A report on

St Cadoc's Primary School
Shaw Close
Llanrumney
Cardiff
CF3 5NX

Date of inspection: January 2017

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.

Publication date: 28/03/2017

Context

St. Cadoc's is a voluntary-aided Roman Catholic primary school in Llanrumney in the Cardiff local authority. The school has 299 pupils, including 28 pupils who attend the nursery on a part-time basis. There are two mixed-age classes and nine single-age classes.

Around 32% of pupils are eligible for free school meals, which is well above the national average of around 19%. The school identifies around 21% of pupils as having additional learning needs, which is below the national average of around 25%. There are 5 pupils with a statement of special education needs. A very few pupils are in the care of the local authority. Around 29% of pupils come from homes where English is an additional language. There are no pupils who speak Welsh as their first language at home.

The school is currently a 'pioneer school' and is working with the Welsh Government and other pioneer schools to take forward developments relating to the curriculum and professional learning.

The headteacher took up her post in September 2016. The school's last inspection was in 2010.

The individual school budget per pupil for St Cadoc's Catholic Primary in 2016-2017 means that the budget is £3,767 per pupil. The maximum per pupil in the primary schools in Cardiff is £7,995 and the minimum is £3,046. St Cadoc's Catholic Primary is 48th out of the 97 primary schools in Cardiff in terms of its school budget per pupil.

Summary

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

Current performance

The current performance of the school is good because:

- Most pupils make good progress in relation to their starting points
- Levels of attendance at the school are relatively high
- Nearly all pupils are very well behaved and strongly motivated to learn
- Most pupils have a good awareness of how to stay healthy
- Pupils with English as an additional language make strong progress
- Most pupils' literacy, speaking and listening skills develop well
- The quality of care, support and guidance is good
- Most teaching is effective
- Nearly all pupils with additional learning needs make good progress in meeting their targets
- Many pupils participate enthusiastically in extra-curricular activities

Prospects for improvement

The school's prospects for improvement are good because:

- The headteacher provides clear, strong leadership and communicates well with pupils, parents, staff and governors
- The deputy headteacher and other leaders are effective in taking forward school priorities
- The self-evaluation and improvement processes are rigorous and well established
- Staff at all levels work well together
- The governing body supports and challenges school leaders effectively
- Staff and governors manage resources well
- There are effective links with partners and other schools, which have had a positive impact on improving teaching and learning

Recommendations

R1 Improve pupils' ability to apply their numeracy skills across the curriculum

R2 Improve standards of pupils' writing in Welsh

R3 Improve pupils' ability to use databases and spreadsheets when using information and communication technology (ICT)

R4 Improve outdoor learning provision for older pupils in the Foundation Phase.

What happens next?

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

Main findings

Key Question 1: How good are outcomes?	Good

Standards: Good

Many pupils enter the school with skill levels that are below those normally expected for pupils of their age. However, most make good progress from their starting points and achieve well by the time they leave the school. Pupils with English as an additional language make good progress from their varied starting points.

In the Foundation Phase, nearly all pupils listen attentively to adults and join in class discussions, responding appropriately to questions. By the end of Year 2 many discuss their work and explain what they are doing clearly, such as when describing what an adjective is and showing examples in their writing. Most pupils in key stage 2 speak and listen well in lessons and when working in pairs and groups. By the end of Year 6, many develop good oral skills. For example, they can explain what a rhetorical question is and demonstrate how to use one usefully in discussion.

Throughout the school, pupils' reading develops appropriately for their age and ability and most use their reading skills effectively to support their work in lessons. Most pupils in the Foundation Phase learn suitable ways to tackle unfamiliar words. Older pupils describe what is happening in the books they read and can make predictions about what might happen next. They discuss what they like and dislike about characters in stories. The more able read fluently with good expression. In key stage 2, most pupils read well and have a good understanding of how to use fiction and non-fiction books. They show great pleasure in discussing their reading of fiction by authors they study, such as Roald Dahl.

