 2014 respectively. Performance in mathematics placed the school in the higher 50% in 2012 and in the lower 50% for the other two years. In science performance placed the school in the top 25% in 2012, the higher 50% 2014 and in the bottom 25% in 2013. Pupils' performance at the higher-than-expected level in English, mathematics and science has varied, moving the school between the top 25% and lower 50% of similar schools

In the Foundation Phase and in key stage 2, boys perform significantly less well than girls and pupils eligible for free school meals regularly perform less well than their peers.

### **Wellbeing: Good**

Across the school, nearly all pupils have a good understanding of the importance of a healthy lifestyle. They understand the benefits of regular exercise and a healthy diet. Many participate in the good variety of extracurricular clubs that enhance their wellbeing. Pupils feel safe and secure in school.

Nearly all pupils show care and concern for others and have the necessary skills to work together cooperatively. Behaviour throughout the school is very good. Many pupils' thinking and problem-solving skills are developing well as they progress through the school. This is particularly evident during whole class and group discussions. Most pupils develop good independent learning skills as they move through the school. A majority of pupils are beginning to have an appropriate understanding of what they need to do in order to improve their work.

Most pupils demonstrate a good level of concentration and enthusiasm towards their learning. They are polite and friendly and relate well to adults and to each other. Older pupils readily accept responsibility through various roles such as advising younger pupils about the use of laptops and tablet computers.

Members of the school and eco councils take their responsibility seriously and play an active part in making decisions about improvements to learning and to the environment. This has a positive effect on the life of the school.

Pupils successfully take part in a number of community activities and are involved in fundraising for several charitable causes, such as Velindre Hospice and Marie Curie Pots of Care.

Attendance rates are good and show a trend of improvement over the last three years. This has placed the school in the higher 50% when compared with similar schools. Nearly all pupils are punctual.

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

The school provides a wide range of interesting and relevant learning experiences that meet the requirements of the Foundation Phase, the National Curriculum and religious education. In the Foundation Phase, there is a strong emphasis on active learning and use of the outdoors. In key stage 2, teachers plan regular sessions to encourage independence in learning through research and project work. The school provides a good range of clubs and extra-curricular activities that play a significant part in developing pupils' personal and social skills

However, activities do not always challenge successfully the full range of abilities in a class. This was also evident when scrutinising pupils' books particularly in key stage 2.

The implementation of the National Literacy and Numeracy Framework is at an early stage of development and is not established fully to ensure continuity and progression in pupils' learning. This is particularly evident in numeracy.

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

The newly introduced scheme of work for Welsh is beginning to be effective in developing pupils' oral skills, in engaging their interests and in fostering positive attitudes. However, the planning for reading and writing is not effective. The school does not have clear policies and procedures in place to promote Welsh outside lessons. The school promotes pupils' understanding of Welsh culture and traditions appropriately through visits in the locality and to residential Welsh language centres.



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 to the importance of conserving the world's resources. The school provides pupils with relevant opportunities to learn about global awareness and citizenship.

### **Teaching: Adequate**

Across the school, teachers and teaching assistants provide good support to all pupils. All adults manage pupils' behaviour positively, safely and effectively in classrooms and around the school.

Where teaching is at its best, most teachers share the lesson objectives and use appropriate resources to support learning and teaching. Presentations to the class are lively and lessons progress at a good pace with effective questioning that encourages pupils to consider and justify their answers. Most teachers provided regular opportunities for pupils to develop their thinking skills and apply them to new situations. In a minority of lessons teachers do not always plan tasks in enough detail to meet the needs of pupils' different abilities and have high enough expectations.

Teachers mark work regularly, but the practice of writing comments about what pupils need to do to improve is not consistent. Teachers do not provide regular opportunities for pupils to assess their own work and that of others.

The school gathers a wide range of assessment data and has recently introduced a new whole-school tracking system. This is at an early stage of development; therefore it is too early in assess its effectiveness in informing planning and setting realistic and challenging targets for pupils.

