



*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**

**Pencaerau Primary School  
Cyntwell Avenue  
Caerau  
Cardiff  
CF5 5QN**

**Date of inspection: June 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
<b>Excellent</b>	Many strengths, including significant examples of sector-leading practice
<b>Good</b>	Many strengths and no important areas requiring significant improvement
<b>Adequate</b>	Strengths outweigh areas for improvement
<b>Unsatisfactory</b>	Important areas for improvement outweigh strengths

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

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**Publication date: 04/08/2015**

## Context

Pencaerau Primary School is on the western outskirts of Cardiff, in the Cardiff local authority.

There are 322 pupils on roll, including 80 pupils who attend the nursery on a part-time basis.

Around 49% of pupils are eligible for free school meals. This is significantly above the national average. Around 85% of pupils are of white British ethnic origin with a few from other ethnic backgrounds. No pupils come from homes where Welsh is the first language.

The school identifies that about 30% of pupils have additional learning needs, which is above the average for Wales. Very few pupils have statements of special educational needs. A very few pupils are looked after by the local authority. The headteacher took up her post in September 2010 when three schools amalgamated, having been head of the junior school. The school's last inspection was in 2012.

The individual school budget per pupil for Pencaerau Primary school in 2014-2015 means that the budget is £3,800 per pupil. The maximum per pupil in the primary schools in Cardiff is £6,523 and the minimum is £2,908. Pencaerau Primary school is 33rd out of the 95 primary schools in Cardiff in terms of its school budget per pupil.

## Summary

<b>The school's current performance</b>	<b>Good</b>
<b>The school's prospects for improvement</b>	<b>Good</b>

### Current performance

The current performance of the school is good because:

- Most pupils make good progress from their starting points
- Pupils' attendance rates are excellent and have risen notably over the past four years
- Nearly all pupils behave very well and are polite and courteous
- Nearly all pupils demonstrate very high levels of motivation and engagement
- The school provides a good range of learning experiences
- Most teachers motivate pupils well and use a suitable range of strategies to support their learning
- Teaching assistants provide consistently good support to all pupils
- The school is a nurturing and exceptionally caring community
- Leaders ensure that pupils receive extensive levels of support and practical guidance from a wide range of specialist services
- The school's arrangements for supporting pupils with additional learning needs are very effective
- The school provides a stimulating and exciting learning environment

### Prospects for improvement

The school's prospects for improvement are good because:

- The headteacher has a clear vision for the school that focuses on improving teaching and learning
- Senior leaders support the headteacher well and have a positive impact on the strategic direction of the school
- The school has well established self-evaluation procedures that consider the views of staff, pupils, governors and parents
- The governing body are effective and hold the school to account well
- Leaders take good account of national priorities, for example implementing the Literacy and Numeracy Framework
- The school has a range of very effective partnerships that enhance the provision for pupils
- The partnership with parents is a significant strength of the school.
- The school manages its resources well and provides good value for money

## Recommendations

- R1 Raise the standards of more able pupils
- R2 Improve pupils' spelling and handwriting skills
- R3 Ensure pupils have sufficient opportunities to apply their numeracy skills across the curriculum
- R4 Improve the quality of teachers' marking

### **What happens next?**

The school will draw up an action plan that shows how it is going to address the recommendations.

Estyn will invite the school to prepare a written case study, describing the excellent practice identified during the inspection.

## Main findings

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

Good

#### Standards: Good

Many pupils enter the school with skills, knowledge and understanding below the level expected for their age. However, nearly all pupils make good progress as they move through the school. As a result, by the end of Year 6 most pupils attain the expected level for their age in English, mathematics and science.

By the end of the Foundation Phase, most pupils listen very well to each other and to adults. They speak clearly when responding to questions and join in with discussions enthusiastically. In key stage 2, many pupils listen with interest to adults and to each other. They speak confidently for a range of purposes, for example when planning an investigation to find out how well paper helicopters fly.

