



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

**Adamsdown Primary School
System Street
Adamsdown
Cardiff
CF24 0JF**

Date of inspection: March 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: 22/05/2015

Context

Adamsdown Primary is in Cardiff near the city centre. There are currently 334 pupils on roll aged 3 to 11 years old. Forty-seven children attend the nursery part time. There are 12 single-age classes.

Currently, around 45% of pupils are eligible for free school meals, which is well above the national average. The school has identified around 30% of pupils as having additional learning needs, which is above the national average. Very few pupils have a statement of special educational needs. Very few pupils are looked after by the local authority. About 77% of pupils speak English as an additional language and a high proportion are from an ethnic background. No pupils speak Welsh as a first language at home. The number of pupils joining or leaving the school at different times is quite high and only four out of ten pupils have completed their education in the school.

The school was last inspected in April 2009. The school has been led by the acting headteacher, who was previously the deputy headteacher, since November 2014.

The individual school budget for Adamsdown Primary in 2014-2015 means that the budget is £3,903 per pupil. The maximum per pupil in the primary schools in Cardiff is £6,523 and the minimum is £2,908. Adamsdown Primary is 26th out of the 95 primary schools in Cardiff in terms of its school budget per pupil.

Summary

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

Current performance

The school's current performance is adequate because:

- Many pupils' oracy and reading skills develop well
- Most pupils behave well
- There are good working relationships between pupils and staff and this promotes pupils' interest in their work
- The quality of care, support and guidance for pupils is good
- Support for pupils with additional learning needs and those who learn English as an additional language is effective
- The school is a happy and caring community

However:

- Pupils' ability to develop and apply their writing, numeracy and information and communication technology (ICT) skills across the curriculum is limited
- Standards of spelling, punctuation, handwriting and presentation vary too much
- Pupils do not develop their Welsh oracy, reading and writing skills well enough as they move through the school
- Teaching does not always challenge pupils of all abilities enough
- The school's assessment procedures are at an early stage of development

Prospects for improvement

There are positive features relating to prospects for improvement, which include:

- New initiatives, which the acting headteacher has introduced in a short period of time
- The acting headteacher and staff have sustained a caring ethos in school during a period of instability
- There are effective relationships with a wide range of partners

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

- Senior and middle leaders have not developed their roles sufficiently
- Self-evaluation systems are not well established and they do not focus rigorously enough on raising standards
- There is uncertainty regarding the leadership and management of the school
- Governors have not held the school to account and their impact on strategic leadership, self-evaluation and school improvement is relatively weak

Recommendations

- R1 Improve pupils' spelling, punctuation, handwriting and presentation of their work
- R2 Develop pupils' writing, numeracy and ICT skills across the curriculum
- R3 Improve pupils' Welsh language skills in reading and writing
- R4 Ensure that teaching challenges pupils of all abilities, particularly the more able
- R5 Strengthen assessment procedures and assessment for learning
- R6 Strengthen leadership at all levels
- R7 Establish robust self-evaluation processes and ensure that self-evaluation focuses rigorously on improving standards
- R8 Develop the role of governors in school improvement and strategic leadership

What happens next?

In accordance with the Education Act 2005, HMCI is of the opinion that this school is in need of significant improvement. 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 about 12 months after the publication of this report.

Main findings

Key Question 1: How good are outcomes?

Adequate

Standards: Adequate

Many pupils enter school with below average standards in literacy and mathematical skills. During their time in school, they make sound progress.

Pupils with additional learning needs and those with English as an additional language make appropriate, and often good, progress in developing their English skills as they move through the school. More able pupils do not achieve as well as they can.

Many pupils make good progress in their speaking skills and enjoy sharing their views with others. Many pupils develop their listening skills well, but a very few do not always listen well enough in lessons.

In the Foundation Phase, many pupils' early reading skills develop well. They enjoy reading books and use a range of strategies to explore unfamiliar words. In key stage 2, most older pupils read confidently and they are eager to talk about their favourite books and authors. Many use their reading skills effectively to seek information from various sources.

In the Foundation Phase, many pupils make sound progress with their writing. The more able often produce engaging pieces of work. In key stage 2, many pupils make suitable progress with their writing. However, pupils in the Foundation Phase and in key stage 2 do not develop their creative writing skills well enough and they do not write at length in other subjects. Throughout the school, the quality of pupils' spelling, handwriting and presentation varies too much.