In the Foundation Phase, pupils make good progress in early writing skills and learn to form their letters and build words successfully. By the end of the phase, most write well for many different purposes, such as letters, diaries and news. They develop their use of sentences well and more able pupils experiment with more interesting vocabulary to write extended stories or descriptions. In key stage 2, most pupils apply their writing effectively in different areas of the curriculum, such as to record scientific experiments or to write biographies or reports. Many pupils in key stage 2 continue to develop their writing skills sensitively, for example they use a range of approaches to write about religious texts and ideas. Older pupils are responding positively to pioneer school teaching approaches that enable them to write well for different purposes. Most pupils in key stage 2 build well on the handwriting skills developed in the Foundation Phase and set out their written work neatly using a legible, joined style.

Most pupils develop their mathematical skills well. In Year 2, most pupils count confidently in multiples of 10 and 20, recognise odd and even numbers and develop their knowledge of multiplication tables appropriately. Many add and subtract correctly using tens and units and know about place value. More able pupils have an awareness of money and understand how to use coins to make up different sums. By the end of key stage 2, most pupils apply suitable calculation strategies using the

four rules of number to solve problems. They have a good understanding of shape and area.   Most use their numeracy skills appropriately when applying them in mathematics books and lessons, but their ability to apply these skills when working in other areas of the curriculum is underdeveloped.

Most pupils who receive targeted support to improve their literacy skills make strong progress in intervention groups. Most pupils who have support for additional learning needs, including those pupils with statements of special education needs, make good progress in relation to their individual targets.

Most pupils take part enthusiastically in Welsh activities and display a positive attitude towards the language. In the Foundation Phase, many pupils make good progress in developing oral Welsh language skills from a very young age. They respond well to a range of simple instructions, greetings and questions, and join enthusiastically in songs and games. Most pupils in key stage 2 build on their skills effectively and can discuss their likes and dislikes and sustain a conversation using familiar patterns well. Across the school, pupils' skills in reading in Welsh are developing well, but their progress in writing is limited.

Most pupils develop skills in ICT well. In the Foundation Phase, pupils enter instructions correctly to make floor devices travel in certain directions. Older pupils in the phase use programs on tablet computers to find maps and to adjust the images to enable them to copy their own. Most key stage 2 pupils use a variety of software packages confidently on both desktop and other computers to research and produce leaflets, reports and presentations and to publish their written work. They use computer applications effectively to embed different media files in their work and to bring displays to life. They use simple coding processes to create animations. Their ability to handle data or use spreadsheets is more limited.

Over the last four years, the performance of pupils in achieving the expected outcome in literacy and numeracy at the end of the Foundation Phase has tended to place the school in the top 25% when compared with similar schools. At the higher outcome, performance has improved over recent years and has tended to place the school in the top 25%.

At the end of key stage 2, over the last four years, pupils' performance at the expected level in English, mathematics and science has placed the school in the top 25% when compared with similar schools. At the higher level, pupils' performance tends to place the school mostly in the top 25% for mathematics and science and in the higher 50% for English.

Over the last two years, pupils eligible for free school meals have tended to do as well as other pupils at the end of the Foundation Phase and better than other pupils at the end of key stage 2.

Wellbeing: Good

Most pupils have a good understanding of the importance of eating healthily and taking exercise. There is a high level of take up of extra-curricular sporting activity by pupils. Nearly all pupils feel safe in school and are confident that adults will listen to their concerns and deal with any problems. They co-operate well with the school's 'wellbeing team' of pupils who help pupils care for each other at break times.

Almost all pupils behave very well. They are welcoming and polite to visitors and treat adults and other pupils with respect. A major strength throughout the school is the positive attitude and enthusiasm most pupils have for learning. In classes, nearly all pupils are very attentive to their teachers and are eager to do well. In the Foundation Phase, many pupils develop their independent learning skills well and make choices about their activities. In key stage 2, most pupils work effectively together. They collaborate well, listen to each other and clearly enjoy working in pairs or groups.

Pupils' attendance levels are good. They have tended to place the school in the top 25% over the last four years when compared with similar schools. Most pupils are punctual, but a few were late during the inspection period.

