



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

A report on

**All Saints C.I.W. Primary School
Ael-Y-Bryn
Llanedeyrn
Cardiff
CF23 9LF**

Date of inspection: February 2016

by

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

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

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

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

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

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

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

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:

Publication Section
Estyn
Anchor Court, Keen Road
Cardiff
CF24 5JW or by email to publications@estyn.gov.wales

This and other Estyn publications are available on our website: www.estyn.gov.wales

© Crown Copyright 2016: This report may be re-used free of charge in any format or medium provided that it is re-used accurately and not used in a misleading context. The material must be acknowledged as Crown copyright and the title of the report specified.

Publication date: 14/04/2016

Context

All Saints' Church in Wales Voluntary Aided Primary School was built in 1975 and is situated on the edge of a housing estate in the suburb of Llanedeyrn to the north-east of Cardiff. It is part of the Diocese of Monmouth. The school caters for 198 pupils between the ages of four and eleven, who are taught in seven single age classes, from Reception to Year 6. Most pupils live in the surrounding locality.

Almost all pupils speak English as their home language and none speak Welsh. A very few pupils speak other languages that include Arabic, Punjabi and Urdu. About 18% of pupils are eligible for free school meals, which is around the national average. The school identifies 18% of pupils as having additional learning needs. A very few pupils have a statement of special educational needs.

The school was last inspected in May 2011. The headteacher joined the school as deputy headteacher in 2004. She was appointed as headteacher in November 2013. The current acting deputy headteacher took up his post in January 2016.

The individual school budget per pupil for All Saints C.I.W. Primary School in 2015-2016 means that the budget is £3,367 per pupil. The maximum per pupil in the primary schools in Cardiff is £6,099 and the minimum is £2,901. All Saints C.I.W. Primary School is 68th out of the 96 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 current performance of the school is adequate because:

- Most pupils develop good speaking and listening skills
- Most pupils make good progress in developing useful mental mathematics skills and use these well in theme work across the curriculum
- Pupils eligible for free school meals perform as well as their peers in attaining the expected outcomes and levels at the end of the Foundation Phase and key stage 2
- The school provides an appropriate curriculum with good opportunities for outdoor learning
- Most teachers have good subject knowledge, prepare their lessons well and use a wide range of suitable resources.
- All staff develop good relationships with pupils and generally manage pupils' behaviour well
- The school provides good opportunities to promote pupils' spiritual, moral and cultural development
- The school provides a welcoming and stimulating learning environment

However:

- Pupils' progress in reading is not good enough
- Pupils' work is often flawed by poor spelling, punctuation and presentation that devalues the good quality of the content of their work
- Teachers' mid-term planning does not provide enough detail and is not used well enough to inform the next steps that pupils need to take in their learning
- Teachers' marking is not consistent
- Arrangements to monitor the provision and progress of pupils with additional learning needs are too new to measure their impact

Prospects for improvement

The school's prospects for improvement are adequate because:

- The headteacher promotes the school vision and its strong Christian ethos well
- The school functions efficiently on a day-to-day basis
- School governors understand the school's strengths and the areas for improvement
- Leaders and staff use a wide variety of reliable first-hand evidence to evaluate standards and provision that helps them to identify areas for improvement
- The school has good partnerships with parents and the church that have a

positive impact on pupils' wellbeing

- Staff have good opportunities for professional development and to share good practice
- The school uses its financial resources effectively

However:

- The school has been through a long period of staff change and this has impacted on its progress in making improvements
- The current leadership team is new and members are at an early stage in developing an understanding of their roles
- Monitoring of lessons and pupils' work lacks enough rigour
- The school improvement plan sets out too many actions so staff are unclear about the main priorities

Recommendations

R1 Raise standards in reading and writing across the school

R2 Raise levels of attendance

R3 Improve standards of teaching and assessment

R4 Ensure that provision for pupils with additional learning needs is managed effectively

R5 Ensure that leaders and managers monitor and track the school's work with more rigour

R6 Ensure that self-evaluation is robust and that the school development plan has a manageable number of priorities and actions for improvement

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

Most pupils enter the school with skills around the average for pupils of a similar age. By the time they leave the school, most pupils have made appropriate progress in their work.

