



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

**Whitchurch Primary School
Erw Las
Whitchurch
Cardiff
CF14 1NL**

Date of inspection: January 2015

by

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

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

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

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

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

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.

Every possible care has been taken to ensure that the information in this document is accurate at the time of going to press. Any enquiries or comments regarding this document/publication should be addressed to:

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Context

Whitchurch Primary School is in Cardiff. There are currently 699 pupils on roll aged from 3 to 11 years old. Of these pupils, 78 attend part-time in the nursery.

The school opened in September 2012 following the closure of two local schools, Eglwys Wen Primary School and Eglwys Newydd Primary School. The school has 21 classes with an additional two part-time nursery classes. There are 22 full-time and 10 part-time teachers.

Many pupils are white, British and come from homes where the main language is English. A very few pupils speak Welsh at home. Around 10% of pupils are eligible for free school meals. This is notably lower than the national figure of 21%. The school identifies approximately 13% of pupils as having additional learning needs. This is lower than the national figure of 22%. A very few pupils have a statement of special education needs.

The headteacher has been in post since the school opened in September 2012 and was previously the headteacher of Eglwys Wen Primary School from January 2007.

The individual school budget per pupil for Whitchurch Primary School in 2014-2015 means that the budget is £3,100 per pupil. The maximum per pupil in the primary schools in Cardiff is £6,523 and the minimum is £2,908. Whitchurch Primary School is 86th out of the 95 primary schools in Cardiff in terms of its school budget per pupil.

Summary

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

Current performance

The current performance of the school is good because:

- Most pupils have good speaking and listening skills
- Most pupils' writing develops successfully as they move through the school
- Most pupils' number skills are developing well and they are able to apply their mathematical skills successfully to problem solving activities
- Most pupils with additional learning needs make good progress towards achieving their learning targets
- The school's curriculum contains a wide range of stimulating learning experiences that engage pupils successfully
- Teachers plan interesting lessons that build on pupils' prior learning effectively

Prospects for improvement

The school's prospects for improvement are good because:

- School leaders have worked successfully with the whole school community to establish an effective learning environment for pupils and staff
- Systems to analyse performance data are comprehensive
- The governing body provides the school's leaders with effective levels of support and challenge
- The school's self-evaluation arrangements are effective, cover most aspects of the school's work and paint an accurate picture of the school's strengths and areas for development
- The school uses information from self-evaluation effectively to develop robust improvement plans

Recommendations

- R1 Improve standards in Welsh in all classes
- R2 Ensure that teachers provide an appropriate level of challenge in all lessons, especially for the more able
- R3 Improve the quality of teachers' marking
- R4 Ensure that leaders at all levels implement improvement strategies throughout the school consistently and monitor their impact rigorously

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

Most pupils begin school with literacy and numeracy skills that are appropriate to or above those expected for their age. Most pupils make good progress as they move through the school.

In the Foundation Phase, most pupils listen well. They speak clearly and respond to questions confidently. At the end of key stage 2, most pupils have good speaking and listening skills and express opinions and ideas competently. For example, older pupils in key stage 2 discuss the properties of materials using a well-developed scientific vocabulary.

In the Foundation Phase, most pupils are able to read at a level appropriate for their age. They talk confidently about the stories they enjoy reading. Most pupils use a suitable range of phonological understanding to help them read unfamiliar words successfully. By the end of key stage 2, most pupils' reading skills are good. They read with suitable accuracy and fluency. Many older pupils use higher-order reading skills well to gather information. For example, they scan texts effectively to identify key messages.

Most pupils' writing develops successfully as they move through the school. By the end of the Foundation Phase, most write well for a wide range of purposes using interesting vocabulary. Most pupils use a simple range of punctuation, such as full stops and question marks, accurately. In key stage 2, most pupils make good progress in developing their writing skills. They use a varied vocabulary successfully and write well in a range styles, such as news reports, pamphlets and recounts. At the end of key stage 2, more able pupils use a comprehensive range of punctuation, such as ellipses and brackets, to add meaning to their writing effectively. Most pupils apply their writing skills across the curriculum successfully.

Most pupils' number skills are good. At the end of the Foundation Phase, many pupils in Year 2 have good understanding of addition and subtraction using up to four-digit numbers. They are able to select the suitable number operation to solve number problems accurately. By the end of key stage 2, most pupils are able to apply their mathematical skills successfully to problem-solving activities. They use their number skills confidently, for example when multiplying decimals and calculating equivalent fractions. Many pupils use their numeracy skills well in other subjects, such as science and history.