Many pupils in the Foundation Phase make good progress with reading. By Year 2, most pupils read with enjoyment and talk about the books they like to read. They use their knowledge of the sounds that letters make to help them to read unfamiliar words. More able pupils read accurately with good expression and retell stories showing a good understanding of what they have read. In key stage 2, most pupils are enthusiastic about books and reading. They understand how to use the contents, index and glossary pages to help them to find information and use dictionaries well to find the meanings of unfamiliar words. By the end of Year 6, more able pupils read fluently with very good understanding. They talk about the types of books they like reading, for example, action and adventure stories and discuss the plot, characters and setting of these in detail. They are able to say what they think will happen next in a story based on what they have read so far.

Younger pupils in the reception class write simple words and short phrases using their phonic knowledge well and most make good progress in writing. For example, they write simple sentences independently when making their own books about sea creatures. By the end of the Foundation Phase, many pupils write appropriately in a limited range of styles. For example, they write letters from a pirate ship explaining the jobs they carry out. In key stage 2, many pupils write well for a range of purposes, structuring their work appropriately. For example, they write reports about the Olympic Games in Ancient Greece using sub headings and paragraphs. However, in both the Foundation Phase and key stage 2, pupils who are more able do not write at length often enough. Across the school, pupils make too many errors with spelling and do not always present their written work neatly.

Most pupils develop their number skills well in the Foundation Phase. They can measure using centimetres and work out change when using money. By the end of key stage 2, nearly all pupils' number skills are good. In Year 6, they use these well in their work across the curriculum. For example, they find the mean, mode, median and range of the temperatures in Rome during a two-week period. However, younger pupils, both in the Foundation Phase and key stage 2, do not apply numeracy skills in all areas of learning often enough. As a result, those pupils who are more able do not always achieve as well as they could.

Pupils eligible for free school meals attain as well as other pupils at the expected levels for their age. However, they tend to perform less well at the higher-than-expected levels.

Pupils with additional learning needs make good progress and most pupils on literacy and numeracy intervention programmes reach the expected outcomes for their age.

Most pupils in the Foundation Phase make appropriate progress in Welsh. They use suitable vocabulary and phrases when speaking and writing simple sentences. Most pupils in key stage 2 use a good range of vocabulary when making suitable responses to questions. They write appropriately in Welsh, for example to create a poster advertising the school's nature club. More able pupils read Welsh books confidently and understand the text well.

In the Foundation Phase, pupils' performance at the expected outcome 5 in literacy and mathematical development for the past three years generally places the school in the higher 50% when compared with similar schools. Performance of pupils at the higher-than-expected outcome 6 in literacy and mathematical development has placed it mainly in the lower 50% when compared with similar schools.

In key stage 2, at the expected level 4, pupils' performance fluctuates over time. In 2014 performance places the school in the top 25% for English, mathematics, science when compared with similar schools. At the higher-than-expected level 5, pupils' performance has varied, moving the school between the higher 50% and lower 50% for the past three years.

### **Wellbeing: Excellent**

Nearly all pupils are very well behaved and polite. They are very respectful towards one another and adults. This is an excellent feature of the school. Most pupils work confidently both independently and collaboratively and demonstrate very high levels of motivation and engagement. Many pupils are involved in planning their own learning, for example choosing questions to research about the Second World War. Older pupils have a clear understanding of what they need to do improve. For example, they know their individual targets and understand how meeting these will help them to make progress in their learning.

Nearly all pupils have a very good understanding of the importance of a healthy diet and an active lifestyle. Many pupils take part regularly in the wide range of physical activities offered in after school clubs. For example, pupils in the Foundation Phase attend sports sessions and older pupils play badminton and rugby. Nearly all pupils feel safe in school and know what to do if they need support to deal with problems.

The school council takes an active part in the life of the school. Pupils from both the Foundation Phase and key stage two are members of the council and older pupils take roles, for example as chairperson to help meetings to run smoothly. Council members have recently introduced a buddy system for older pupils to support the reading and writing of younger pupils. Pupils take an active part in the life of the community, for example through the school choir. Pupils have performed at several venues throughout the city including The Wales Millennium Centre.

Pupils' attendance rates are excellent and have risen notably over the past four years placing the school securely within the top 25% when compared with similar schools. However, a very few pupils do not arrive at school punctually.

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

The school provides a good range of learning experiences through interesting topics that meet the needs of pupils well. These include a wide variety of stimulating extra-curricular activities such as pottery and Italian. Teachers plan visits that support the curriculum effectively. For example, pupils visit Cardiff Bay to help them to learn about their locality and Paris to give them experience of life in another country.