Pupils readily accept roles of responsibility. Pupils throughout key stage 2 participate enthusiastically in the numerous elected committees that form 'Senedd Cadoc Sant', the school parliament. Many talk enthusiastically about how they have influenced decisions regarding charity fund-raising activities, health and safety or the choice of new equipment. Foundation Phase pupils are aware of the Senedd and with adult support are beginning to become beneficially involved.

The pupils' eco-committee plays a useful role in raising environmental concerns and pupils actively promote recycling around the school.

Key Question 2: How good is provision?	Good

Learning experiences: Good

The school provides a broad range of learning experiences that engage pupils successfully. Teachers choose interesting themes for lessons that keep learners' attention well. These build on pupils' previous knowledge effectively and meet the requirements for the Foundation Phase and the national curriculum. Visitors to school and regular educational trips link well to the topics that pupils study and they further enrich pupils' learning well. A varied programme of extra-curricular clubs, such as sports, dance, sewing and choir, enriches and extends pupils' learning and wellbeing well, and there is a high level of take-up by pupils.

Teachers and senior leaders collaborate well and plan purposefully and in detail to provide varied opportunities for pupils to develop their literacy skills through work in English lessons and across the curriculum. Teachers plan an appropriate programme of work to develop pupils' numeracy skills in mathematics lessons, but the provision for pupils to use and to develop these skills across the curriculum is limited.

Teachers plan effectively for the development of pupils' ICT skills in most respects as they move through the school. They give pupils worthwhile opportunities to develop their skills in the use of word processing, presentation and publishing packages. However, the planning does not focus enough on developing pupils' use of databases and spreadsheets.

The planning for the development of pupils' Welsh language skills maintains pupils' interest effectively and fosters positive attitudes as they move through the school. Staff introduce the use of Welsh across an appropriate range of activities and follow a scheme of work that maps the progress of Welsh language skills well. There are many opportunities for pupils to learn about the history and culture of Wales. These include participation in the annual St David's Day eisteddfod and visits by Welsh folk singers and international rugby players as well as trips to places of significance for Wales.

The school promotes education for sustainable development and global citizenship successfully in the curriculum and through extra-curricular activities. Pupils play an active role in recycling and regular monitoring of energy use. The school raises awareness of global citizenship well through the study of people and places overseas, such as Madagascar and India. Many pupils take part in fundraising activities linked to global wellbeing, for example as part of charity work for the Catholic Agency for Overseas Development (CAFOD).

Teaching: Good

Teachers plan and deliver lively lessons that engage pupils well. Most teachers maintain pupils' involvement successfully by varying activities and using a wide range of materials, books and electronic resources. They create clear classroom routines to support the work of groups and individuals. Most manage their classes and the pace of pupils' learning skilfully. They have a good knowledge of the topics and skills that they teach.

Through purposeful team working, many teachers build up their strengths and expertise effectively. They deploy members of support staff well. Teaching assistants understand their roles and prepare well for lessons. They provide valuable support to pupils, especially those most likely to underachieve or who have additional needs.

In lessons, teachers match tasks well to pupils' different abilities. Teachers give pupils worthwhile feedback on their work. Many involve pupils effectively in their own assessments to help them to be clear about what they need to do to improve. However, this practice is not consistent throughout the school.

The school has thorough procedures to assess pupils' work. Teachers assess the groups they teach effectively and participate appropriately in shared activities to ensure the accuracy of their judgements. The school has comprehensive systems for tracking pupils' progress. It uses the results of tests and assessment tasks to plan suitable activities that meet pupils' needs. Senior leaders use assessment information effectively to set targets for individual pupils and classes.

Reports to parents are informative and build up a clear picture of how their child is participating in school life as well as their progress and the next steps to improve further.

Care, support and guidance: Good

The school has appropriate arrangements to promote healthy eating and drinking. Teachers and all staff encourage pupils to make healthy choices of snacks and lunches. There are good opportunities and facilities for pupils to play and to take regular exercise.

The school promotes and monitors pupils' attendance well. Staff apply positive approaches for managing pupils' behaviour consistently and effectively. As a result, pupils exhibit respect and tolerance towards others in all classes.

Good working relationships between staff and pupils contribute strongly to pupils' wellbeing. Lessons provide frequent opportunities for pupils' cultural and social development. In addition, the school uses professional dance and music organisations to deliver valuable cultural activities in school.

