



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

A report on

**Bryn Hafod Primary School
Blagdon Close
Llanrumney
Cardiff
CF3 4HF**

Date of inspection: November 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.

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Context

Bryn Hafod Primary School is on a large housing estate in the eastern suburbs of Cardiff.

The school provides education for 335 pupils from the ages of 3 to 11 years. There are eight single-age classes, three mixed age classes and two nursery classes. There is also a local authority resource class catering for pupils with specific learning needs. Nearly 35% of pupils are eligible for free school meals. This is above the national and local authority averages.

The school identifies about 26% of pupils as having additional learning needs. A few pupils have a statement of special educational needs. Nearly all pupils come from English-speaking homes. A few speak English as an additional language and a few pupils are looked after by the local authority. No pupils indicate that they speak Welsh at home. There have been five fixed term exclusions over the last year. The last inspection was in 2009. The headteacher took up her post in September 2015.

The individual school budget per pupil for Bryn Hafod Primary School in 2015-2016 means that the budget is £4,195 per pupil. The maximum per pupil in the primary schools in Cardiff is £6,099 and the minimum £2,901. Bryn Hafod Primary School is 18th 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 school's current performance is adequate because:

- Staff provide a high level of care, support and guidance to pupils
- Pupils' health and wellbeing are promoted effectively
- Teaching in many lessons is effective
- Pupils with additional learning needs make good progress from their starting points
- Nearly all pupils are courteous and polite, and many engage well in their learning
- The school promotes inclusivity and diversity well

However:

- Standards over the last four years are generally below the average when compared to those in similar schools
- There is not enough challenge to ensure that more able pupils make appropriate progress across the curriculum
- Attendance rates have been below the average for similar schools over recent years
- The school does not implement the principles and practice of the Foundation Phase consistently

Prospects for improvement

The school's prospects for improvement are adequate because:

- The newly appointed headteacher and senior leaders have a clear vision, which they convey clearly to staff, pupils, parents and governors
- Staff work effectively as a team
- The findings of the self-evaluation process feed directly into the school improvement plan
- There are clear plans for improvement that focus on raising standards
- The school has a wide range of partnerships that are beginning to make a strong contribution to improving the standards and the wellbeing of pupils, including those who face challenging circumstances

However:

- Recent improvements in teaching and learning have not yet had time to raise standards in literacy and numeracy in the Foundation Phase or the core subjects in key stage 2

- Governors do not challenge the school enough
- Recommendations of the previous inspection report have not been addressed appropriately

Recommendations

R1 Improve standards in literacy and numeracy across the school

R2 Raise attendance

R3 Improve teaching to ensure that all pupils receive appropriate levels of challenge

R4 Ensure consistency in assessment for learning practices across the school

R5 Develop the role of the governing body as a critical friend

R6 Address the health and safety issues identified during the inspection

R7 Embed the principles of the Foundation Phase, including the use of the outdoors

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

In the Foundation Phase, many pupils develop their speaking and listening skills appropriately and use an increasing range of vocabulary in different situations. When given the opportunity, many pupils recreate independently a familiar story and respond suitably to teachers' questions and class discussions. Many have a good recall of previous learning and discuss their activities enthusiastically with others. However, a few pupils do not make effective use of their listening skills and as a result are easily distracted and do not focus consistently on the given task.

In key stage 2, many pupils recall different types of work well and provide clear verbal responses to specific questions using connectives and giving additional information to add detail to their answers. For instance, they describe a visit to a local river using subject specific vocabulary effectively to explain why it meanders.

In the Foundation Phase, the majority of pupils apply their reading skills such as their knowledge of letters and sounds well to basic texts. They answer questions accurately based on familiar reading books. A few more able pupils discuss their favourite characters and events in their books appropriately.

In key stage 2, many pupils read accurately. However, a minority of pupils do not make effective use of strategies to interpret unfamiliar words. Many pupils' ability to use more advanced reading skills, such as skimming and scanning to obtain information, is underdeveloped.

By the end of the Foundation Phase, the majority of pupils write simple three letter words clearly. They use capital letters, finger spacing and full stops correctly, although handwriting is generally untidy. More able pupils can express thoughts and feelings from the viewpoint of another person and describe a favourite meal using good adjectives.