At the end of the Foundation Phase, a majority of pupils understand a satisfactory range of simple Welsh words and phrases. They answer basic questions using common sentence patterns appropriately. In key stage 2, a minority of pupils ask and answer questions confidently or accurately. A very few pupils in the school read Welsh with satisfactory understanding or write well enough using a suitable range of sentence patterns independently.

Many pupils across the school achieve good standards in their thinking skills. They use strategies, such as thinking maps, effectively, for example to develop criteria for an effective poster on healthy eating.

Most pupils with additional learning needs make good progress towards achieving their learning targets.

In the Foundation Phase, performance over the last three years at the expected outcome 5 places the school in the higher 50% for literacy and mathematical development when compared with similar schools. There is the same pattern of performance compared with that of similar schools at the higher outcome 6.

In key stage 2, performance over the last three years at the expected level 4 places the school in the higher 50% for English and mathematics when compared with similar schools.

At the higher than expected level 5, performance over the last three years places the school in the higher 50% of similar schools for English or in the lower 50% or top 25% for mathematics.

Wellbeing: Good

Nearly all pupils feel safe in school and are confident that staff will deal promptly with any incidents that occur or worries they have. Nearly all pupils have positive attitudes to keeping healthy and fit. They understand the need to eat and drink healthily and to take regular exercise. They have a sound understanding of how to stay safe on the internet.

The behaviour of nearly all pupils in lessons and around the school is good. A very few pupils do not behave suitably in lessons. All pupils are proud of their school. Attendance rates are good and over the last two years place the school in the top 25% when compared with similar schools. Nearly all pupils arrive punctually at the start of the school day.

The school council contributes positively to improving school, for example through their anti-bullying campaign. The school's peer mentors and playground leaders undertake key roles successfully in promoting the school's ethos of caring for others. The eco committee promotes sustainability effectively through initiatives such as 'no waste Wednesdays'. Overall, pupils play an appropriate part in making decisions about how and what they learn through their useful contributions to topic planning. Many pupils attend enthusiastically the wide variety of extra-curricular activities on offer. These activities enhance their learning experiences well. Many pupils participate in a good range of sports, music and arts activities within their local community regularly. They are developing a clear understanding of their impact on the wider community through their charity work and a beneficial link with a school in India.

Key Question 2: How good is provision?

Good

Learning experiences: Good

The school provides a wide range of engaging learning experiences that meet the needs of nearly all pupils successfully. The school's curriculum covers the requirements of the Foundation Phase and the National Curriculum effectively. A varied programme of extra-curricular clubs, such as sports, gardening and modern foreign languages, enriches and extends pupils' learning and contributes to their wellbeing successfully.

Teachers' planning identifies clearly opportunities for the development of pupils' literacy, numeracy and information and communication technology (ICT) skills. These plans focus on developing pupils' knowledge, understanding and skills in a way that builds systematically on their previous learning. The school has integrated the requirements of the National Literacy and Numeracy Frameworks into its curriculum effectively.

The school's provision for developing Welsh as a second language is adequate. Plans to develop pupils' Welsh language skills are comprehensive and the school has suitable resources to support pupils' learning. However, in a majority of classes, there are too few opportunities for pupils to develop their speaking, reading and writing skills. Welsh features prominently on displays and notices around the school, but staff do not encourage pupils to speak Welsh throughout the day well enough. The school pays good attention to the history and culture of Wales in the planning of its topics and subjects.

There are good arrangements for pupils to learn about sustainability and to develop an understanding of their role as citizens in the community and in the wider world. Staff and pupils take an active part in a range of recycling and energy conservation activities, such as reducing water waste. These raise pupils' awareness of using limited resources wisely. Worthwhile international links, for example with a school in India, enable pupils to gain a good understanding about their place in the wider world.

Teaching: Good

Most teaching is good and supports pupils' learning effectively. Nearly all teachers plan interesting lessons that build positively on pupils' prior learning and make good use of a wide range of resources. They employ a wide variety of teaching methods, including the effective use of ICT, to engage pupils in their learning successfully. However, in a few lessons, teachers do not adapt learning well enough to challenge all pupils at an appropriate level, particularly the more able. The support of learning assistants makes a significant contribution to the quality of pupils' learning.