Across the school, regular meditation sessions in class foster pupils' spirituality and reflection well. Collective worship takes place regularly in classes and in larger assemblies of pupils. These occasions provide good opportunities for pupils to celebrate a sense of community and to reinforce shared values.

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

The school provides useful guidance and information to assist parents in supporting their child's learning. For example, parents receive opportunities to learn about phonics so they can understand how their children are learning to read and can support them appropriately at home.

There are highly effective support systems that meet the specific needs of pupils well. Early intervention by suitably trained staff ensures that pupils receive support quickly. Teachers use individual education plans effectively to address the range of pupils' needs and they monitor pupils' progress appropriately. Parents engage well in this process and feel their children receive valuable support. Provision for pupils with English as an additional language is effective. As a result, these pupils make strong progress in their language skills.

Learning environment: Good

The school is a very inclusive and welcoming community that supports and values its pupils and staff well. As a result, most pupils develop successful, positive attitudes regardless of background or ability. All have equal access to the full range of learning experiences provided by the school.

The school makes good use of its indoor space and resources. Classrooms are attractive and generally of a good size. There is a suitable range of specialist areas around the school, for example a library and learning intervention areas. Relevant displays throughout the school celebrate and support pupils' learning and achievements and help promote the school's ethos well.

The school's Foundation Phase facilities are being rebuilt. Nursery and younger pupils in the Foundation Phase have well-structured outdoor environments, but, currently, older pupils have no specific outdoor learning areas to support their learning.

Overall, the school has a good level and quality of resources, including books and ICT equipment, to meet pupils' learning needs and to support the delivery of the curriculum.

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

Leadership: Good

The headteacher provides strong leadership and has a clear vision for the school that she has communicated successfully to pupils, parents, staff and governors. She has established a strong team spirit and sense of purpose throughout the school. The deputy headteacher and senior leaders give the headteacher strong support. They have a clear understanding of the strategic direction for the school and their role in helping to deliver the school's strategic priorities.

Staff at all levels work well together and fully understand their roles and responsibilities. The school has effective and regular staff meetings that focus well on improving outcomes for pupils and school priorities. There is good communication between leaders, teachers and support staff at all levels.

Performance management procedures for teaching staff are effective. They link directly to the school's improvement priorities and link to appropriate professional development opportunities. Performance management for support staff is at an early stage of development.

Governors support the school well. They know their local community well and bring beneficial knowledge to support the school leadership. They have a sound understanding of the school's performance in comparison with that of other similar schools. They are well informed through meetings and reports about strengths and areas for improvement. Governors use this information to challenge school leaders effectively. The involvement of governors in first-hand visits and observation of classes is limited.

The school has responded strongly to meeting national priorities such as implementing the literacy and numeracy framework and participation in Welsh Government's 'pioneer schools' initiative.

Improving quality: Good

The school has well-established systems for self-evaluation. The newly appointed headteacher has taken these processes forward robustly. The school's self-evaluation report has clearly identified priorities for improvement. Senior leaders and teachers have a well-developed understanding of the school's strengths and the key areas for change. The procedures and the programme of activities for gathering first-hand evidence of standards and the quality of provision are effective. These include detailed analysis of information on pupils' performance, lesson observations and monitoring of pupils' work.

The school considers appropriately the views of governors, parents and external bodies, such as the local authority and the regional consortium. The school uses its own questionnaires to gather information from pupils and parents and it acts appropriately in response to evidence. For example, as a result of feedback from pupil questionnaires, it significantly changed the school council system to enable many more pupils to participate and to make decisions.

The school development plan is a purposeful working document that links well to the outcomes of the school's self-evaluation processes. It focuses appropriately on raising standards and improving provision. Success criteria for each planned action are clear and set within suitable timescales. The plan identifies staff and governors responsible for implementing actions and for monitoring progress. Leaders allocate financial resources appropriately in order to achieve improvement goals.