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

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

The school develops pupils' social, moral, spiritual and cultural awareness well in lessons and teachers plan a range of activities to support pupils' health and wellbeing successfully. The school makes appropriate arrangements for promoting healthy eating and drinking.

The school provides good opportunities for pupils to take responsibility and to develop a clear understanding of living and working together in a community. The successful promotion of pupils' personal and social skills is an integral part of the school curriculum. A good range of extra-curricular activities is available for pupils to attend which promote their cultural and physical wellbeing effectively.

Effective procedures such as rewards and sanctions are having a very positive impact on standards of behaviour throughout the school and as a result all pupils are clear as to what is expected of them. The policy and procedures now in place for attendance have been successful in raising pupils' levels of attendance over the last few years.

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

The school has very effective arrangements for identifying and monitoring pupils with additional learning needs. Individual education plans are detailed and have clear targets that address the needs of pupils appropriately. Intervention sessions are carefully organised so that pupils receive effective support and make good progress.

Staff work effectively with a number of outside agencies, including educational psychologists and physiotherapists, to enhance the support and guidance the school provides for pupils. Regular visits by the local police liaison officer are effective in advising pupils on issues such as cyber bullying.

### **Learning environment: Good**

The school has a very welcoming and caring ethos where all pupils are treated equally. There is a clear sense of community cohesion, which has a positive impact upon pupils' wellbeing. The use of the community to enrich pupils' learning experiences is a regular feature, for example, pupils in Year 6 have studied the causes and consequences of the decline of Cardiff docks.

The classrooms are spacious and staff make good use of additional space for smaller group work and support activities. The use of the outdoors in the Foundation Phase provides a valuable source for developing pupils' problem solving skills and independent learning. The school has enough resources of good quality to promote teaching and learning effectively throughout the school and to meet pupils' needs.

There are attractive displays throughout the buildings, which celebrate success and promote learning well. Given the age of the building, all areas are clean and generally well maintained. However, the outdoor environment restricts some activities, particularly team sports.

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

The headteacher during the past twelve months has improved a range of management systems. She has reviewed the role of the senior management team so that their responsibilities are clearly defined. Leadership responsibilities are now distributed and senior leaders operate at a more strategic level than previously. The headteacher consulted staff and pupils in revising the school's vision statement, which is now displayed prominently around the school.

Leaders have introduced a number of new initiatives such as a tracking system, a scheme of work for Welsh and a framework for the development of pupils' literacy and numeracy skills. However, it is too early to measure the impact of these initiatives.

Staff meet regularly to discuss important matters that affect the life and work of the school. Meetings now deal appropriately with pupils' attainment. Arrangements for managing the performance of teachers are securely in place and improvement targets focus clearly on raising standards.

The school has made slow progress towards addressing national priorities. Many recent initiatives, such as the school's involvement in networks of professional practice and the development of assessment for learning are beginning to improve pupils' attainment. There is also a clear focus on the need to improve standards in literacy, numeracy and Welsh. However, it is too early to evaluate their impact fully.

Governors support the school well. Head teacher's reports, regular visits to school and links with members of staff ensure that governors know the school well. Governors now analyse data rigorously and have a good understanding of how the school's performance compares with that of similar schools. Recent restructuring of the governing body has established a sub-committee whose main purpose is to challenge the school to improve. As a result, governors have introduced a number of positive initiatives, but these are at an early stage of development and have not yet had a significant effect on standards.

### **Improving quality: Adequate**

The headteacher has revised the school self-assessment document several times, drawing on a limited range of first-hand evidence. Together with senior leaders and members of the governing body, she has analysed attainment data carefully. New systems are enabling leaders to compare the performance of groups of pupils more effectively, but plans to address areas identified for improvement and at an early stage of development. Subject leaders carry out annual reviews that feed into the self-evaluation process and are now clearer as to what the school's priorities are to improve pupil outcomes. However, self-evaluation does not take enough account of the views of pupils, parents and other interested groups.

Many of the areas for improvement that the self-evaluation report identifies become priorities in the school improvement plan although the link between the two is often unclear. The plan is appropriately organised with sections identifying the person responsible with targets and actions, timescales, costs and training requirements. However, the actions identified are not specific enough in identifying the groups of pupils to be targeted and lack clearly measurable success criteria.