Most teachers share learning objectives with pupils suitably and use effective questioning techniques that help pupils reflect on their learning well. All teachers mark pupils' work regularly and comment on pupils' achievements positively when appropriate. However, teachers' marking does not focus consistently enough on giving pupils useful information on how to improve their learning. They do not provide pupils with sufficient opportunities to respond to comments and to improve their work as a result.

All teachers use basic assessment for learning strategies, such as sharing the objectives of lessons and success criteria, well. There are systematic procedures for assessing, monitoring and recording pupils' progress. Staff use comprehensive systems and an effective analysis of performance data to monitor pupils' progress in all subjects and areas of learning effectively. Along with useful reviews of pupils at an individual level, they use the detailed information they gather efficiently to provide beneficial additional support to individual pupils when needed.

Annual reports to parents provide satisfactory information to parents and carers about their children's achievements and progress.

Care, support and guidance: Good

The school has effective arrangements to support all pupils' wellbeing and health. There is a clear focus on promoting pupils' wellbeing by developing their emotional awareness and self-confidence. As a result, pupils feel safe and well cared for. The school has appropriate arrangements for promoting healthy eating and drinking. There is good attention to developing pupils' knowledge of the benefits of a healthy lifestyle, for example through promoting healthy lunch choices.

A purposeful range of learning experiences promotes pupils' spiritual, moral, social and cultural development successfully. These include opportunities to participate in local events, such as an international food day with local supermarkets and visiting a residential home to entertain and meet residents. The school focuses on making pupils aware of their rights and their responsibilities towards others well.

The school liaises with external agencies effectively, such as social services, pupil support services and education welfare officers, to obtain support and guidance for staff, pupils and parents when needed. For example, the school liaises with local health visitors effectively before pupils join the nursery to ensure that the school has a good understanding of their needs.

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

The provision for pupils with additional needs is a strong feature of the school. Leaders have developed robust tracking and identification systems to ensure that all pupils benefit from effective and timely support. A wide range of intervention and support programmes ensures that these pupils make good progress. The school has established a nurture group of high quality that supports pupils well.

Learning environment: Good

The school has a calm and purposeful atmosphere, which includes and values all pupils and staff. Staff recognise and celebrate diversity successfully, for example through the celebration during collective worship of the different languages spoken by pupils at the school. As a result, all pupils feel included fully in the school community.

The new areas of the school buildings are purpose built and, overall, the accommodation is of a good standard and provides an attractive learning environment for all its pupils. Additional areas, such as the outside play areas and the conservation garden, enhance pupils' learning usefully. The school site is secure and well maintained. There is a suitable supply of resources of good quality that support learning and teaching well. Displays across the school support learning and celebrate pupils' achievements in and outside of school.

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

School leaders have worked successfully with the whole school community to establish an effective learning environment for pupils and staff in the relatively short amount of time since the school opened. Together they have created a shared vision and established common values that serve the school well.

The headteacher provides purposeful leadership and clear, strategic direction to the work of the school. She receives valuable support from a strong senior leadership team. Leaders and managers have well-defined leadership roles and responsibilities within an effective staffing structure. They manage this large school effectively on a day-to-day basis and ensure that all staff have an active role in monitoring standards and improving quality. Systems to analyse performance data are comprehensive. Arrangements for the performance management of teaching and support staff help the school to achieve most whole-school improvement priorities well. However, leaders do not always ensure teaching of high quality or that all staff implement improvement priorities effectively.

Staff collaborate well to ensure that the school makes good progress in meeting national and local priorities, for example in implementing the National Literacy and Numeracy Frameworks and supporting the educational attainment and wellbeing of vulnerable learners.

The governing body receives valuable information from the headteacher, particularly in relation to aspects of pupils' performance. As a result, governors have a clear understanding of the school's strengths and improvement priorities and how well it performs compared with other similar schools. They monitor the progress and impact of improvement initiatives diligently. A beneficial range of sub-committees further enhances governors' understanding of the school's performance. This enables governors to provide leaders with effective levels of support and challenge.

Improving quality: Good

The school's self-evaluation arrangements are effective and cover most aspects of its work. Leaders undertake thorough evaluations based on a wide range of first-hand evidence. These include effective analysis of performance data, scrutiny of pupils' work and teachers' planning, and classroom observations. Leaders work well with staff to ensure that they contribute to the self-evaluation process effectively. For example, they compile impact reports that evaluate the quality of the school's provision and learning reviews that evaluate the standards achieved by each pupil.

