



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

**Trelai Primary School
Bishopston Road
Ely
Cardiff
CF5 5DY**

Date of inspection: May 2015

by

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

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

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

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

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

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

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

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

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Publication date: 22/07/2015

Context

Trelai Primary School is in Ely on the western side of Cardiff in an area of considerable social and economic disadvantage. The three-year average for the proportion of pupils eligible for free school meals is 49%. This is well above the average for Wales (21%). The school has 440 pupils on roll aged from 3 to 11 years, including 70 pupils who attend the nursery. There are 17 classes in the school, including a specialist resource base for pupils with additional learning needs. There are currently six pupils in the specialist resource base. A majority of these pupils are from outside of the school's catchment area.

The school has identified about 30% of pupils as having additional learning needs. This is above the average for Wales (22%). A very few pupils have a statement of special educational needs. Many pupils are of white British ethnicity. The remainder are mainly of mixed, Asian or black ethnicity. Most pupils come from homes where English is the main language. A very few pupils learn English as an additional language and no pupils speak Welsh as their first language. There were 23 fixed-term exclusions last year. A very few pupils are looked after by the local authority.

Estyn last inspected the school in December 2010. The current headteacher took up post in November 2014.

The individual school budget per pupil for Trelai Primary School in 2014-2015 means that the budget is £3,818 per pupil. The maximum per pupil in the primary schools in Cardiff is £6,523 and the minimum is £2,908. Trelai Primary School is 29th out of the 95 primary schools in Cardiff in terms of its school budget per pupil.

Summary

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

Current performance

The school has the following good features:

- Pupils' develop their speaking and listening skills appropriately
- Many pupils make appropriate progress in mathematics
- Most pupils behave well and relate well to each other and adults
- The school places a high priority on the care support and guidance of its pupils
- There is a welcoming ethos throughout the school that places a high value on pupils' wellbeing

However, the current performance of the school is unsatisfactory because:

- Standards of pupils' attainment at the end of the Foundation Phase and key stage 2 are consistently low
- The gap in performance between pupils eligible for free school meals and other pupils is too wide and boys as a group do not perform well enough
- Too many pupils are not developing and applying their literacy, numeracy and independent learning skills well enough
- Pupils do not develop their skills in Welsh enough by the end of key stage 2
- Rates of attendance are too low when compared with those of other similar schools
- The quality of teaching varies too much and it is not helping enough pupils to make good progress

Prospects for improvement

The school has the following good features:

- In a short time since his appointment, the headteacher has identified the school's strengths and shortcomings accurately
- Leaders have implemented new plans that are beginning to improve the quality of the school's work

However, the school's prospects for improvement are unsatisfactory because:

- There is a weak track record of securing good standards of teaching, learning and wellbeing for pupils
- Processes for self-evaluation and planning for improvement are not rigorous enough and they do not consistently focus on raising standards of teaching and learning
- Underperformance does not receive effective challenge from leaders

- There is ineffective use of financial resources, including the specific grant funding for vulnerable pupils, to secure good outcomes for pupil

Recommendations

- R1 Raise standards of pupils' attainment in literacy, numeracy and Welsh
- R2 Improve the attainment of pupils eligible for free school meals across the school and of boys in the Foundation Phase
- R3 Improve attendance and reduce the number of fixed-term exclusions
- R4 Improve the quality of teaching so that learning experiences meet the needs of all pupils and build effectively on pupils' prior learning and increase opportunities for pupils to learn independently
- R5 Improve the quality and impact of teachers' marking and make effective use of assessment for learning across the school
- R6 Improve the quality and impact of leadership and management at all levels
- R7 Improve self-evaluation and improvement planning processes so that they are effective in raising standards of teaching, learning and wellbeing
- R8 Improve the governing body's role in strategic planning and securing improvement, and in the management of resources

What happens next?

In accordance with the Education Act 2005, HMCI is of the opinion that special measures are required in relation to this school. 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 on a termly basis.

Main findings

Key Question 1: How good are outcomes?

Unsatisfactory

Standards: Unsatisfactory

Many pupils have skills, knowledge and understanding that are below the level expected for their age when they begin school in nursery. Overall, they do not make enough progress or achieve high enough standards by the time they leave the school.