### **Partnership working: Good**

There are useful partnerships with a good range of individuals and groups. Parents are generally supportive. There are beneficial partnerships with schools within the local cluster and further afield. The schools are collaborating on ways to improve self-evaluation procedures and have exchanged staff to compare ways of teaching mathematics. It is too early to evaluate the impact of this work.

The school joins other schools in the cluster to help standardise teachers' assessments at the end of the Foundation Phase and key stage 2. This has improved the accuracy of teachers' assessments.

There are very good transition arrangements with a large number of pre-school settings, private nurseries and with the high school. As a result, pupils are prepared well and have a good understanding of what to expect and settle quickly when they move from one provision to the next.

The school benefits from the contributions of a good range of specialist visitors from the local authority, the school nurse, occupational therapist and educational psychologist. The school makes very good use of links with the wider community. These include a local arts centre, a professional theatre company, the community garden and the local folk museum. These links contribute significantly to pupils' cultural and creative development.

**Resource management: Adequate**

There are enough well qualified staff that have good up-to-date knowledge of the subjects they teach. The headteacher deploys staff efficiently and makes good use of their particular strengths, such as in information and communication technology (ICT) and drama

The school is developing a good range of networks of professional practice within school and in partnership with others in the locality and beyond. The school provides appropriate support and training for all members of staff for areas for development identified through performance management procedures.

There are suitable arrangements for providing teachers with time for planning, preparation and assessment.

The school manages its resources well particularly its use of the information and communication technology suite.

The governing body manages the school's budget efficiently and spends its funds appropriately. The reserves held by the school are well within recommended levels. A proportion of the Pupil Deprivation Grant supports pupils on school visits; however, the remainder is not directed as intended. In view of the standards achieved by pupils, the school gives adequate value for money.

## Appendix 1: Commentary on performance data

### 6812039 - Radnor Primary School

Number of pupils on roll	300
Pupils eligible for free school meals (FSM) - 3 year average	22.1
FSM band	3 (16%<FSM<=24%)

#### Foundation Phase

	2012	2013	2014
<b>Number of pupils in Year 2 cohort</b>	40	45	44
<b>Achieving the Foundation Phase indicator (FPI) (%)</b>	65.0	68.9	77.3
Benchmark quartile	4	4	4
<b>Language, literacy and communication skills - English (LCE)</b>			
Number of pupils in cohort	40	45	44
Achieving outcome 5+ (%)	75.0	71.1	81.8
Benchmark quartile	4	4	4
Achieving outcome 6+ (%)	20.0	31.1	31.8
Benchmark quartile	3	2	2
<b>Language, literacy and communication skills - Welsh (LCW)</b>			
Number of pupils in cohort	*	*	*
Achieving outcome 5+ (%)	*	*	*
Benchmark quartile	*	*	*
Achieving outcome 6+ (%)	*	*	*
Benchmark quartile	*	*	*
<b>Mathematical development (MDT)</b>			
Number of pupils in cohort	40	45	44
Achieving outcome 5+ (%)	70.0	82.2	86.4
Benchmark quartile	4	3	3
Achieving outcome 6+ (%)	27.5	24.4	29.5
Benchmark quartile	2	3	2
<b>Personal and social development, wellbeing and cultural diversity (PSD)</b>			
Number of pupils in cohort	40	45	44
Achieving outcome 5+ (%)	100.0	95.6	97.7
Benchmark quartile	1	2	2
Achieving outcome 6+ (%)	80.0	42.2	59.1
Benchmark quartile	1	2	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.