In key stage 2, the majority of pupils are developing their writing skills in a variety of forms such as writing about science investigations using appropriate scientific language. Many write clearly, using a suitable range of vocabulary when describing various characters in books written by famous authors. More able pupils write extended pieces of writing that include a good range of accurate punctuation and speech marks. Most have good understanding of purpose of editing and redrafting their work and identify relevant points to improve. However, the standard of handwriting and presentation of many is inconsistent and variable in quality. Across the school, pupils' ability to write independently and at length for a range of purposes and audiences is underdeveloped, due to an over reliance on worksheets.

Most pupils in the Foundation Phase use basic number facts effectively to solve numeracy problems in their activities. They create simple graphs, measure the length of objects and tell the time on a clock with increasing accuracy. A few pupils

apply their thinking skills well by identifying three dimensional shapes in items in daily use and realising how these form packaging in shops. However, they do not apply their numeracy skills sufficiently other areas of learning.

In key stage 2, most pupils develop an understanding of an appropriate range of number skills. For example, they collect information about the amount of rubbish found in various places on the river and present their conclusions accurately. However, they do not use numeracy skills regularly across a number of activities or subjects and their thinking skills are generally underdeveloped.

Pupils in the special resource base make good use of their key skills in numeracy and literacy, for example when creating a recipe for a dream meal linked to stories by their favourite authors.

Many pupils make an appropriate start in learning Welsh in the Foundation Phase. They recognise simple phrases and are keen to try new words in context. In key stage 2, the majority of pupils make sound progress in using their speaking and listening skills. They answer a range of questions about the weather, and their likes and dislikes, with increasing confidence. Many pupils are beginning to write simple Welsh phrases following a given pattern accurately but most pupils do not read confidently in Welsh throughout the school.

Over recent years at the end of the Foundation Phase, pupils' performance at the expected and higher than expected outcomes in literacy and mathematical development has generally been below the average for similar schools, except for the higher outcome in mathematical development.

At the end of key stage 2, over the same period at both the expected and higher levels in English, mathematics and science, pupils' performance is consistently below the average when compared to that of similar schools.

Pupils eligible for free school meals generally do not perform as well as other pupils. However, over the past three years the gap has narrowed considerably.

Wellbeing: Adequate

Most pupils have positive attitudes towards keeping healthy and are knowledgeable about the benefits of an active lifestyle. They feel happy and safe in school and know how to keep safe whilst using the internet. They are confident to approach staff with any concerns that arise. Many pupils enjoy opportunities to take part in sports within school and attend the school's cookery and other after school clubs enthusiastically.

Many pupils behave well in class and around the school. They are welcoming and engage well with visitors and staff. Pupils of all ages play well together at break time and lunchtime. They show respect and concern for each other. Pupils are beginning to improve their own learning and problem solving skills.

Most pupils have a positive attitude to their work and engage well with learning activities. However when pupils sit and listen for extended periods of time in Foundation Phase, a few become distracted and begin to lose concentration and interest.

Pupils are beginning to take an active part in their community by singing in the nearby church and at a local residential home. They fundraise successfully for charity, which contributes well towards their personal development as they mature. The school council and eco council take their responsibilities seriously and have recently decided upon a new school prayer and house system. However, the effectiveness of their independent decision-making is limited.

Over the last three years when compared to those of similar schools, attendance rates have been consistently below the average, but with a slight overall trend of improvement. Many pupils arrive at school punctually.

Key Question 2: How good is provision?

Adequate

Learning experiences: Adequate

Since the appointment of the new headteacher, the school has restructured its curriculum to ensure that pupils receive a broader and more balanced provision. This means that the school now provides a suitable range of learning experiences and activities to meet all curriculum requirements appropriately. The new curriculum planning is beginning to address nearly all pupils' different needs and interests effectively. However, the impact of these initiatives has yet to have an effect on pupil outcomes.

The school now has suitable plans to embed the literacy and numeracy framework across all aspects of its provision. However, until recently, there was little planning to develop these skills in a structured manner as pupils moved through the school.

Staff provide a range of worthwhile after school activities such as rugby, sewing and cookery to enrich pupils' learning experiences. These help pupils to develop good social skills as well as a positive attitude towards wellbeing and fitness. The school provides a variety of out of school educational visits that suitably enhance pupils' knowledge and understanding of current topics. For example, the local visit to the river Rhymney provided pupils with a wealth of information on the need to recycle more every day materials.