Partnership working: Good

The school makes good use of a wide range of partners that make a strong contribution to improving pupils' standards and wellbeing. The school works very well with its 'Flying Start' provider, ensuring that home-school partnerships are effective before pupils begin school. Links with the local police enable officers to help pupils learn how to be safe in their community. The local church plays a very influential role in the life of the school and is a key partner in promoting pupils' personal development and wellbeing.

Teachers work effectively with their local cluster of schools to ensure consistency in their assessments of pupils. The school has benefitted through partnerships with others schools in driving forward improvements in teaching and learning, such as developing ideas for the teaching of ICT skills. The school also shares its own good practice with other schools, for example through supporting literacy training for other schools. In collaboration with the receiving secondary school, there are suitable arrangements for transition that ensure pupils move confidently at the end of Year 6 to the next stage of their education.

Resource management: Good

The headteacher deploys staff well to make the best use of their skills and experience. This helps to ensure the effective delivery of the curriculum. The roles and responsibilities of all staff are well defined and allow for clear lines of accountability. Well-trained support staff make a valuable contribution to pupils' learning across the school. Performance management processes link well to school development priorities. All staff benefit from suitable and regular professional development. Arrangements for teachers' planning, preparation and assessment time are effective.

As a pioneer school, the school has benefitted from increased access to new approaches to deliver the curriculum. Its current focus is enabling improved methods for the teaching of writing to be put in place. The deputy headteacher manages and monitors these activities carefully. It is too early to assess the full impact of this work.

The headteacher and governing body manage financial resources well to ensure that provision for pupils is effective in raising standards. School development priorities are accurately costed and regularly monitored. The school has made good use of its Pupil Deprivation Grant. For example, the school has funded additional, targeted support assistant time effectively to raise standards and attendance for pupils eligible for free school meals.

In view of the progress pupils make and the overall quality of the provision and leadership, the school provides good value for money.

Appendix 1: Commentary on performance data

6813336 - St Cadoc's Catholic Primary

Number of pupils on roll	301
Pupils eligible for free school meals (FSM) - 3 year average	35.6
FSM band	5 (32%<FSM)

Foundation Phase

	2013	2014	2015	2016
Number of pupils in Year 2 cohort	29	41	39	37
Achieving the Foundation Phase indicator (FPI) (%)	96.6	90.2	89.7	100.0
Benchmark quartile	1	1	1	1
Language, literacy and communication skills - English (LCE)				
Number of pupils in cohort	29	41	39	37
Achieving outcome 5+ (%)	96.6	90.2	89.7	100.0
Benchmark quartile	1	1	1	1
Achieving outcome 6+ (%)	20.7	17.1	35.9	54.1
Benchmark quartile	3	3	1	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	29	41	39	37
Achieving outcome 5+ (%)	96.6	92.7	89.7	100.0
Benchmark quartile	1	1	2	1
Achieving outcome 6+ (%)	27.6	22.0	38.5	45.9
Benchmark quartile	2	2	1	1
Personal and social development, wellbeing and cultural diversity (PSD)				
Number of pupils in cohort	29	41	39	37
Achieving outcome 5+ (%)	96.6	97.6	94.9	100.0
Benchmark quartile	1	1	2	1
Achieving outcome 6+ (%)	31.0	26.8	41.0	64.9
Benchmark quartile	3	3	2	1

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.

6813336 - St Cadoc's Catholic Primary

Number of pupils on roll	301	
Pupils eligible for free school meals (FSM) - 3 year average	35.6	
FSM band	5	(32%<FSM)

Key stage 2

	2013	2014	2015	2016
Number of pupils in Year 6 cohort	36	34	27	41
Achieving the core subject indicator (CSI) (%)	91.7	91.2	92.6	92.7
Benchmark quartile	1	1	1	1
English				
Number of pupils in cohort	36	34	27	41
Achieving level 4+ (%)	91.7	94.1	92.6	95.1
Benchmark quartile	1	1	1	1
Achieving level 5+ (%)	38.9	29.4	33.3	34.1
Benchmark quartile	1	2	2	2
Welsh first language				
Number of pupils in cohort	*	*	*	*
Achieving level 4+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematics				
Number of pupils in cohort	36	34	27	41
Achieving level 4+ (%)	94.4	91.2	96.3	92.7
Benchmark quartile	1	1	1	1
Achieving level 5+ (%)	44.4	41.2	44.4	36.6
Benchmark quartile	1	1	1	2
Science				
Number of pupils in cohort	36	34	27	41
Achieving level 4+ (%)	94.4	94.1	100.0	95.1
Benchmark quartile	1	1	1	1
Achieving level 5+ (%)	44.4	35.3	48.1	41.5
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.