Most pupils develop sound mathematical skills. Many undertake independently a range of interesting practical and mental mathematical tasks. Most pupils in the Foundation Phase develop appropriate problem-solving skills related to number bonds, addition, subtraction and money problems. By the end of key stage 2, many pupils have a sound knowledge of data-handling, calculation, shape and symmetry. However, nearly all pupils do not apply and develop their numeracy skills in other curricular areas.

In the Foundation Phase, many pupils' Welsh oracy and reading skills develop well. However, older pupils in the Foundation Phase do not make enough progress in developing their writing skills in Welsh. In key stage 2, most pupils do not effectively develop their oracy, reading and writing skills in Welsh. Very few pupils in school use Welsh outside the designated Welsh lessons.

Most pupils make limited use of their ICT skills in subjects across the curriculum.

Performance at the end of the Foundation Phase for literacy and mathematical development at the expected outcome 5 has generally placed the school in the

bottom 25% over the last three years when compared with similar schools. At the higher outcome 6, performance in literacy and mathematical development has placed the school in the bottom 25% over the last three years.

At key stage 2, performance in English, mathematics and science at the expected level 4 has mostly placed the school in the bottom 25% of similar schools over the last four years. At the higher-than-expected level 5, performance has generally placed the school in the bottom 25% or lower 50% over four years in the three core subjects.

Foundation Phase pupils who are eligible for free school meals have performed better than other pupils over the last three years, although the gap narrowed in 2014. In key stage 2, those eligible for free school meals performed better than other pupils in two of the last three years. However, in 2014, their performance was much worse than that of other pupils.

In the Foundation Phase, girls generally outperform boys at the expected level in literacy, while the boys tend to perform better than girls in mathematical development. In key stage 2, over the last few years, girls have usually outperformed boys in English and at the higher-than-expected level in mathematics.

Wellbeing: Adequate

Nearly all pupils have positive attitudes to eating healthily and taking regular exercise. They participate eagerly in the food and fitness group and ensure that they have a healthy lunch box in school. They feel safe in school and free from bullying or intimidation.

Most pupils behave well in lessons and in the playground. They show respect and courtesy towards others. Many pupils are articulate and confident learners who enjoy school and are eager to learn. However, most pupils are unsure of how to improve their own learning and do not take enough responsibility for their own learning.

Over the last four years, levels of attendance in the school have increased gradually as the result of thorough monitoring by staff. The amount of persistent absence has also declined. However, the school is usually in the bottom 25% or lower 50% when compared to similar schools. Most pupils arrive for school punctually, but a few are frequently late for the start of the school day.

The school council is involved in the life of the school, for example in choosing new play equipment and selecting the segregated areas of the playground. Pupils are active in raising awareness of the needs of others and have organised charity events, for example for Comic Relief. The eco council arranges litter-picking activities and collects money to protect endangered leopards.

Key Question 2: How good is provision?

Adequate

Learning experiences: Adequate

The school provides an appropriate range of learning experiences that meet the requirements of the Foundation Phase and the National Curriculum. The Foundation Phase is implemented well and ensures that pupils have an active role in their learning. Teachers use topics well to provide a suitable context for pupils' learning as they move through the school. Visits to many places of interest, a variety of extra-curricular activities and a wide range of visitors to the school enhance pupils' learning experiences well.

Staff have recently revised curricular planning and the school is making steady progress towards implementing the Literacy and Numeracy Framework. Short-term planning provides suitable opportunities for pupils to develop their skills during lessons. Teachers take good account of long-term planning to ensure that they cover the curriculum and build on pupils' learning from one year to the next. However, the over use of work sheets often limits the scope of pupils' written work and there are too few opportunities for pupils to develop their numeracy and ICT skills in other curricular areas. Staff plan many appropriate intervention programmes to help pupils to develop their communication and mathematical skills. Provision for pupils with English as an additional language is good.

The school develops pupils' Welsh language appropriately. However, pupils do not have sufficient opportunities to practise the language and to use it outside of designated Welsh lessons. The school promotes the Welsh dimension well and there are suitable opportunities for pupils to study the history and geography of the local area.