Provision for the Welsh language and the Welsh dimension is developing appropriately following a recent review of provision. Teachers' planning includes a range of basic Welsh phrases and many pupils respond appropriately to these. Pupils have good opportunities to learn about the culture of Wales, for example through studying the work of Welsh artists and identifying local features around the Rhymney River.

The school promotes sustainable development appropriately. For example, pupils are involved in recycling, and an enthusiastic eco council encourages pupils to walk or cycle to school. Pupils are beginning to develop an awareness of other cultures through the study of religious festivals but their knowledge of the wider world is underdeveloped.

Teaching: Adequate

Many teachers, especially in key stage 2, have effective classroom routines. These create a calm and orderly learning environment in most classes. The supportive working relationships between most members of staff and pupils are a strong feature of the school. This builds pupils' confidence and helps to ensure their engagement in learning in most classes. Support staff contribute well to the progress pupils' make.

Where teaching is good in many classes, there is pace, effective use of questioning, a range of stimulating activities and teaching strategies that enthuse and engage pupils. These teachers generally use resources well, including a suitable range of information and communication technology (ICT). Many teachers and support staff are very good language models and this helps to foster learning effectively.

In a minority of classes where teaching has shortcomings, teachers do not adapt work well enough and the pace of learning is too slow. Teachers do not use resources effectively or manage behaviour well. A lack of expectations means that tasks do not always challenge pupils sufficiently to achieve their full potential, especially those who are more able.

Teachers track pupil progress using a variety of systems. In the best examples, in a few classes, they use these records effectively to inform their planning and to track individual pupil performance. However, this practice is not consistent throughout the school.

Teachers mark pupils' work regularly but their comments do not always give pupils enough guidance on how to improve their work. Many teachers use a few assessment for learning strategies appropriately but there is a lack of consistency across and between classes. Pupil involvement in reviewing their own learning and progress and setting their own learning targets is at an early stage of development.

Annual reports provide appropriate information on pupil progress and targets for development.

Care, support and guidance: Good

Staff place a strong emphasis on providing a caring and supportive environment in school. There are appropriate arrangements for promoting healthy eating and drinking, for example through the provision of fruit to all pupils every day. There are many regular opportunities for pupils to engage in formal and informal physical activity, which promote their health and fitness effectively.

Collective worship and circle time sessions provide pupils with worthwhile and purposeful opportunities to consider their place in society and the wider world. Pupils are encouraged to reflect on their actions and to seek to resolve conflicts through discussion, where these arise. Learning experiences provide pupils with worthwhile opportunities to develop their spiritual, moral, social and cultural understanding.

In most cases, staff set clear expectations for pupils' behaviour and promote these consistently. Nearly all pupils talk about these knowledgeably and respond to the

school rules in a positive manner. Staff monitor attendance levels closely and this is beginning to raise attendance rates. For example, attendance boards using the traffic lights system are prominent in the main reception areas. These are fully understood by the pupils and foster an element of healthy competition between classes to achieve higher percentages of attendance.

The school caters well for pupils with additional learning needs and most make pleasing progress. Regular reviews involving appropriate staff, pupils and parents, provide useful information on the progress that pupils make and set appropriate new targets. The school works well co-operatively with other schools and outside agencies, and this has a positive effect on pupil performance and on the behaviour of targeted pupils.

Staff in the special resource base support pupils well through a series of carefully planned lessons and activities. Specific targeted provision ensures that most pupils make clear measurable progress over time from their starting point.

The school's arrangements for safeguarding pupils meet requirements and give no cause for concern. Visitors such as the police liaison officer help to develop pupils' understanding of how to keep themselves safe whilst using the internet.

Learning environment: Adequate

The school is an inclusive and diverse community that encourages all pupils to treat each other with respect and tolerance. It works hard to include all pupils and parents in the life of the school.

The extensive outdoor environment provides good facilities for physical education and sports. Pupils have access to a large field area, several hard surface playgrounds and trim trail equipment. Overall, the supply of resources meets pupils' needs appropriately, although a minority of the school's books are old and in poor condition.

Generally, the accommodation is appropriate. Although several areas are dingy and unappealing, there is ample space for the number of pupils. Many members of staff use the classroom space well. Displays in communal areas are bright, colourful and of good quality. They celebrate pupils' work and achievements well. However, the use of the outdoor learning area in around half of the Foundation Phase classes is underdeveloped.