Most pupils develop good speaking and listening skills. They enjoy working in pairs and groups to discuss their work and play. Most of them are attentive in class and respond well to teachers' questions and opportunities to discuss their ideas with their peers. Older pupils are confident in sharing their views and answers with the class. In the Foundation Phase, most pupils develop a positive attitude to reading. They learn to use appropriate reading strategies to decode new words, which include using phonic skills and picture clues. More able pupils in key stage 2 read fluently and with pleasing expression. These pupils enjoy their books and understand the value of skimming or scanning a text to research information. However, overall, standards in reading are not good enough. Many pupils make too little progress in reading as they move through the school. They do not always understand the text or develop a suitable range of vocabulary that they can use in their writing.

By the end of the Foundation Phase, most pupils write simple sentences that are legible and show their understanding of basic phonic spelling. However, they do not practise writing at length often enough to develop their skills. For example, very few pupils hold pens comfortably, form letters correctly or use the correct simple punctuation.

In key stage 2, pupils' written work is often imaginative. Most pupils understand how to write for a wide range of purposes that include letter writing and reporting. For example, pupils produce lively texts when they write about Tudor times in their topic work. However, too often, the work is flawed by poor spelling, punctuation and presentation that devalue the quality of the content of their work.

Across the school, most pupils make good progress in developing useful mental mathematics skills. They enjoy oral work and respond quickly and well to the challenge. They transfer these numeracy skills with confidence in subjects across the curriculum, for example in topic work in key stage 2 where they calculate the journey times of evacuees. However, in written mathematics work, pupils in the Foundation Phase rely too much on worksheets and do not record their work often enough to build on their prior learning successfully. In key stage 2, pupils do not record their work in mathematics carefully enough and this impacts negatively on their ability to make accurate calculations.

Overall, pupils with additional learning needs make sound progress in line with their abilities.

Most pupils in the Foundation Phase are beginning to show good progress in their use of Welsh. They respond well to simple instructions and greetings. In key stage 2, pupils show sufficient progress in writing. They read and write basic phrases and sentences based on familiar words, using appropriate but limited vocabulary and phrases linked to a theme. Their independent reading skills are developing well. However, most pupils are not confident when speaking Welsh around the school.

At the end of the Foundation Phase, pupils' performance at the expected and higher outcome in literacy and mathematical development has been consistently strong in the last four years. When compared with similar schools, performance at the expected and higher outcomes has placed the school in at least the top 50% in three of the last four years.

Until 2014, pupils' performance at the end of key stage 2 at the expected level 4 in English, mathematics and science placed the school in at least the higher 50% for the previous three years when compared with similar schools. In 2015, performance at the expected level 4 in English and mathematics placed the school in the lower 50% of similar schools. Pupils' performance at the higher level 5 has been variable.

Pupils eligible for free school meals perform as well as their peers in attaining the expected outcomes and levels at the end of each key stage. There is little difference in the relative performance of boys and girls.

Wellbeing: Adequate

Most pupils understand the importance of eating healthily and taking regular exercise. They benefit from being physically active and around half of them engage in the school's extra-curricular sporting and cultural activities with enthusiasm.

Most pupils feel safe in school and are confident that members of staff will address any concerns they raise promptly and effectively. Nearly all pupils show respect and care for each other and, in particular, for those with additional learning needs.

Most pupils work effectively in pairs, groups and as individuals. They share ideas and listen well to support each other when completing tasks. Although most pupils behave well in class and around the school, a very few do not always engage well in lessons.

The eco council meet regularly and make a valuable contribution to school life, for example by encouraging recycling. The elected school council participates in decision-making to bring about school improvements. For example, pupils led a poster competition and redesigned areas of the playground. However, staff lead the council meetings and this limits pupils' opportunity to take enough responsibility. For example, officers do not make a formal record of the meetings. The recently formed worship group is beginning to take an active and positive part in leading school assemblies.

Pupils' attendance rates in recent years have placed the school consistently above the average when compared with similar schools. However, in 2015 attendance at 94.3% placed the school in the lower 50% of similar schools.