The school's work on sustainability has a positive impact on pupils' understanding of recycling, waste management and energy conservation. Pupils have recently adopted a leopard, increasing their knowledge of endangered animals. Links with other countries, such as Czech Republic, help to develop pupils' understanding of global citizenship well.

Teaching: Adequate

Teachers establish effective working relationships with pupils. They prepare their lessons well and share lesson objectives carefully with pupils. Most teachers have a good knowledge and understanding of the subjects they teach. The majority of teachers use effective questioning to challenge pupils to think about what they are learning. There is effective classroom management in most classes, which ensures good behaviour. Teaching assistants make a sound contribution to pupils' learning and most lead the intervention programmes appropriately. In a minority of lessons, the pace of learning is too slow, teachers do not always match tasks well enough to pupils' needs and teachers do not have high enough expectations of what pupils can achieve.

Teachers mark pupils' work regularly and often provide suitable oral feedback. However, they do not always show pupils how they can improve their work. The school has recently introduced a new tracking system to monitor pupils' progress, but this is at an early stage of development. Pupils are beginning to assess their own work and that of other pupils. Pupils have individual targets for improvement, but the tracking of whether they have achieved their targets is not always clear enough.

The school provides good information to parents about their children's progress and parents are able to comment on their children's attainment and achievement.

Care, support and guidance: Good

The school makes appropriate arrangements to promote healthy eating and drinking, for example through its food and drink pupil group and various extra-curricular clubs. Staff provide an effective level of care and support, and pupils feel confident to approach staff with their concerns and worries.

The school promotes pupils' spiritual, moral, social and cultural development successfully through assemblies and in lessons.

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

The school works effectively with a wide range of specialist services to support the academic, emotional and social development of pupils. Many pupils and their families benefit from the guidance and support the school provides. For example, the school works well with the local food bank, health workers, housing trusts and team around the family.

Provision for pupils with additional learning needs is effective. There are robust procedures in place to identify any pupils with additional learning needs at an early stage. All staff contribute to the management of pupils' individual education and behaviour plans, which they share regularly with parents and pupils. The school's wide range of intervention strategies provides additional support for pupils who struggle with literacy and numeracy skills. These strategies have a beneficial impact on these pupils' self-esteem and progress. Well-planned intervention programmes help those pupils who learn English as an additional language make good progress with their language skills. Bilingual support staff form effective links with parents and offer language support in classes. The school's ethnic minority service team provides good support to identified pupils.

Learning environment: Good

An inclusive, supportive and caring ethos exists at the school. There is a clear and very positive emphasis on recognising the cultural and linguistic backgrounds of the pupils and respecting the rich diversity within the school. As a result, pupils are knowledgeable about diversity and state that staff and other pupils treat them equally regardless of social or cultural background. Staff ensure that pupils are free from harassment or bullying. They have worked with pupils and governors to revise the school vision.

The modern school building is well maintained. Classrooms are bright, spacious and well organised. The Foundation Phase areas are colourful and stimulating with clearly-defined, purposeful areas for learning. The Foundation Phase outdoor area is used purposefully and provides an interesting environment. Displays of high quality throughout the school enhance the stimulating learning areas. For example, pupils have recorded voice messages in different languages to make the displays interactive. Resources throughout the school match pupils' learning needs effectively.

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

Since the appointment of the acting headteacher, the school has moved forward significantly. The acting headteacher has included staff, pupils, parents and governors successfully in creating a new, shared vision for the future development of the school. The current leadership team is working well together. However, the acting headteacher, staff and governors are having to remedy long-term, systemic failures in leadership and management that have adversely affected the life and work of the school over many years. There is much remedial work that still requires their full attention.

In the past, staff have not received sufficient guidance or taken a full enough part in school improvement. However, leaders and managers at all levels are now focusing more closely on raising standards and senior and middle managers have better opportunities to develop their roles and undertake their responsibilities fully. The acting headteacher has introduced many new initiatives and these are having a positive impact, for example in improving aspects of teaching, increasing professional development opportunities for all staff and engaging actively with support from the local authority and regional consortium. However, they have not had sufficient time to feed through into improved standards.