Many pupils in the specialist learning resource base and many pupils with additional learning needs in mainstream classes make appropriate progress from their individual starting points.

Many pupils listen well to one another and to adults. This usually enables them to work well in collaboration with others and to follow instructions appropriately. In the Foundation Phase, many pupils talk enthusiastically about their work using suitable vocabulary, for example when building dens. In key stage 2, many older pupils express their ideas and opinions appropriately in front of others during lessons.

In the Foundation Phase, most pupils have positive attitudes to reading and a majority read at a level appropriate for their age. They use picture clues and their knowledge of initial sounds to help them to read words. By the end of key stage 2, many pupils read appropriately from a suitable range of books. They show a sound understanding of the text and talk competently about the stories they read. A few pupils use advanced reading skills, such as inference, successfully. However, in lessons too few pupils read independently with good understanding to access learning in subjects across the curriculum.

A majority of pupils develop appropriate writing skills as they move through the school. However, the writing of too many pupils is of an unsatisfactory standard. By the end of the Foundation Phase, a majority of pupils form letters appropriately and spell basic words correctly. They are able to sequence the events in stories correctly, for example to produce good recounts of the story of Goldilocks. By the end of key stage 2, a majority of pupils write legibly using a consistent style. They write for a suitable range of purposes and audiences. A minority organise their work into paragraphs appropriately and produce work of a good standard, for example when writing biographies. However, too many pupils do not produce sufficient written work of a good enough standard. They often spell simple words incorrectly and do not use basic punctuation accurately to create sentences. Overall, pupils do not apply their writing skills well enough across the curriculum.

Many pupils make appropriate progress in mathematics. In the Foundation Phase, nearly all participate enthusiastically in counting games in lessons, for example to count in sets of three. Many pupils sequence numbers accurately to 10. They double and halve two-digit numbers successfully. Year 2 pupils use data well to create accurate bar graphs in lessons. A very few more able pupils perform this task

independently. By the end of key stage 2, many pupils add, subtract, multiply and divide numbers correctly. They have a sound understanding of how to present data in graphs and pie charts and they draw conclusions from them appropriately. A minority use their numeracy skills well to solve word problems. Overall, pupils do not apply their numeracy skills well enough or often enough in subjects across the curriculum.

Many nursery pupils make a good start in developing their Welsh language skills, for example through playing games to identify colours and numbers. Year 2 pupils respond appropriately to simple questions about their feelings. In key stage 2, a majority of pupils read steadily from basic texts and produce suitable written work with support. However, too many pupils have weak speaking skills. They have a limited range of vocabulary and use a narrow range of sentence patterns. As a result, they often respond hesitantly to simple questions. Very few pupils use the Welsh language outside of Welsh lessons.

In the Foundation Phase, pupils' performance in literacy and mathematical development at the expected outcome 5 usually places the school in the lower 50%, when compared to similar schools. At the higher-than-expected outcome 6, pupils' performance in literacy and mathematical development has placed the school in the bottom 25% of similar schools over the last three years.

In key stage 2, pupils' performance in English, mathematics and science, at both the expected level 4 and the higher-than-expected level 5, normally places the school in the lower 50% or bottom 25% when compared with similar schools.

In the Foundation Phase and key stage 2, girls as a group tend to perform much better than boys. This is most apparent in English where the gap in performance between boys and girls has grown steadily over the last three years.

In the Foundation Phase and key stage 2, pupils who are eligible for free school meals often perform at a much lower level than other pupils. Recently, this gap in performance has increased notably.

Pupils that are looked after by the local authority usually make good progress towards their individual learning goals. Across the school, a majority of pupils who are new to the English language make good progress.

Wellbeing: Adequate

Many pupils feel safe and cared for at school and know where to turn for help when they need it. They have positive attitudes to keeping healthy and they have a good understanding of the importance of taking regular exercise and eating healthily. A minority participate in a range of suitable after-school activities, such as multi-sports. Many older pupils have a sound awareness of how to stay safe on the internet.