Key Question 2: How good is provision?

Adequate

Learning experiences: Adequate

The school provides a range of relevant learning experiences that meet statutory requirements. It has reviewed long-term planning to ensure appropriate coverage of the requirements of the National Literacy and Numeracy Framework. However, teachers' planning for pupils to apply literacy and numeracy skills in lessons across the curriculum is limited and inconsistent. Nevertheless, there are a few examples of pupils developing worthwhile numeracy skills, for example in science and history topics at upper key stage 2.

Teachers' mid and short-term planning does not provide enough detail, for example about how work will meet the different individual learning needs of pupils. It is not used well enough to inform the next steps in pupils' learning. Planning in the Foundation Phase identifies clear learning objectives and success criteria for focus groups but does not always outline provision for outdoor learning. When planning is effective, staff link activities clearly to a theme and make effective use of resources. The school plans several beneficial intervention programmes to support those pupils who require additional help in literacy and communication.

The school promotes Welsh appropriately within formal Welsh lessons and registration periods. However, there is inconsistent use of the language in other lessons and informal activities. The school plans well to ensure that aspects of Welsh heritage are included across the curriculum. For example, visits to the Urdd centre enhance pupils' understanding of Welsh culture.

The school has developed education for sustainable development and global citizenship well. The eco committee meets regularly and makes a valuable contribution to the school. Through links with a school in Africa and a bible college in India, pupils gain an understanding of how people live and worship in other countries.

Teaching: Adequate

Most teachers have good subject knowledge, prepare their lessons well and use a wide range of suitable resources. They share clear lesson objectives with pupils and make sure that pupils know the success criteria. In the most effective lessons, teachers make good use of time and ensure that lessons are delivered with appropriate pace that maintains pupils' interest and attention. All staff develop good relationships with pupils and generally manage pupils' behaviour well to ensure that classes are calm and orderly. Most teachers use questioning effectively to encourage pupils to think. They give appropriate opportunities for pupils to discuss their ideas in pairs and groups. Teaching assistants provide useful support in class.

However, overall, teachers do not have sufficiently high expectations of pupils, particularly in the presentation of their work. Teachers do not always plan work well enough to meet the different learning needs of pupils in the class and rely too heavily on worksheets. In a few lessons, the introduction is too long, so pupils lose interest and do not have enough time to complete their work.

In the Foundation Phase, teachers plan and deliver suitable adult-led sessions but do not always plan enhanced play activities well or ensure that pupils make enough progress in their learning through play.

The school has introduced a new marking policy this year but this is not fully embedded. Although most teachers make helpful comments about pupils' work, marking is inconsistent. A few teachers write too much and, in a few cases, they do not model writing well enough. Teachers encourage pupils to assess their own and each other's work but it is not clear if this has a positive impact on standards.

The school keeps parents suitably informed about their children's progress. Reports to parents are detailed and informative.

Care, support and guidance: Adequate

The school provides good opportunities to promote pupils' spiritual and moral development, for example through daily collective worship and when pupils lead prayer-time in class. This is a strong feature of the school. The school develops pupils' cultural awareness effectively. For example, a local artist has worked with pupils to create attractive murals of the Cardiff area that are displayed around the school.

There are appropriate arrangements for promoting healthy eating and drinking. For example, pupils run a fruit tuck shop at breaktimes.

The school supports the emotional needs of pupils particularly well. The emotional literacy programme is effective in raising pupils' self-esteem and confidence. The school has an appropriate policy and procedures to address any incidents of bullying and pupils know whom to approach if they have a concern. There are suitable arrangements to ensure that pupils behave well. The school makes effective use of specialist agencies to support pupils. For example, police officers provide useful sessions for pupils to raise their awareness of dangers within the community.

The school makes good use of specialist agencies to provide support for pupils with more complex needs, for example the educational psychologist and speech and language service. However, due to recent staff changes, there has been inconsistent monitoring of provision and outcomes of all pupils with additional learning needs. Although the school uses a range of assessments to identify these pupils, it is not clear enough how the school ensures that their needs are met. The quality of pupils' individual education plans is too variable.