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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.	106		103 97%	3 3%		Rwy'n teimlo'n ddiogel yn fy ysgol.
			98%	2%		
The school deals well with any bullying.	105		95 90%	10 10%		Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			92%	8%		
I know who to talk to if I am worried or upset.	106		98 92%	8 8%		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	106		104 98%	2 2%		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.	105		92 88%	13 12%		Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			96%	4%		
I am doing well at school	106		102 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.	106		105 99%	1 1%		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.	106		101 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.	105		76 72%	29 28%		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.	106		93 88%	13 12%		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.	106		65 61%	41 39%		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	106		78 74%	28 26%		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.	58	36 62%	22 38%	0 0%	0 0%	0		Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	34%	3%	1%			
My child likes this school.	57	37 65%	20 35%	0 0%	0 0%	0		Mae fy mhlentyn yn hoffi'r ysgol hon.
		72%	26%	1%	0%			
My child was helped to settle in well when he or she started at the school.	58	42 72%	15 26%	1 2%	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.	58	36 62%	22 38%	0 0%	0 0%	0		Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
		62%	35%	3%	1%			
Pupils behave well in school.	52	25 48%	26 50%	1 2%	0 0%	6		Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		47%	48%	4%	1%			
Teaching is good.	58	37 64%	20 34%	1 2%	0 0%	0		Mae'r addysgu yn dda.
		61%	36%	2%	0%			
Staff expect my child to work hard and do his or her best.	58	34 59%	24 41%	0 0%	0 0%	0		Mae'r staff yn disgwyl i fy mhlentyn weithio'n galed ac i wneud ei orau.
		64%	34%	1%	0%			
The homework that is given builds well on what my child learns in school.	56	28 50%	25 45%	3 5%	0 0%	2		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.
		49%	43%	6%	2%			
Staff treat all children fairly and with respect.	53	28 53%	24 45%	1 2%	0 0%	4		Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		60%	35%	4%	1%			
My child is encouraged to be healthy and to take regular exercise.	57	30 53%	27 47%	0 0%	0 0%	1		Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		60%	38%	2%	0%			
My child is safe at school.	58	33 57%	24 41%	1 2%	0 0%	0		Mae fy mhlentyn yn ddiogel yn yr ysgol.
		66%	32%	2%	1%			
My child receives appropriate additional support in relation to any particular individual needs'.	49	23 47%	25 51%	0 0%	1 2%	9		Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		55%	39%	4%	1%			

	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 am kept well informed about my child's progress.	57	22	32	2	1	1	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		39%	56%	4%	2%		
		49%	41%	9%	2%		
I feel comfortable about approaching the school with questions, suggestions or a problem.	56	33	21	0	2	2	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		59%	38%	0%	4%		
		62%	31%	5%	2%		
I understand the school's procedure for dealing with complaints.	49	20	27	2	0	9	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		41%	55%	4%	0%		
		48%	42%	8%	2%		
The school helps my child to become more mature and take on responsibility.	55	32	22	1	0	3	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		58%	40%	2%	0%		
		57%	40%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	44	20	22	2	0	14	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		45%	50%	5%	0%		
		52%	41%	5%	1%		
There is a good range of activities including trips or visits.	57	23	30	4	0	1	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		40%	53%	7%	0%		
		54%	39%	6%	1%		
The school is well run.	55	35	19	1	0	3	Mae'r ysgol yn cael ei rhedeg yn dda.
		64%	35%	2%	0%		
		61%	34%	3%	2%		

Appendix 3

The inspection team

Gregory John Owens	Reporting Inspector
Edna Davies	Team Inspector
Eurig Towns	Team Inspector
Andrea Louise Davies	Lay Inspector
Damien Paul Beech	Peer Inspector
Natalie Gould (Headteacher)	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.