Teachers planning to develop pupils' literacy, numeracy and information and communication (ICT) skills is detailed and comprehensive. However, there are insufficient opportunities for pupils to apply their numeracy skills across the curriculum and a minority of teachers provide too many number worksheets for pupils. Where this happens, pupils do not always extend their mathematical thinking as well as they could. Elsewhere, open-ended problem solving activities provide rich learning opportunities that the pupils fully engage in and enjoy. Teaching assistants provide good support for pupils needing additional help to develop the literacy and numeracy skills expected for their age.

The school makes good provision to develop pupils' Welsh language skills, for example adopting a scheme of work to ensure progression in learning. Pupils have good opportunities to learn about Wales and its culture through their topic work, for example studying the work of the artist Kyffin Williams.

There is good provision to enable pupils to learn about sustainability. The Eco Committee plays an active role in the school, for example developing the outside area and establishing energy saving measures. There is good provision to help pupils to develop an understanding of the wider world. For example, pupils in the Foundation Phase learn about festivals such as Chinese New Year.

### **Teaching: Good**

Most teachers motivate pupils well and use a suitable range of strategies to support their learning. These include questioning pupils effectively in order to extend their thinking and to check their understanding. Most teachers adapt work appropriately and ensure that lessons proceed at a suitable pace and maintain the interest of nearly all learners. They make effective use of a good range of resources and a variety of teaching methods to engage pupils successfully. Teaching assistants provide consistently good support to all pupils. In the Foundation Phase, they help to develop their reading skills in guided reading sessions and to develop their vocabulary by modelling effective talk. In key stage 2, they use their subject knowledge well to support small groups and individual pupils needing additional help with literacy and numeracy. As a result, these pupils make good progress.

Nearly all teachers mark pupils' work regularly. Most teachers' written comments help pupils to see what they have done well. However, the quality of marking is not



consistently good in all classes and teachers do not always provide pupils with clear next steps to take in their learning. Nearly all teachers make accurate assessments of pupils' achievements. The school tracks the progress of pupils effectively and leaders use this information well to plan appropriate provision for pupils in need of additional support. Annual reports to parents provide appropriate details of pupils' achievements and the next steps in their learning.

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

The school is a nurturing and exceptionally caring community that places a very strong emphasis on developing pupils' health and wellbeing. Provision for pupils' spiritual, moral and social development is very good. For example, school assemblies offer pupils opportunities to reflect on their rights and think about how they take responsibility for their actions. Teachers have very high expectations of pupils' behaviour and pupils respond well to this, showing a high level of care and concern for each other. The school makes appropriate arrangements for promoting healthy eating and drinking.

The school has highly effective arrangements to ensure pupils receive extensive levels of support and practical guidance from a wide range of specialist services. For example, a school counsellor supports pupils with social and emotional needs and the local police community officer provides guidance to pupils on how to use the internet safely. These activities have a very positive effect on pupils' wellbeing and progress in learning.

The provision for pupils with additional learning needs is of a very high quality. Teachers identify pupils needing support at an early age. This enables the school to provide relevant intervention strategies to ensure that all pupils achieve as well as they can. These include programmes to develop younger pupils' speaking and listening skills and literacy and numeracy interventions in key stage 2 that help pupils to reach the expected outcomes for their age. Teaching assistants provide particularly effective support for pupils with additional needs both within the classroom and through the specific interventions.

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

### **Learning environment: Good**

The ethos of the school is positive and caring and supports the development of pupils' wellbeing extremely well. Leaders foster positive attitudes to learning for the whole school community including pupils, teachers and families. As a result, the school is a happy, warm and friendly environment. All pupils have equal access to the school curriculum and opportunities to take part in all aspects of school life, including the wide variety of extra-curricular clubs on offer.

The school provides a stimulating and exciting learning environment. Staff make good use all available indoor space, for example by providing well-equipped bays as learning spaces for intervention programmes. The outdoor learning and play areas are of a high quality and have a good range of resources. Teachers and teaching assistants use these effectively to support pupils' learning, particularly in the

Foundation Phase. Throughout the school, attractive displays enrich and support pupils' learning and celebrate their achievements well.