The school ensures that parents are aware of the importance of their children attending school regularly. However, procedures to promote good attendance did not have enough impact in 2015.

The school's arrangements for safeguarding pupils generally meet requirements. However, inspectors notified the school of a minor matter requiring attention during the inspection.

Learning environment: Good

The school is fully inclusive and offers all pupils equal access to the curriculum. It provides a welcoming and stimulating learning environment for pupils with well-ordered areas for teaching and learning. Attractive displays that celebrate pupils' work and achievements, as well as displays that promote diversity and the school's Christian ethos, are evident throughout the school. The school has an appropriate strategic equality plan. It makes suitable adaptations to support pupils' physical needs.

The school buildings are secure and in a good state of repair. There is an effective ongoing maintenance and improvement programme. The school has a good range of resources for both the Foundation Phase and key stage 2. Outdoor learning areas are attractive and well equipped with suitable play equipment. The forest school area and spacious grounds provide beneficial opportunities to enhance the curriculum.

Key Question 3: How good are leadership and management?	Adequate
--	-----------------

Leadership: Adequate

The headteacher communicates a clear vision for the school and its strong Christian ethos well. This ethos informs the strategic direction for the school and has a positive impact on pupils' wellbeing and attitudes to learning. The school functions efficiently on a day-to-day basis.

The school has been through a long period of staff changes. The current leadership team is new and members are at an early stage in developing an understanding of their roles and responsibilities. They are beginning to develop a more consistent approach to how they collect, record and analyse data. However, staff changes have made it difficult for leaders and managers to formulate clear plans to deliver school improvement effectively.

Staff take appropriate responsibility for leading on areas of the curriculum. There are weekly meetings where they lead discussions about planning and provision for their subjects. However, although the school identifies priority areas for improvement, subject leaders' reviews of pupils' progress do not focus enough on outcomes and standards. Leaders and other staff monitor pupils' work books but the system is not sufficiently robust to identify areas for improvement in teaching and learning.

There are well-established procedures to manage staff performance that identify appropriate areas for professional development successfully. For example, staff have attended a training course to improve their practice in the delivery of the Foundation Phase curriculum. There is good provision for staff to attend a range of health and safety courses.

Through regular reports from the headteacher and by visiting the school, the school governors understand the school's strengths and the areas for improvement. This helps them to make informed decisions regarding the use of resources and strategies in lessons. However they do not always provide sufficient challenge about the standards that pupils achieve.

The school places appropriate focus on local and national priorities, such as improving standards in Welsh and boys' literacy.

Improving quality: Adequate

The school seeks the views of staff, parents, governors and pupils about its performance on a regular basis. Leaders and staff use a variety of reliable first-hand evidence to evaluate standards and provision. These include an analysis of data about pupils' performance, scrutiny of pupils' work and monitoring of lessons and teachers' planning. Subject leaders assess progress within their areas of responsibility, although they tend to focus on provision rather than on pupils' outcomes. The school uses the information gathered to formulate its self-evaluation report and highlights specific priorities for improvement.

Although the school collects relevant data about its performance, it does not analyse this well enough to identify a manageable set of key priorities to improve outcomes for pupils. The process of self-evaluation is detailed, but overall it is too positive about the school's performance.

The school's current improvement plan is a detailed document that identifies appropriate areas for improvement. The school considers its progress against previous improvement targets and adapts its current practice to address any areas that still need to improve. However, the plan identifies too many priorities. It is too complex and sets out too many actions. As a result, staff are unclear about how to achieve the main priorities. There is too little focus on actions to raise standards.

Partnership working: Good

The school has an effective partnership with parents. The school website provides a good range of up-to-date information for parents, including detailed information about class curriculum themes. The school shares helpful information with parents at curriculum evenings to enable them to help their child at home.

There are good links with the diocese and local church that help the school to promote its Christian ethos and develop pupils' understanding of the Christian faith. The Bishop and local clergy provide valuable support to the school in leading collective worship and delivering religious education lessons.

The school has close links with other primary schools to evaluate pupils' work and to share good practice. Joint working with the local church high school helps pupils' smooth transition to secondary education.