Overall, this analysis ensures that the school evaluates pupils' learning accurately and identifies areas for further development well. However, the school is a little too positive when evaluating important aspects of teaching at the school and has been slow to respond to external reviews about standards of Welsh as a second language. Self-evaluation procedures take good account of the views of pupils and parents.

The school uses information from self-evaluation effectively to develop improvement plans. These plans have a clear focus on improving standards of teaching and learning. They include a suitable range of relevant actions and identify members of staff with responsibility for their delivery. They also include realistic success criteria and clear timescales for completion. School leaders monitor progress in addressing targets carefully. As a result, the school has secured notable improvements in the last two years that have had a positive impact on the standards achieved by pupils, for example in enabling nearly all pupils to achieve challenging learning targets in English at the end of key stage 2. The arrangements for bringing about improvements are effective overall, but there are a few instances where teachers have not implemented improvement strategies consistently enough.

Partnership working: Good

The school has good links with a wide range of partners that have a positive effect on pupils' achievement and wellbeing. It has developed a good partnership with parents and keeps them well informed through regular newsletters and the school website, which strengthens home, school and community links. The school hosts play provision before and after school that helps to support pupils and their families effectively.

The school has beneficial links with a good range of organisations within the community, such as places of worship and local businesses. These have a positive impact on pupils' wellbeing and the experiences they receive. For example, a local building company teaches pupils about how to stay safe near construction sites.

There are good arrangements with pre-school playgroups and local secondary schools to prepare pupils for entry into the school and for the next stage of their education. The school works well with other primary schools in the area and further afield on a range of activities. For example, the development of rich learning tasks has helped improve pupils' skills. The school holds regular meetings with other primary schools to moderate pupils' work. This helps to ensure the consistency of assessment in the school well.

The parent teacher association is active in raising funds for the school, which have helped to purchase additional tablet computers and improve the outdoor environment. There are strong and mutually beneficial links with places of higher education and the school benefits from the practical help that students give to staff and pupils.

Resource management: Good

There are sufficient qualified and experienced teachers to deliver the curriculum effectively. The school has a suitable performance managements system that

supports the setting of appropriate targets for staff development. There is a good level of staff training and development, often through specific coaching and mentoring activities. These arrangements support the school well in helping it to achieve most strategic priorities. There are appropriate arrangements for teachers' planning, preparation and assessment time.

The headteacher has worked successfully with senior leaders to develop the leadership and management capacity at the school. Staff benefit from involvement in self-evaluation and school improvement processes that include valuable opportunities to observe other teachers and to reflect on their own professional practice. As a result, an effective leadership culture is developing at the school.

The school has appropriate systems to manage its budget. There are suitable arrangements to link spending decisions to the school's priorities for improvement. The school makes effective and efficient use of specific grants, such as the pupil deprivation grant. Leaders and managers set measurable targets within plans for improvement that enable them to monitor spending and its impact on the standards of pupils' learning and wellbeing. Overall, pupils achieve well and there is good quality of provision. As a result, the school provides good value for money.

Appendix 1: Commentary on performance data

6812329 - Whitchurch Primary

Number of pupils on roll	669
Pupils eligible for free school meals (FSM) - 3 year average	9.8
FSM band	2 (8%<FSM<=16%)

Foundation Phase

	2012	2013	2014
Number of pupils in Year 2 cohort	*	88	87
Achieving the Foundation Phase indicator (FPI) (%)	*	92.0	95.4
Benchmark quartile	*	2	1
Language, literacy and communication skills - English (LCE)			
Number of pupils in cohort	*	88	87
Achieving outcome 5+ (%)	*	94.3	95.4
Benchmark quartile	*	2	2
Achieving outcome 6+ (%)	*	33.0	42.5
Benchmark quartile	*	2	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	*	88	87
Achieving outcome 5+ (%)	*	94.3	95.4
Benchmark quartile	*	2	2
Achieving outcome 6+ (%)	*	34.1	39.1
Benchmark quartile	*	2	2
Personal and social development, wellbeing and cultural diversity (PSD)			
Number of pupils in cohort	*	88	87
Achieving outcome 5+ (%)	*	94.3	98.9
Benchmark quartile	*	3	3
Achieving outcome 6+ (%)	*	48.9	56.3
Benchmark quartile	*	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.