**6812039 - Radnor Primary School**

Number of pupils on roll 300  
 Pupils eligible for free school meals (FSM) - 3 year average 22.1  
 FSM band 3 (16%<FSM<=24%)

**Key stage 2**

	2011	2012	2013	2014
<b>Number of pupils in Year 6 cohort</b>	31	32	25	29
<b>Achieving the core subject indicator (CSI) (%)</b>	83.9	87.5	80.0	86.2
Benchmark quartile	2	2	3	3
<b>English</b>				
Number of pupils in cohort	31	32	25	29
Achieving level 4+ (%)	83.9	96.9	80.0	89.7
Benchmark quartile	3	1	4	3
Achieving level 5+ (%)	35.5	34.4	48.0	31.0
Benchmark quartile	2	2	1	3
<b>Welsh first language</b>				
Number of pupils in cohort	*	*	*	*
Achieving level 4+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
<b>Mathematics</b>				
Number of pupils in cohort	31	32	25	29
Achieving level 4+ (%)	83.9	90.6	84.0	89.7
Benchmark quartile	3	2	3	3
Achieving level 5+ (%)	22.6	43.8	36.0	34.5
Benchmark quartile	3	1	2	3
<b>Science</b>				
Number of pupils in cohort	31	32	25	29
Achieving level 4+ (%)	93.5	100.0	80.0	96.6
Benchmark quartile	2	1	4	2
Achieving level 5+ (%)	32.3	31.3	36.0	31.0
Benchmark quartile	2	2	2	3

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

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

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

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

Further information is available from the Welsh Government My Local School website at the link below.  
<http://mylocalschool.wales.gov.uk/index.html?lang=eng>

## Appendix 2

### Stakeholder satisfaction report

#### Responses to learner questionnaires

##### 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.	104	104 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	102	87 85%	15 15%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	104	104 100%	0 0%	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	104	98 94%	6 6%	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.	104	101 97%	3 3%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	101	97 96%	4 4%	Rwy'n gwneud yn dda yn yr ysgol.
		96%	4%	
The teachers and other adults in the school help me to learn and make progress.	104	102 98%	2 2%	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.	104	102 98%	2 2%	Rwy'n gwybod beth I'w wneud a gyda phwy i siarad os ydw I'n gweld fy ngwaith yn anodd.
		98%	2%	
My homework helps me to understand and improve my work in school.	104	95 91%	9 9%	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.	104	100 96%	4 4%	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.	100	74 74%	26 26%	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	103	90 87%	13 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 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.	89	43 48%	42 47%	3 3%	0 0%	1	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	89	59 66%	29 33%	1 1%	0 0%	0	Mae fy mhentyn yn hoffi'r ysgol hon.
		73%	25%	1%	0%		
My child was helped to settle in well when he or she started at the school.	89	62 70%	24 27%	1 1%	1 1%	1	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.	89	43 48%	41 46%	4 4%	0 0%	1	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	89	32 36%	49 55%	2 2%	0 0%	6	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	45%	4%	1%		
Teaching is good.	89	41 46%	41 46%	1 1%	0 0%	6	Mae'r addysgu yn dda.
		60%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	89	43 48%	41 46%	3 3%	0 0%	2	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.	87	37 43%	37 43%	8 9%	0 0%	5	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.	88	47 53%	31 35%	3 3%	0 0%	7	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.	89	42 47%	34 38%	5 6%	0 0%	8	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.	85	42 49%	33 39%	3 4%	0 0%	7	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.	86	35 41%	37 43%	5 6%	0 0%	9	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.	88	31 35%	41 47%	12 14%	2 2%	2	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.	89	40 45%	34 38%	14 16%	1 1%	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.	88	22 25%	35 40%	17 19%	3 3%	11	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		45%	39%	7%	2%		
The school helps my child to become more mature and take on responsibility.	88	45 51%	39 44%	1 1%	1 1%	2	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.	86	21 24%	31 36%	5 6%	1 1%	28	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.	89	37 42%	40 45%	9 10%	0 0%	3	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	38%	5%	1%		
The school is well run.	89	41 46%	36 40%	6 7%	0 0%	6	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	32%	3%	1%		

## Appendix 3

### The inspection team

Mervyn Jones	Reporting Inspector
Christopher Dolby	Team Inspector
Deirdre Emberson	Lay Inspector
Michelle Young	Peer Inspector
Ann James	Nominee

## Copies of the report

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