Governors have begun to receive relevant information about the school and its performance compared with other schools. They have recently introduced a range of initiatives to enable them carry out their roles more effectively. However, these have yet to make a deep impact on the life and work of the school. Their role in robustly challenging the school and holding it to account is limited at present. The school responds appropriately to national and local priorities. For example, it has implemented the Foundation Phase successfully and staff focus suitably on developing literacy and numeracy in lessons.

Improving quality: Unsatisfactory

In the past, self-evaluation was not a shared process and the school did not have a culture of self-evaluation that was well embedded. The system for gathering information from staff, parents, pupils and governors was ineffective. The senior management team's evaluations were not used to develop a whole school self-evaluation report.

The acting headteacher, with recent support from the local authority, has quickly revised the previous inadequate self-evaluation report and action plan. The revised self-evaluation report is appropriate and reflects accurately, in many respects, the school's strengths and areas for development. Its findings link clearly to the priorities within the school improvement plan. Staff and governors now have a clear, realistic understanding of the school's relative strengths and weaknesses. They draw on a suitable range of first-hand evidence.

Subject leaders have begun to evaluate standards, performance data and the quality of provision in their own areas of responsibility. However, due to a lack of opportunities for staff to engage in self-evaluation processes in the past, these systems are at an early stage of development. The current targets for improvement in the school improvement plan are too broad and do not focus specifically enough on raising standards.

The school has made adequate progress in addressing the recommendations of the last inspection. Overall attendance rates are improving, but they remain relatively low compared with those in similar schools.

Partnership working: Good

There are good partnerships with most parents and the school works very hard to support them and to gain their trust. There are useful partnerships, for example, with the Flying Start and Communities First groups and with the Czech Roma community, that provide information and valuable assistance for families. The school also provides effective support for parents whose first language is not English.

The school has numerous local partnerships, including art and craft, dance and play projects, which have a positive impact on pupils' wellbeing and help to raise their confidence and self-esteem.

Volunteers from local businesses and professions come to school to read with pupils and contribute to raising their career aspirations. The school has developed a useful partnership with local fruit and vegetable suppliers and this promotes pupils' healthy eating and provides them with a range of skills, which they apply when they run their fruit and vegetable co-operative.

The school has recently improved its partnerships with other schools in the area. The acting headteacher has received good mentoring support to undertake her role. The partnerships with the local authority and the regional consortium have recently begun to have a positive impact on moving the school forward from a low base in terms of its leadership and management capacity.

Resource management: Adequate

The school has a sufficient number of well qualified and experienced staff and deploys these appropriately. Arrangements for teachers' planning, preparation and assessment time are suitable and the school now monitors the process carefully. Newly-qualified teachers receive appropriate support for their professional development.

The school uses the pupil deprivation grant appropriately to improve the literacy and numeracy skills of specific groups of pupils. The school provides additional support and intervention programmes for pupils in the Foundation Phase and in Year 6. The grant is also used to ensure that parents fully support their children's learning.

The school has recently introduced a more effective system of performance management, which now includes support staff as well as teachers. Staff have access to regular training that is now more closely linked to their professional targets and the priorities within the school improvement plan. The acting headteacher has received an effective degree of mentoring support from an experience local headteacher. Teachers do not currently take part in networks of professional practice.

The acting headteacher, in collaboration with the governing body, manages the budget competently and ensures that financial decisions link much more closely to school priorities than in the past, and there is more robust oversight of financial decisions, for example in relation to staffing costs.

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

Appendix 1: Commentary on performance data

6812003 - ADAMSDOWN PRIMARY

Number of pupils on roll	297
Pupils eligible for free school meals (FSM) - 3 year average	46.0
FSM band	5 (32%<FSM)

Foundation Phase

	2012	2013	2014
Number of pupils in Year 2 cohort	29	25	26
Achieving the Foundation Phase indicator (FPI) (%)	62.1	52.0	57.7
Benchmark quartile	4	4	4
Language, literacy and communication skills - English (LCE)			
Number of pupils in cohort	29	25	26
Achieving outcome 5+ (%)	62.1	52.0	65.4
Benchmark quartile	4	4	4
Achieving outcome 6+ (%)	6.9	8.0	3.8
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	29	25	26
Achieving outcome 5+ (%)	72.4	60.0	57.7
Benchmark quartile	3	4	4
Achieving outcome 6+ (%)	0.0	8.0	0.0
Benchmark quartile	4	4	4
Personal and social development, wellbeing and cultural diversity (PSD)			
Number of pupils in cohort	29	25	26
Achieving outcome 5+ (%)	65.5	72.0	69.2
Benchmark quartile	4	4	4
Achieving outcome 6+ (%)	3.4	12.0	3.8
Benchmark quartile	4	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.