The school has a good supply of quality learning resources that match pupils' needs well. For example, high quality reading resources support the teaching of reading and classroom reading areas are attractive. As a result, reading has a high profile in the school.

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

The headteacher has a clear vision for the school that focuses successfully on improving the quality of teaching and learning. She works effectively with a supportive senior leadership team. All staff understand their roles and responsibilities well and know how their work contributes to improving outcomes for pupils. As a result, standards of teaching and learning are good and levels of pupils' wellbeing are excellent.

The headteacher has high expectations of all staff and pupils. Senior leaders implement effective performance management processes that enable the school to identify suitable, relevant training and leadership opportunities for all staff. The school addresses national priorities, such as raising standards of literacy and improving pupils' attendance well.

The headteacher shares leadership responsibilities well with senior staff. She provides worthwhile opportunities for staff to take on responsibilities on a temporary basis. This allows teachers to develop as leaders and to have opportunities to influence the strategic direction of the school. The focus on developing the expertise of staff is a notable feature in the school

School governors challenge the school effectively. They understand the school's performance data well and visit the school regularly to evaluate the impact of specific provision on pupils. This helps them to make informed decisions regarding the impact of new initiatives and the strategies the school uses to improve standards.

### **Improving quality: Good**

The school has established effective procedures for self-evaluation. The process draws on a wide range of evidence including detailed analyses of pupils' performance and the effective use of first-hand evidence. This includes gathering and considering the views of staff, pupils, governors and parents.

Leaders monitor pupils' learning and progress effectively through classroom observations, scrutiny of work and listening to pupils. They analyse data carefully to compare the school's performance with that of other schools. As a result, leaders have a good understanding of the strengths of the school and of those areas that need improvement.

The self-evaluation report informs the school improvement plan well and highlights specific areas for further improvement. These include implementing the Literacy and Numeracy Framework across the school and strengthening the school's relationships with parents and the wider community in order to close the gap in attainment between different groups of pupils. These priorities reflect the needs of the school well. Leaders have planned actions that have realistic targets and timescales. The plan shows how the school will measure progress against the targets and who is responsible for ensuring the success of these actions.

Evaluation of the progress made by the school against previous priorities provides a clear picture of the school's strengths and areas for further development. Over time, actions have led to improvements in outcomes for pupils, for example raising standards in Welsh.

### **Partnership working: Excellent**

The school has a range of very effective partnerships that enhance the provision for pupils significantly. These make an excellent contribution to raising standards and supporting pupils' wellbeing.

The partnership with parents is a significant strength of the school. It fosters close co-operation and mutual trust. The school provides many beneficial opportunities for parents and pupils to take part in a wide variety of activities to develop new skills. For example, an after school pottery club provides worthwhile new experiences where parents and pupils learn together. The school also offers opportunities for parents to take part in courses led by Cardiff University. Parents can obtain a professional qualification through these courses. A recent module on child development has resulted in parents having a better understanding of how to respond to their children's needs. This has a positive effect on pupils, for example improving their attitudes to learning and attendance.

The headteacher and senior leaders work closely with the local authority to provide support to other primary schools. For example, the school recently hosted a family engagement conference to share good practice in developing and maintaining good partnerships with parents.

The school has collaborated well with several local businesses to fund and resource improvements to the outside play and learning facilities. The school plays a significant, leading role in promoting a range of activities within the local community, for example hosting the football tournament and other events for the annual Ely Festival. This helps pupils to understand their roles within, and contribute to, the wider community.

The school works in partnership with the local secondary schools to develop good transition arrangements and, as a result, pupils settle well when they move school. Leaders make effective arrangements for teachers to work with other schools to moderate pupils' work. As a result, teacher assessment is accurate.

## **Resource management: Good**

The headteacher, bursar and governors monitor the school's finances rigorously. They link spending allocations to the school's priorities for improvement well. The school has a sufficient number of suitably qualified teaching and support staff to enable all pupils to have full access to the curriculum.

Leaders deploy teachers and teaching assistants effectively to make best use of their skills and expertise. Staff provide many extra-curricular after school activities that enhance pupils' learning effectively. There are appropriate arrangements to provide planning, preparation and assessment time for all teachers.