Recent work to the school has improved the security of the buildings and site. However, inspectors raised a few health and safety issues with the headteacher and governors during the inspection.

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

Since her appointment, the headteacher has carried out a thorough analysis of all aspects of the school's provision. As a result, she has a very clear picture of the

school's strengths and what it needs to improve. She communicates high expectations and a clear vision for the school, which all members of staff and governors understand and share.

Meetings of the new senior leadership team focus well on the strategic direction of the school and priorities in the school improvement plan. There are some early signs of improvement in areas such as curriculum planning and the organisation of classes. However, these changes have not had enough time to make a significant impact on improving pupils' progress. Previously, during a long period of instability, senior leaders had limited impact on raising the quality of teaching and learning.

Recent performance management of teaching and support staff is effective in identifying further training needs. Visits to other schools to observe good practice, help to develop staff knowledge and skills. For example, the recent visits to a local specialist behaviour resource unit have impacted positively on behaviour management strategies throughout the school.

Several members of the governing body are new to their role and they, and more established members, are keen to support the school with its improvement journey. They have a developing awareness of the school's performance from the information the headteacher provides, but they rarely challenge the school on important issues such as pupils' progress and achievement.

The school is working to implement national priorities and is beginning to narrow the gap between the performance of pupils eligible for free school meals and that of other pupils. However, the school does not consistently implement the principles and practice of the Foundation Phase.

Improving quality: Adequate

The headteacher seeks, listens and responds to the views of parents, governors, staff and pupils actively through questionnaires and meetings. Their opinions inform the self-evaluation process and help the school identify key priorities for improvement. However, senior leaders, other members of staff and governors have, until recently, had a limited role in the self-evaluation process and planning for improvement.

The headteacher conducts a comprehensive analysis of all available data on the school's performance to analyse key areas of under-achievement. Appropriate actions are beginning to address these areas, but they are at a very early stage of development.

The school draws effectively on the expertise of external advisers to support the self-evaluation process through, for example, joint lesson observations with the headteacher. These provide further first-hand evidence of aspects of teaching and learning, which require improvement. Actions to make these improvements include the provision of more opportunities for pupils to evaluate their own and others' work. Early evidence of the effectiveness of such changes is promising, but teachers do not yet implement them consistently.

The self-evaluation process identifies relevant areas for development accurately. It is an honest document that informs key priorities in the school improvement plan, which has clear, specific priorities for development and criteria for judging the school's success in meeting them.

The school has not fully met all the recommendations from the last inspection.

Partnership working: Adequate

The school is developing beneficial relationships with a range of partners. This has a worthwhile impact on the wellbeing of the pupils by, for example, establishing greater liaison with parents. However, as these arrangements are relatively new, the impact on attendance and punctuality is not yet fully realised.

Partnerships with city sporting clubs help to deliver expert training in a range of sporting activities inside and out of school hours. A scheme with a local bank helps pupils to fundraise for charity as well as teaching them useful financial skills in a practical context. The school's effective work with schools and other agencies has a beneficial impact on delivering specialised literacy and numeracy programmes. Early indications are that these are raising levels of pupils' wellbeing, although it is too soon to measure their impact on raising standards.

There are effective arrangements to ease the transition of pupils from home to school. Nursery staff visit children in their homes prior to starting school and children spend afternoons in the nursery. As a result, nearly all children settle quickly into school. Useful joint working practices between the main high school and feeder primary schools help Year 6 pupils to become familiar with the expectations of their future secondary teachers and ensure a smooth transition for nearly all pupils.

Teachers work well with colleagues in partner schools to moderate and quality assure pupils' work at the end of key stage 2. Their assessments of pupils' attainment at expected levels are generally accurate but there is not always sufficient evidence for them to make reliable judgements of pupils' achievements at the higher than expected levels.

Resource management: Adequate

There are enough suitably qualified staff to teach the curriculum effectively. The roles and responsibilities of teaching and support staff are clear and they work well together. Overall, there are sufficient resources to support pupils' learning but a few are under used. For example, during the inspection visit the pupils made limited use of the classroom laptops.

Opportunities for further professional development link strongly to priorities in the school improvement plan and to individual targets for improvement identified through the performance management process. Such opportunities include worthwhile visits to learn from the good practice of colleagues in other schools as well as in-service training courses. The recent introduction of a Foundation Phase specialist to work with Foundation Phase teachers has had a positive impact on standards in the majority of their classes.