Useful links with local businesses help the school to provide valuable opportunities to develop pupils' learning. For example, local banks deliver sessions to develop pupils' knowledge of finance, and restaurants provide opportunities for pupils to cook and learn more about healthy eating.

Students from the local university attend the school for work experience and they provide useful support for pupils in the classroom.

Resource management: Adequate

The school employs enough teachers and teaching assistants to enable all pupils to have full access to all lessons and activities. Teaching assistants are generally deployed appropriately to support specific groups and individuals.

Arrangements for the professional development of all staff are good. Teachers share knowledge and strategies for effective teaching with other schools. This has had a positive impact on the standard of pupils' wellbeing. There are appropriate arrangements for teachers' planning, preparation and assessment time.

Performance management procedures for all staff lead to suitable and relevant training and development opportunities.

The governing body manages the budget carefully and ensures that the school has a good supply of resources that meet pupils' needs and priorities. The school uses additional finances, for example, to enhance the outside areas by providing a greater range of resources for teaching and learning.

The school uses its Pupil Deprivation Grant effectively to support initiatives that improve pupils' outcomes. For example, training for staff to support pupils' wellbeing and confidence has led to improvement in pupils' social and communication skills.

Overall, the school provides adequate value for money.

Appendix 1: Commentary on performance data

6813357 - ALL SAINTS C/W PRIMARY

Number of pupils on roll	194
Pupils eligible for free school meals (FSM) - 3 year average	23.1
FSM band	3 (16%<FSM<=24%)

Foundation Phase

	2012	2013	2014	2015
Number of pupils in Year 2 cohort	22	26	29	27
Achieving the Foundation Phase indicator (FPI) (%)	100.0	92.3	93.1	96.3
Benchmark quartile	1	1	1	1
Language, literacy and communication skills - English (LCE)				
Number of pupils in cohort	22	26	29	27
Achieving outcome 5+ (%)	100.0	92.3	93.1	96.3
Benchmark quartile	1	1	2	1
Achieving outcome 6+ (%)	40.9	42.3	31.0	55.6
Benchmark quartile	1	1	2	1
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	22	26	29	27
Achieving outcome 5+ (%)	100.0	96.2	96.6	96.3
Benchmark quartile	1	1	1	1
Achieving outcome 6+ (%)	22.7	50.0	34.5	48.1
Benchmark quartile	3	1	2	1
Personal and social development, wellbeing and cultural diversity (PSD)				
Number of pupils in cohort	22	26	29	27
Achieving outcome 5+ (%)	100.0	96.2	96.6	100.0
Benchmark quartile	1	2	3	1
Achieving outcome 6+ (%)	40.9	46.2	44.8	63.0
Benchmark quartile	2	2	3	2

The Foundation Phase indicator (FPI) represents the percentage of pupils achieving outcome 5 or above in PSD, LCE/LCW, and MDT in combination.

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

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

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

6813357 - ALL SAINTS C/W PRIMARY

Number of pupils on roll	194
Pupils eligible for free school meals (FSM) - 3 year average	23.1
FSM band	3 (16%<FSM<=24%)

Key stage 2

	2012	2013	2014	2015
Number of pupils in Year 6 cohort	25	23	17	30
Achieving the core subject indicator (CSI) (%)	92.0	91.3	100.0	90.0
Benchmark quartile	1	2	1	2
English				
Number of pupils in cohort	25	23	17	30
Achieving level 4+ (%)	92.0	91.3	100.0	90.0
Benchmark quartile	2	2	1	3
Achieving level 5+ (%)	40.0	21.7	47.1	40.0
Benchmark quartile	1	4	1	3
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	23	17	30
Achieving level 4+ (%)	96.0	91.3	100.0	90.0
Benchmark quartile	1	2	1	3
Achieving level 5+ (%)	40.0	34.8	41.2	40.0
Benchmark quartile	1	2	2	2
Science				
Number of pupils in cohort	25	23	17	30
Achieving level 4+ (%)	100.0	100.0	100.0	96.7
Benchmark quartile	1	1	1	2
Achieving level 5+ (%)	48.0	34.8	47.1	56.7
Benchmark quartile	1	2	1	1