School leaders make good use of additional funding to support pupils eligible for free school meals. For example, teaching assistants implement intervention programmes to improve pupils' reading skills. As a result, over time, the gap in attainment in English between those eligible for free school meals and their peers has narrowed considerably.

All staff benefit from suitable training opportunities that support their continuous professional development and help to raise standards. Teachers' involvement in well-established networks of professional practice, both within school and with other schools, provides good opportunities to share effective practice, for example in engaging parents.

In view of the good standards achieved by the pupils and the overall quality of the provision, the school provides good value for money.

## Appendix 1: Commentary on performance data

### 6812327 - Pencaerau Primary

Number of pupils on roll	318
Pupils eligible for free school meals (FSM) - 3 year average	49.2
FSM band	5 (32%<FSM)

#### Foundation Phase

	2012	2013	2014
<b>Number of pupils in Year 2 cohort</b>	37	30	29
<b>Achieving the Foundation Phase indicator (FPI) (%)</b>	75.7	80.0	82.8
Benchmark quartile	2	2	2
<b>Language, literacy and communication skills - English (LCE)</b>			
Number of pupils in cohort	37	30	29
Achieving outcome 5+ (%)	83.8	83.3	82.8
Benchmark quartile	1	2	2
Achieving outcome 6+ (%)	24.3	16.7	17.2
Benchmark quartile	2	3	3
<b>Language, literacy and communication skills - Welsh (LCW)</b>			
Number of pupils in cohort	*	*	*
Achieving outcome 5+ (%)	*	*	*
Benchmark quartile	*	*	*
Achieving outcome 6+ (%)	*	*	*
Benchmark quartile	*	*	*
<b>Mathematical development (MDT)</b>			
Number of pupils in cohort	37	30	29
Achieving outcome 5+ (%)	86.5	83.3	82.8
Benchmark quartile	2	2	3
Achieving outcome 6+ (%)	16.2	16.7	13.8
Benchmark quartile	3	3	3
<b>Personal and social development, wellbeing and cultural diversity (PSD)</b>			
Number of pupils in cohort	37	30	29
Achieving outcome 5+ (%)	89.2	96.7	96.6
Benchmark quartile	2	1	2
Achieving outcome 6+ (%)	24.3	20.0	20.7
Benchmark quartile	3	4	4

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.

**6812327 - Pencaerau Primary**

Number of pupils on roll 318  
 Pupils eligible for free school meals (FSM) - 3 year average 49.2  
 FSM band 5 (32%<FSM)

**Key stage 2**

	2011	2012	2013	2014
<b>Number of pupils in Year 6 cohort</b>	50	53	55	44
<b>Achieving the core subject indicator (CSI) (%)</b>	78.0	90.6	74.5	93.2
Benchmark quartile	2	1	3	1
<b>English</b>				
Number of pupils in cohort	50	53	55	44
Achieving level 4+ (%)	84.0	92.5	80.0	93.2
Benchmark quartile	1	1	3	1
Achieving level 5+ (%)	22.0	20.8	29.1	29.5
Benchmark quartile	2	3	2	2
<b>Welsh first language</b>				
Number of pupils in cohort	*	*	*	*
Achieving level 4+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
<b>Mathematics</b>				
Number of pupils in cohort	50	53	55	44
Achieving level 4+ (%)	86.0	90.6	80.0	95.5
Benchmark quartile	1	1	3	1
Achieving level 5+ (%)	20.0	22.6	29.1	27.3
Benchmark quartile	2	3	2	3
<b>Science</b>				
Number of pupils in cohort	50	53	55	44
Achieving level 4+ (%)	88.0	92.5	81.8	95.5
Benchmark quartile	1	1	3	1
Achieving level 5+ (%)	20.0	28.3	20.0	31.8
Benchmark quartile	2	2	3	2