The recent restructuring of classes and staff in key stage 2 is having a positive effect on the quality of teaching and learning. However, it is too soon to judge how effective these new arrangements will be in raising pupils' standards of achievement.

The school targets the pupil deprivation grant appropriately and, as a result, the gap in performance between pupils eligible for free school meals and other pupils has narrowed over the last three years.

The headteacher provides the governing body with regular financial reports. However, governors rarely question or evaluate the impact of spending decisions in order to ensure consistently good value for money.

In view of the standards pupils achieve and the overall quality of provision, the school provides adequate value for money.

Appendix 1: Commentary on performance data

6812065 - BRYN HAFOD PRIMARY SCHOOL

Number of pupils on roll	332
Pupils eligible for free school meals (FSM) - 3 year average	34.0
FSM band	5 (32%<FSM)

Foundation Phase

	2012	2013	2014
Number of pupils in Year 2 cohort	36	39	46
Achieving the Foundation Phase indicator (FPI) (%)	69.4	71.8	71.7
Benchmark quartile	3	3	3
Language, literacy and communication skills - English (LCE)			
Number of pupils in cohort	36	39	46
Achieving outcome 5+ (%)	77.8	74.4	73.9
Benchmark quartile	2	3	4
Achieving outcome 6+ (%)	16.7	20.5	32.6
Benchmark quartile	3	3	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	36	39	46
Achieving outcome 5+ (%)	80.6	76.9	80.4
Benchmark quartile	2	3	3
Achieving outcome 6+ (%)	22.2	15.4	28.3
Benchmark quartile	2	3	2
Personal and social development, wellbeing and cultural diversity (PSD)			
Number of pupils in cohort	36	39	46
Achieving outcome 5+ (%)	80.6	89.7	91.3
Benchmark quartile	3	3	3
Achieving outcome 6+ (%)	13.9	30.8	28.3
Benchmark quartile	4	3	3

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

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

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

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

6812065 - BRYN HAFOD PRIMARY SCHOOL

Number of pupils on roll 332
 Pupils eligible for free school meals (FSM) - 3 year average 34.0
 FSM band 5 (32%<FSM)

Key stage 2

	2011	2012	2013	2014
Number of pupils in Year 6 cohort	31	44	42	37
Achieving the core subject indicator (CSI) (%)	58.1	59.1	61.9	75.7
Benchmark quartile	4	4	4	3
English				
Number of pupils in cohort	31	44	42	37
Achieving level 4+ (%)	80.6	79.5	71.4	81.1
Benchmark quartile	2	2	4	3
Achieving level 5+ (%)	9.7	18.2	23.8	13.5
Benchmark quartile	4	3	3	4
Welsh first language				
Number of pupils in cohort	*	*	*	*
Achieving level 4+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematics				
Number of pupils in cohort	31	44	42	37
Achieving level 4+ (%)	71.0	63.6	66.7	78.4
Benchmark quartile	3	4	4	3
Achieving level 5+ (%)	19.4	11.4	14.3	18.9
Benchmark quartile	3	4	4	4
Science				
Number of pupils in cohort	31	44	42	37
Achieving level 4+ (%)	67.7	70.5	73.8	81.1
Benchmark quartile	4	4	4	3
Achieving level 5+ (%)	12.9	11.4	11.9	16.2
Benchmark quartile	3	4	4	4

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.	99		92 93%	7 7%	Rwy'n teimlo'n ddiogel yn fy ysgol.
			98%	2%	
The school deals well with any bullying.	99		81 82%	18 18%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			92%	8%	
I know who to talk to if I am worried or upset.	100		88 88%	12 12%	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	100		90 90%	10 10%	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.	99		90 91%	9 9%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			96%	4%	
I am doing well at school	100		96 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.	99		92 93%	7 7%	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.	100		88 88%	12 12%	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.	98		86 88%	12 12%	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.	100		86 86%	14 14%	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		62 62%	38 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	99		63 64%	36 36%	Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
			84%	16%	

Responses to parent questionnaires

The number of responses received was fewer than 10. No data will be shown.

Appendix 3

The inspection team

Peter Anthony Roach	Reporting Inspector
Stephanie Joy James	Team Inspector
William Glyn Griffiths	Team Inspector
Deirdre Emberson	Lay Inspector
Clive Michael Condon	Peer Inspector
Rhian Lundrigan	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.