Most pupils behave well in lessons and around the school. They are usually polite and courteous. They relate well to each other and adults. A few pupils that have returned to school following periods of exclusion make suitable progress in improving their behaviour. Many pupils collaborate well with others in lessons. However, they

do not show strong independent learning skills and are overly reliant on adult support. A minority of pupils are able to improve their own learning appropriately.

Rates of attendance are poor and have placed the school in the lower 25% in comparison with other similar schools in each of the last three years. The proportion of pupils that are persistently absent from school is high in comparison with other similar schools. Most pupils arrive punctually at the start of the school day.

The school council is beginning to make decisions and actions that have a positive impact on their fellow pupils, for example by raising money for playground equipment. The 'Playground Friends' group act responsibly by looking after this equipment and caring for pupils at playtime. This helps most pupils to enjoy active and enjoyable playtimes.

Key Question 2: How good is provision?	Adequate
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Learning experiences: Adequate

The school provides a broad range of learning experiences that meet the requirements of the National Curriculum and the Foundation Phase. A range of topics provide interesting contexts for learning for nearly all pupils. Teachers use the outdoor areas creatively in the Foundation Phase to promote good levels of interest in pupils and their enjoyment of learning. The school's arrangements to group key stage 2 pupils according to their ability has a positive impact on the standards achieved by a majority of more able pupils, for example in writing. A range of intervention programmes for pupils identified as falling behind in their literacy and numeracy skills helps them to make satisfactory progress. However, the school's provision is not always successful in helping pupils eligible for free school meals to achieve well. Various after-school clubs, such as football, multi-sports, art and craft and gardening, match the interests of pupils appropriately. Visits to Cardiff Bay, the Dan Yr Ogorf caves and Barry Island enrich pupils' learning experiences well.

The school has a structured approach to developing pupils' mathematical skills in mathematics lessons. This provision is beginning to support pupils in developing their numeracy skills appropriately. However, there are too few opportunities for pupils to apply these skills across the curriculum. Plans to develop pupils' literacy skills are in place. However, teachers do not make sufficient use of these opportunities to develop pupils' skills as they move through the school.

Provision for pupils to learn Welsh as a second language is appropriate in the Foundation Phase but does not secure good enough standards of Welsh by the end of key stage 2. There are suitable opportunities for pupils to learn about the culture and history of Wales, for example by visiting St. Fagan's Rural Life Museum and during the annual school eisteddfod.

Opportunities for pupils to develop their understanding of sustainability and global citizenship are at an early stage of development. There are a few useful opportunities within the curriculum, for example when pupils compare flooding in Wales and Bangladesh and during assemblies based on the theme of 'Reduce, Re-use, Recycle'.

Teaching: Unsatisfactory

Overall, the quality of teaching varies too much and in too many classes it does not help pupils to make sufficient progress in their learning and standards of achievement. In around a half of lessons, teachers show high expectations and effective professional skills. They provide engaging contexts for learning in the indoor and outdoor environments. In these lessons, the quality of teaching helps pupils to make good progress. In most classes, relationships between staff and pupils are good and this has a positive impact on standards of behaviour. Many teaching assistants support pupils' learning appropriately. However, in too many lessons, teachers plan activities that do not build on pupils' prior learning or match the abilities of all pupils well enough. They often give pupils too few opportunities to develop their independent learning and problem-solving skills.

Teachers mark pupils' work regularly and conscientiously. However, their written comments are often too positive about the standard of pupils' work and do not identify what pupils need to do to improve. There are few opportunities for pupils to improve their work in response to teachers' marking. A minority of teachers are beginning to make effective use of a range of assessment for learning strategies and they question pupils effectively to encourage them to explain their learning or to challenge misconceptions. However, few pupils take part in effective self or peer assessment activities.

The school tracks pupils' progress comprehensively to identify any gaps in learning. This is effective in helping teachers to identify pupils who need additional support and to arrange suitable intervention programmes for them. However, too many teachers do not use assessment information precisely enough to identify the next steps for pupils' learning within day-to-day lessons or learning experiences.

A useful range of portfolios of moderated work support teachers in making accurate end-of-key-stage teacher assessments. Reports to parents are informative and provide useful information about pupils' achievements and progress.