6812003 - ADAMSDOWN PRIMARY

Number of pupils on roll 297
Pupils eligible for free school meals (FSM) - 3 year average 46.0
FSM band 5 (32%<FSM)

Key stage 2

	2011	2012	2013	2014
Number of pupils in Year 6 cohort	26	22	28	16
Achieving the core subject indicator (CSI) (%)	23.1	68.2	60.7	75.0
Benchmark quartile	4	3	4	3
English				
Number of pupils in cohort	26	22	28	16
Achieving level 4+ (%)	34.6	77.3	64.3	75.0
Benchmark quartile	4	3	4	4
Achieving level 5+ (%)	7.7	13.6	28.6	18.8
Benchmark quartile	4	4	2	3
Welsh first language				
Number of pupils in cohort	*	*	*	*
Achieving level 4+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematics				
Number of pupils in cohort	26	22	28	16
Achieving level 4+ (%)	50.0	68.2	67.9	75.0
Benchmark quartile	4	4	4	4
Achieving level 5+ (%)	11.5	9.1	21.4	18.8
Benchmark quartile	4	4	3	4
Science				
Number of pupils in cohort	26	22	28	16
Achieving level 4+ (%)	34.6	77.3	71.4	75.0
Benchmark quartile	4	3	4	4
Achieving level 5+ (%)	7.7	13.6	14.3	18.8
Benchmark quartile	4	3	4	3

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.	117		108 92%	9 8%	Rwy'n teimlo'n ddiogel yn fy ysgol.
			98%	2%	
The school deals well with any bullying.	119		99 83%	20 17%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			92%	8%	
I know who to talk to if I am worried or upset.	118		107 91%	11 9%	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	119		109 92%	10 8%	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.	119		110 92%	9 8%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			96%	4%	
I am doing well at school	117		110 94%	7 6%	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.	118		110 93%	8 7%	Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddysgu a gwneud cynnydd.
			99%	1%	
I know what to do and who to ask if I find my work hard.	119		107 90%	12 10%	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.	118		99 84%	19 16%	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.	119		106 89%	13 11%	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.	116		73 63%	43 37%	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	116		90 78%	26 22%	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.	32	19 59%	13 41%	0 0%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	32	22 69%	10 31%	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.	32	22 69%	10 31%	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.	32	14 44%	18 56%	0 0%	0 0%	0	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	29	11 38%	14 48%	3 10%	0 0%	1	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		46%	45%	4%	1%		
Teaching is good.	32	19 59%	13 41%	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.	30	14 47%	16 53%	0 0%	0 0%	0	Mae'r staff yn disgwyl i fy mhlentyn 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.	32	13 41%	18 56%	1 3%	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.	30	21 70%	8 27%	1 3%	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.	30	17 57%	12 40%	1 3%	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.	30	18 60%	12 40%	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'.	29	9 31%	18 62%	0 0%	0 0%	2	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.	32	18 56%	13 41%	1 3%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		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.	32	16 50%	16 50%	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.	28	11 39%	17 61%	0 0%	0 0%	0	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		45%	39%	7%	2%		
The school helps my child to become more mature and take on responsibility.	30	18 60%	11 37%	0 0%	0 0%	1	Mae'r ysgol yn helpu fy mhlentyn 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.	28	7 25%	14 50%	3 11%	0 0%	4	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		42%	33%	4%	1%		
There is a good range of activities including trips or visits.	31	19 61%	11 35%	0 0%	1 3%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		54%	38%	5%	1%		
The school is well run.	30	19 63%	10 33%	1 3%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	32%	3%	2%		

Appendix 3

The inspection team

David Gareth Evans	Reporting Inspector
Janet Heather Marsden	Team Inspector
Deirdre Emberson	Lay Inspector
Margaret Lonsdale	Peer Inspector
Emma Thomas	School 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.