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

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

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

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

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

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

Appendix 2

Stakeholder satisfaction report

Responses to learner questionnaires

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

	Number of responses Nifer o ymatebion		Agree Cytuno	Disagree Anghytuno	
I feel safe in my school.	104		97 93%	7 7%	Rwy'n teimlo'n ddiogel yn fy ysgol.
			98%	2%	
The school deals well with any bullying.	104		96 92%	8 8%	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		98 94%	6 6%	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		103 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.	104		100 96%	4 4%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			96%	4%	
I am doing well at school	103		92 89%	11 11%	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 ddsygu a gwneud cynnydd.
			99%	1%	
I know what to do and who to ask if I find my work hard.	104		99 95%	5 5%	Rwy'n gwybod beth I'w wneud a gyda phwy i siarad os ydw I'n gweld fy ngwaith yn anodd.
			98%	2%	
My homework helps me to understand and improve my work in school.	104		88 85%	16 15%	Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol.
			91%	9%	
I have enough books, equipment, and computers to do my work.	104		97 93%	7 7%	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.	104		64 62%	40 38%	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		83 81%	20 19%	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.	26	15 58%	8 31%	1 4%	2 8%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	26	20 77%	4 15%	0 0%	2 8%	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.	26	17 65%	8 31%	0 0%	1 4%	0	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		73%	26%	1%	0%		
My child is making good progress at school.	25	11 44%	11 44%	2 8%	1 4%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		62%	34%	3%	1%		
Pupils behave well in school.	25	13 52%	9 36%	0 0%	3 12%	1	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		48%	47%	4%	1%		
Teaching is good.	26	15 58%	8 31%	1 4%	2 8%	0	Mae'r addysgu yn dda.
		62%	36%	2%	0%		
Staff expect my child to work hard and do his or her best.	24	16 67%	8 33%	0 0%	0 0%	1	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		65%	34%	1%	0%		
The homework that is given builds well on what my child learns in school.	25	10 40%	11 44%	3 12%	1 4%	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.
		50%	42%	6%	2%		
Staff treat all children fairly and with respect.	25	13 52%	8 32%	2 8%	2 8%	1	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		61%	34%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	23	15 65%	8 35%	0 0%	0 0%	3	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		60%	37%	2%	0%		
My child is safe at school.	25	15 60%	7 28%	1 4%	2 8%	1	Mae fy mhentyn yn ddiogel yn yr ysgol.
		67%	31%	1%	1%		
My child receives appropriate additional support in relation to any particular individual needs'.	23	9 39%	11 48%	1 4%	2 9%	3	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		56%	38%	4%	1%		
I am kept well informed about my child's progress.	25	9 36%	9 36%	4 16%	3 12%	1	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		50%	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.	26	11 42%	12 46%	0 0%	3 12%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
I understand the school's procedure for dealing with complaints.	25	10 40%	8 32%	4 16%	3 12%	1	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
The school helps my child to become more mature and take on responsibility.	24	11 46%	11 46%	0 0%	2 8%	1	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
My child is well prepared for moving on to the next school or college or work.	19	8 42%	6 32%	3 16%	2 11%	6	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
There is a good range of activities including trips or visits.	24	6 25%	12 50%	4 17%	2 8%	2	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
The school is well run.	23	11 48%	9 39%	1 4%	2 9%	3	Mae'r ysgol yn cael ei rhedeg yn dda.

Appendix 3

The inspection team

Rosemary Lloyd Lait	Reporting Inspector
William Glyn Griffiths	Team Inspector
Andrea Louise Davies	Lay Inspector
Jacqueline Roome	Peer Inspector
Eleri Williams	Nominee

Copies of the report

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

Year groups, the Foundation Phase and key stages

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

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

Primary phase:

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

Secondary phase:

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

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

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

Glossary of terms – Primary

Foundation Phase indicator (FPI)

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

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

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

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

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

The core subject indicator (CSI)

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

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

- English or Welsh first language
- mathematics
- science

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

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

All-Wales Core Data sets

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

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

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