Care, support and guidance: Good

The school places a high priority on the care support and guidance of its pupils. There are appropriate arrangements to promote healthy eating and drinking. Initiatives, such as intensive swimming programmes, promote health and fitness successfully. The school's behaviour systems are effective and support an orderly learning environment. The school provides useful cultural experiences for pupils, such as the opportunity to see a Turner painting at first-hand and to use this as a stimulus for art work. Acts of collective worship promote pupils' spiritual development appropriately. The school develops pupils' understanding of the importance of supporting their community well, for example through arranging opportunities for the choir to sing at St David's Hospital.

There are effective systems to identify pupils in need of additional support and to arrange provision that meets their needs. Pupils' individual education plans set clear targets for improvement. There are appropriate arrangements to ensure that pupils and parents review these plans regularly. There are beneficial links with a range of

specialist agencies and support services so that pupils have access to professional support when necessary. These arrangements support many pupils with additional learning needs to make good progress overall in their learning and wellbeing. Provision within the specialist resource base is suitable for the needs of the pupils and helps these learners to make appropriate progress.

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

Learning environment: Good

The school's inclusive ethos ensures that all pupils receive equal access to all aspects of the school's provision. There is a clear emphasis on acknowledging, respecting and celebrating pupils' diversity and promoting respectful attitudes towards others. As a result, most are pupils are polite, helpful and well-mannered, although rates of pupil exclusions remain too high.

The building and grounds provide a safe and pleasant learning environment. The internal accommodation is bright and attractive. Displays are of a good quality. They support pupils' learning and celebrate their achievements and progress appropriately. A good range of resources in classrooms and around the school support teaching and learning well. The school uses the outdoor area effectively to support learning and it provides many engaging learning experiences for pupils in the Foundation Phase, such as a mud kitchen, den building and forest school experiences.

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

In the very short time since taking up his post, the headteacher has developed a clear educational vision for the school focused on improving pupil outcomes. This has given much needed strategic direction to the school's work. He has recently established a suitable staff structure and a leadership team with appropriate roles and responsibilities. The school has started to use performance data well to identify strengths and shortcomings. Regular staff meetings focus appropriately on school improvement priorities. However, the school does not have a strong track record of securing good standards for pupils, achieving improvement goals or challenging underperformance. The school's current leadership has not yet had sufficient time to exert much influence on the standards that pupils achieve, though aspects of provision are improving. Those in recently established leadership roles are beginning to develop the skills required to support future school improvement. The governing body is supportive and knows the school community well. It meets regularly and receives detailed reports from the headteacher about many aspects of the school's work. Governors have recently developed their understanding of performance data. As a result, they have a sound understanding of the school's current strengths and shortcomings. However, they have not challenged the school sufficiently in the past or managed the budget appropriately to ensure that pupils achieve high levels of wellbeing and good standards. The governors' report to parents meets most, but not all, requirements.

Improving quality: Unsatisfactory

The headteacher has developed a clear understanding of the school's strengths and areas for improvement based on an analysis of first-hand evidence. This includes lesson observations, data analysis and scrutiny of pupils' books. He has used this knowledge to produce an accurate self-evaluation report. However, the school's self-evaluation processes are underdeveloped overall. The contribution of senior leaders and governors is not effective enough and the school takes too little account of the views of parents and pupils. The school does not have a record of effective self-evaluation that focuses rigorously on evaluating standards of teaching, learning and wellbeing. As a result, monitoring has had little impact on improving standards.

The priorities identified in the annual school development plan link broadly to the outcomes of the self-evaluation report, and focus appropriately on raising standards and levels of attendance. The areas for development also include the priority to implement the Literacy and Numeracy Framework. However, not all plans have clear success criteria and this limits the ability of leaders to monitor and evaluate their progress effectively. There is no evidence that previous development plans have had a positive impact on pupils' outcomes and wellbeing.

The school has not sustained its initial progress against many of the recommendations from the last inspection report.

Partnership working: Adequate

A range of suitable partnerships support pupils' achievement and wellbeing appropriately. The school's links with parents are mostly positive. The work of the 'Family Champion' and the family learning courses are successful in building good relationships with parents. Work with partners, such as the police liaison officers, helps pupils to consider the consequences of choices and actions inside and outside of school.