6812329 - Whitchurch Primary

Number of pupils on roll	669
Pupils eligible for free school meals (FSM) - 3 year average	9.8
FSM band	2 (8%<FSM<=16%)

Key stage 2

	2011	2012	2013	2014
Number of pupils in Year 6 cohort	*	*	81	81
Achieving the core subject indicator (CSI) (%)	*	*	93.8	96.3
Benchmark quartile	*	*	2	2
English				
Number of pupils in cohort	*	*	81	81
Achieving level 4+ (%)	*	*	95.1	98.8
Benchmark quartile	*	*	2	2
Achieving level 5+ (%)	*	*	44.4	44.4
Benchmark quartile	*	*	2	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	*	*	81	81
Achieving level 4+ (%)	*	*	95.1	98.8
Benchmark quartile	*	*	2	2
Achieving level 5+ (%)	*	*	50.6	42.0
Benchmark quartile	*	*	1	3
Science				
Number of pupils in cohort	*	*	81	81
Achieving level 4+ (%)	*	*	97.5	96.3
Benchmark quartile	*	*	2	2
Achieving level 5+ (%)	*	*	45.7	48.1
Benchmark quartile	*	*	2	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.	103	103 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	103	97 94%	6 6%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	103	103 100%	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	103	102 99%	1 1%	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
		97%	3%	
There are lots of chances at school for me to get regular exercise.	103	102 99%	1 1%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	103	101 98%	2 2%	Rwy'n gwneud yn dda yn yr ysgol.
		96%	4%	
The teachers and other adults in the school help me to learn and make progress.	103	103 100%	0 0%	Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddysgu a gwneud cynnydd.
		99%	1%	
I know what to do and who to ask if I find my work hard.	103	101 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.	103	93 90%	10 10%	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.	103	101 98%	2 2%	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.	103	86 83%	17 17%	Mae plant eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
		77%	23%	
Nearly all children behave well at playtime and lunch time	103	94 91%	9 9%	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.	101	61 60%	36 36%	3 3%	0 0%	1	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	100	69 69%	31 31%	0 0%	0 0%	0	Mae fy mhlentyn 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.	101	67 66%	32 32%	0 0%	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.	99	63 64%	31 31%	2 2%	0 0%	3	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	101	46 46%	43 43%	10 10%	0 0%	2	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	45%	4%	1%		
Teaching is good.	100	64 64%	32 32%	1 1%	0 0%	3	Mae'r addysgu yn dda.
		60%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	98	63 64%	31 32%	1 1%	0 0%	3	Mae'r staff yn disgwyl i fy mhlentyn 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.	99	44 44%	43 43%	7 7%	2 2%	3	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.
		47%	40%	6%	1%		
Staff treat all children fairly and with respect.	99	58 59%	36 36%	3 3%	0 0%	2	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		58%	33%	3%	1%		
My child is encouraged to be healthy and to take regular exercise.	100	58 58%	37 37%	4 4%	0 0%	1	Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		59%	36%	2%	0%		
My child is safe at school.	101	64 63%	35 35%	1 1%	0 0%	1	Mae fy mhlentyn yn ddiogel yn yr ysgol.
		66%	31%	1%	0%		
My child receives appropriate additional support in relation to any particular individual needs'.	95	49 52%	30 32%	6 6%	0 0%	10	Mae fy mhlentyn 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.	98	49 50%	29 30%	14 14%	4 4%	2	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		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.	101	58 57%	31 31%	8 8%	2 2%	2	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.	99	45 45%	28 28%	14 14%	3 3%	9	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.	97	55 57%	36 37%	3 3%	0 0%	3	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.	94	47 50%	21 22%	5 5%	0 0%	21	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.	100	59 59%	38 38%	3 3%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		54%	38%	5%	1%		
The school is well run.	97	57 59%	34 35%	3 3%	1 1%	2	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	32%	3%	1%		

Appendix 3

The inspection team

Mr Andrew Thorne	Reporting Inspector
Mr Richard Lloyd	Team Inspector
Mrs Aileen Patricia Brindley	Team Inspector
Mrs Alison Huckle	Lay Inspector
Mrs Emma Coates	Peer Inspector
Mrs Kathryn Owen Thomas	Peer Inspector
Mrs Ann Griffin	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
- 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.