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

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

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

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

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

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

## Appendix 2

### Stakeholder satisfaction report

#### Responses to learner questionnaires

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.	111	110 99% 98%	1 1% 2%	Rwy'n teimlo'n ddiogel yn fy ysgol.
The school deals well with any bullying.	110	101 92% 92%	9 8% 8%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
I know who to talk to if I am worried or upset.	111	110 99% 97%	1 1% 3%	Rwy'n gwybod pwy i siarad ag ef/â hi os ydw I'n poeni neu'n gofidio.
The school teaches me how to keep healthy	110	108 98% 97%	2 2% 3%	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
There are lots of chances at school for me to get regular exercise.	112	112 100% 96%	0 0% 4%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
I am doing well at school	111	101 91% 96%	10 9% 4%	Rwy'n gwneud yn dda yn yr ysgol.
The teachers and other adults in the school help me to learn and make progress.	111	111 100% 99%	0 0% 1%	Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddysgu a gwneud cynnydd.
I know what to do and who to ask if I find my work hard.	112	111 99% 98%	1 1% 2%	Rwy'n gwybod beth I'w wneud a gyda phwy i siarad os ydw I'n gweld fy ngwaith yn anodd.
My homework helps me to understand and improve my work in school.	112	108 96% 91%	4 4% 9%	Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol.
I have enough books, equipment, and computers to do my work.	110	109 99% 95%	1 1% 5%	Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
Other children behave well and I can get my work done.	104	69 66% 77%	35 34% 23%	Mae plant eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
Nearly all children behave well at playtime and lunch time	111	97 87% 84%	14 13% 16%	Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.

## Responses to parent questionnaires

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

	responses Nifer o	Agree Cytuno'n	Agree Cytuno	Disagree Anghytuno	disagree Anghytuno	know Dolim yn	
Overall I am satisfied with the school.	20	20 100%	0 0%	0 0%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	20	19 95%	1 5%	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.	20	20 100%	0 0%	0 0%	0 0%	0	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.	20	18 90%	2 10%	0 0%	0 0%	0	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	20	12 60%	8 40%	0 0%	0 0%	0	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		46%	45%	4%	1%		
Teaching is good.	20	18 90%	2 10%	0 0%	0 0%	0	Mae'r addysgu yn dda.
		60%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	20	19 95%	1 5%	0 0%	0 0%	0	Mae'r staff yn disgwyl i fy mhlentyn weithio'n galed ac i wneud ei orau.
		64%	33%	1%	0%		
The homework that is given builds well on what my child learns in school.	20	15 75%	5 25%	0 0%	0 0%	0	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.	19	15 79%	4 21%	0 0%	0 0%	0	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		58%	33%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	20	17 85%	3 15%	0 0%	0 0%	0	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.	20	20 100%	0 0%	0 0%	0 0%	0	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'.	18	15 83%	3 17%	0 0%	0 0%	0	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.	20	16 80%	4 20%	0 0%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynydd fy mhlentyn.
		49%	40%	8%	2%		
I feel comfortable about approaching the school with questions, suggestions or a problem.	20	15 75%	5 25%	0 0%	0 0%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		62%	31%	4%	2%		
I understand the school's procedure for dealing with complaints.	20	17 85%	3 15%	0 0%	0 0%	0	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		45%	38%	7%	2%		



	responses Nifer o	Agree Cytuno'n	Agree Cytuno	Disagree Anghytuno	disagree Anghytuno	know Ddim yn	
The school helps my child to become more mature and take on responsibility.	20	17 85%	3 15%	0 0%	0 0%	0	Mae'r ysgol yn helpu fy mhlentyn i ddo 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.	20	17 85%	3 15%	0 0%	0 0%	0	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		43%	33%	4%	1%		
There is a good range of activities including trips or visits.	20	17 85%	3 15%	0 0%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		54%	38%	5%	1%		
The school is well run.	20	19 95%	1 5%	0 0%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	32%	3%	2%		

### Appendix 3

#### The inspection team

Jane McCarthy	Reporting Inspector
William Glyn Griffiths	Team Inspector
Chris Cherry	Team Inspector
Gwen Lloyd Aubrey	Lay Inspector
Simon Kendal Bates	Peer Inspector
Helen Turner	Nominee

## Copies of the report

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

### Year groups, the Foundation Phase and key stages

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

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

Primary phase:

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

Secondary phase:

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

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

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

## **Glossary of terms – Primary**

### **Foundation Phase indicator (FPI)**

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

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

- literacy, language and communication in English or Welsh first language
- mathematical development
- 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.