The school is developing a more active role within the local community. Examples include visiting the local environment, linked to topics, and a visit to the local hospital to sing to the elderly.

Recently established links with other schools are worthwhile. Teachers have visited other settings to observe best practice and to develop their own skills further. However, this has not yet had sufficient time to impact sufficiently on raising standards.

There are beneficial partnerships between the school and other agencies in the community, including health, social services and welfare groups. These links contribute to the pupils' education appropriately in mainstream classes and the learning resource base.

Transition plans and activities contribute appropriately to preparing pupils for high school. Improved links with 'Flying Start' help the youngest pupils to settle into school life smoothly. The school works well with other primary schools in the area on a range of activities, including the moderation and assessment of pupils' work. This contributes to accurate assessment of pupils' standards within the school.

Resource management: Unsatisfactory

The school has sufficient qualified teachers and teaching assistants. All teachers receive an appropriate amount of planning, preparation and assessment time. However, these arrangements do not always have a positive impact on standards achieved by pupils.

Nearly all staff have access to continuous professional development opportunities. Most staff training links well to the priorities in the school development plans.

However, the performance management of teaching staff does not have sufficient impact on improving standards.

Teachers are beginning to work collaboratively with other schools in professional networks, for example by visiting them to observe good practice. However, these networks are in the very early stages of development and have yet to impact positively enough on raising standards of teaching and learning.

Systems to manage the budget have been weak in recent years. The school has had large budget surpluses, but has not secured good standards or a high quality of provision. The recently-appointed bursar and headteacher now have a clear understanding of the school's financial position. Plans to spend the pupil deprivation grant for the current year are appropriate. Previously, the school has not used the funding well enough. As a result, this expenditure has not secured improved outcomes or wellbeing for pupils eligible for free school meals.

In view of the standards of learning and wellbeing achieved by pupils, the quality of and provision and leadership, the school provides unsatisfactory value for money.

Appendix 1: Commentary on performance data

6812015 - TRELAI PRIMARY SCHOOL

Number of pupils on roll	435
Pupils eligible for free school meals (FSM) - 3 year average	49.0
FSM band	5 (32%<FSM)

Foundation Phase

	2012	2013	2014
Number of pupils in Year 2 cohort	44	55	56
Achieving the Foundation Phase indicator (FPI) (%)	72.7	76.4	58.9
Benchmark quartile	2	3	4
Language, literacy and communication skills - English (LCE)			
Number of pupils in cohort	44	55	56
Achieving outcome 5+ (%)	72.7	78.2	60.7
Benchmark quartile	3	3	4
Achieving outcome 6+ (%)	4.5	7.3	8.9
Benchmark quartile	4	4	4
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	44	55	56
Achieving outcome 5+ (%)	79.5	80.0	76.8
Benchmark quartile	3	3	3
Achieving outcome 6+ (%)	4.5	9.1	8.9
Benchmark quartile	4	4	4
Personal and social development, wellbeing and cultural diversity (PSD)			
Number of pupils in cohort	44	55	56
Achieving outcome 5+ (%)	95.5	85.5	82.1
Benchmark quartile	1	3	4
Achieving outcome 6+ (%)	29.5	14.5	25.0
Benchmark quartile	2	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.

6812015 - TRELAI PRIMARY SCHOOL

Number of pupils on roll	435
Pupils eligible for free school meals (FSM) - 3 year average	49.0
FSM band	5 (32%<FSM)

Key stage 2

	2011	2012	2013	2014
Number of pupils in Year 6 cohort	42	46	39	51
Achieving the core subject indicator (CSI) (%)	61.9	65.2	76.9	52.9
Benchmark quartile	4	4	2	4
English				
Number of pupils in cohort	42	46	39	51
Achieving level 4+ (%)	66.7	69.6	84.6	52.9
Benchmark quartile	3	4	2	4
Achieving level 5+ (%)	14.3	13.0	20.5	13.7
Benchmark quartile	3	4	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	42	46	39	51
Achieving level 4+ (%)	66.7	69.6	82.1	64.7
Benchmark quartile	4	4	3	4
Achieving level 5+ (%)	16.7	17.4	20.5	13.7
Benchmark quartile	3	3	3	4
Science				
Number of pupils in cohort	42	46	39	51
Achieving level 4+ (%)	73.8	71.7	87.2	58.8
Benchmark quartile	3	4	2	4
Achieving level 5+ (%)	16.7	19.6	23.1	11.8
Benchmark quartile	3	3	3	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.	105		100 95%	5 5%	Rwy'n teimlo'n ddiogel yn fy ysgol.
			98%	2%	
The school deals well with any bullying.	105		90 86%	15 14%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			92%	8%	
I know who to talk to if I am worried or upset.	105		88 84%	17 16%	Rwy'n gwybod pwy i siarad ag ef/â hi os ydw I'n poeni neu'n gofidio.
			97%	3%	
The school teaches me how to keep healthy	104		88 85%	16 15%	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		86 82%	19 18%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			96%	4%	
I am doing well at school	104		97 93%	7 7%	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.	105		104 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.	104		95 91%	9 9%	Rwy'n gwybod beth I'w wneud a gyda phwy i siarad os ydw I'n gweld fy ngwaith yn anodd.
			98%	2%	
My homework helps me to understand and improve my work in school.	104		85 82%	19 18%	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.	105		89 85%	16 15%	Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
			95%	5%	
Other children behave well and I can get my work done.	104		53 51%	51 49%	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	105		76 72%	29 28%	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.	12	4 33%	8 67%	0 0%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	12	7 58%	5 42%	0 0%	0 0%	0	Mae fy mhentyn yn hoffi'r ysgol hon.
		73%	25%	1%	0%		
My child was helped to settle in well when he or she started at the school.	12	8 67%	4 33%	0 0%	0 0%	0	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		72%	26%	1%	0%		
My child is making good progress at school.	12	6 50%	6 50%	0 0%	0 0%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	12	3 25%	6 50%	3 25%	0 0%	0	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		46%	45%	4%	1%		
Teaching is good.	12	4 33%	8 67%	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.	12	7 58%	5 42%	0 0%	0 0%	0	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		63%	33%	1%	0%		
The homework that is given builds well on what my child learns in school.	12	4 33%	7 58%	1 8%	0 0%	0	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhentyn yn ei ddysgu yn yr ysgol.
		47%	40%	6%	1%		
Staff treat all children fairly and with respect.	12	7 58%	4 33%	0 0%	0 0%	1	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.	12	7 58%	5 42%	0 0%	0 0%	0	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		59%	36%	2%	0%		
My child is safe at school.	12	6 50%	6 50%	0 0%	0 0%	0	Mae fy mhentyn yn ddiogel yn yr ysgol.
		66%	31%	1%	0%		
My child receives appropriate additional support in relation to any particular individual needs'.	12	4 33%	6 50%	0 0%	0 0%	2	Mae fy mhentyn 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.	12	5 42%	6 50%	1 8%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		49%	40%	8%	2%		

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
I feel comfortable about approaching the school with questions, suggestions or a problem.	12	11 92%	1 8%	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.	12	8 67%	2 17%	0 0%	0 0%	2	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		45%	38%	7%	2%		
The school helps my child to become more mature and take on responsibility.	12	6 50%	6 50%	0 0%	0 0%	0	Mae'r ysgol yn helpu fy mhentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		56%	38%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	12	4 33%	6 50%	1 8%	0 0%	1	Mae fy mhentyn 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.	12	5 42%	5 42%	2 17%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		54%	38%	5%	1%		
The school is well run.	12	4 33%	8 67%	0 0%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	32%	3%	2%		

Appendix 3

The inspection team

Richard Lloyd	Reporting Inspector
Mrs Susan Lynne Painter	Team Inspector
Aileen Patricia Brindley	Team Inspector
Kenneth Elwyn Dackevych	Lay Inspector
Beverley Cole	Peer Inspector
Marc Hughes	Nominee

Copies of the report

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

Year groups, the Foundation Phase and key stages

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

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

Primary phase:

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

Secondary phase:

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

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

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

Glossary of terms – Primary

Foundation Phase indicator (FPI)

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

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

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

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

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

The core subject indicator (CSI)

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

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

- English or Welsh first language
- mathematics
- science

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

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

All-Wales Core Data sets

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

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

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