



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

**Pentrebane Primary School
Beechley Drive
Pentrebane
Cardiff
CF5 3SG**

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.

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Publication date: 15/05/2015

Context

Pentrebane Primary School is in Pentrebane on the north-western outskirts of Cardiff. The school caters for pupils between the ages of three and eleven. Currently, there are 206 pupils on roll, including 47 who attend the nursery part-time. There are seven mainstream classes, of which two have a mixed-age range. The school has a specialist resource base for pupils with autism. This caters for up to 20 pupils from a wider catchment area than the mainstream school.

The three-year average for the proportion of pupils eligible for free school meals is 45%. This is much higher than the average for Wales (21%). The school has identified about 28% of pupils as having additional learning needs, which is higher than the Wales average. A few pupils have statements of special educational needs. Most pupils are of white British ethnicity. A few pupils have English as an additional language and a very few pupils speak Welsh as a first language.

The last inspection of the school was in March 2011. The headteacher took up her post in September 2009.

The individual school budget per pupil for Pentrebane Primary School in 2014-2015 means that the budget is £5,169 per pupil. The maximum per pupil in the primary schools in Cardiff is £6,523 and the minimum is £2,908. Pentrebane Primary School is fourth out of the 95 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 from their starting points and many achieve high standards at the end of key stage 2
- Pupils make sound progress in developing their literacy and numeracy skills and use their skills effectively to support their work in many aspects of learning
- Nearly all pupils have very positive attitudes to learning, participate enthusiastically in lessons and develop their independent learning skills successfully
- Most pupils behave well both in and out of lessons and they co-operate well with other pupils when they work in pairs and small groups
- Pupils take an active role in setting their targets for improvement and, as a result, they develop a very clear understanding of how well they are doing and what they need to do in order to improve
- All teachers have high expectations of what pupils can achieve and plan interesting learning experiences that provide pupils with a suitable level of challenge
- The school provides a caring, supportive environment that meets pupils' individual needs well

Prospects for improvement

The school's prospects for improvement are good because:

- Senior leaders and the governing body provide strong and effective management for the school, with a clear focus on raising standards
- They have the support of a staff who work together as a close and successful team
- There is a well-established process of self-evaluation that highlights clearly areas where the school needs to make improvements
- Self-evaluation within the school benefits from rigorous monitoring of teaching and learning
- Leaders use the information from self-evaluation to set clear, manageable targets for improvement
- The school's planning for improvement is effective in raising standards and developing provision
- Strong partnerships, particularly with local schools, contribute well to raising standards of achievement and wellbeing

Recommendations

- R1 Raise the attainment of boys in both key stages
- R2 Improve the performance of pupils eligible for free school meals
- R3 Develop pupils' awareness of their role as global citizens and their knowledge of sustainable development
- R4 Improve the consistency and quality of marking to help to raise standards
- R5 Ensure that the school's self-evaluation report is concise and evaluative

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 start school with skills that are below average for their age. Many make good, and a few very good, progress, building on their skills well as they move through the school. They recall previous learning successfully and apply their skills effectively in a range of situations.

Pupils' communication skills develop well across the school. In the Foundation Phase, most pupils talk to adults and other pupils confidently. By the end of key stage 2, nearly all pupils contribute enthusiastically to discussions and express their ideas well. As they move through the Foundation Phase, pupils' listening skills develop well. Most pupils in key stage 2 listen attentively in lessons and respond appropriately to questions and instructions.

In the Foundation Phase, pupils make good progress in developing their reading skills. Pupils discuss the types of book they like to read with enthusiasm. They use a range of strategies to help them to read unknown words. Pupils in the Foundation Phase who are more able read with expression. Most pupils in key stage 2 are confident readers who have a very positive attitude to reading. They have a good knowledge of different types of books. By the end of key stage 2, pupils who are more able display good higher-order reading skills, such as skimming and scanning. They use these well to locate specific information in text.

As they move through the Foundation Phase, pupils develop their writing well and use their skills to support their work in many areas of learning. They make sound progress in developing their handwriting, spelling and use of basic punctuation. Pupils in Year 2 write independently and with fluency. They use a good range of interesting vocabulary, for instance when writing about the habitats of different animals.

Pupils in key stage 2 make good progress in developing the content of their writing. They organise and present imaginative and factual writing in different ways. Year 6 pupils, for instance, use interesting vocabulary and make good use of humour when describing a character. All pupils use their literacy skills well to support their work across a range of curriculum areas, for example in history when they write letters from the trenches, and in art when they record the biography of an artist. A few pupils do not take sufficient care with the spelling, punctuation and presentation of their work.

Pupils in the Foundation Phase make good progress in the development of their numeracy skills. Many pupils in Year 2 have good mental recall of number facts, correctly identify and subtract two-digit numbers, and count accurately in twos, fives and tens. Most pupils use non-standard units to measure length and are beginning to develop their use of standard units. They use data confidently to create simple bar graphs.

In key stage 2, most pupils have a comprehensive understanding of a range of mathematical concepts and apply their numeracy skills across the curriculum at a similar level to their work in mathematics lessons. Many pupils in Year 4, for instance, work competently with squared numbers, long multiplication, decimals and fractions. Pupils in Year 6 use data successfully to create line graphs and pie charts. They develop a sound knowledge of the properties of complex shapes. Pupils develop their problem-solving skills consistently as they move through the key stage and apply these to real-life situations. For example, in science, pupils in Year 6 work confidently with scales and a range of units of measurement to solve problems.

Most pupils in the Foundation Phase develop their knowledge of the Welsh language well. They speak confidently and clearly, responding appropriately to questions and instructions. In key stage 2, many pupils use Welsh regularly and successfully in different situations and achieve good standards. Their reading and writing skills in Welsh develop well.

Pupils in the learning resource base make good progress relative to their individual complex needs and other pupils with additional needs achieve well against the targets in their individual education plans. Pupils for whom English is an additional language frequently make very good progress.

At the end of the Foundation Phase, performance at the expected outcome 5 in literacy has shown a downward trend since 2012 and in mathematical development performance has varied. When results in 2014 are compared with those of similar schools, literacy is in the bottom 25% and mathematical development is in the higher 50%. Results at the higher outcome 6 are lower in 2014 than they were in 2012 for literacy and mathematical development, placing the school in the bottom 25% when compared with similar schools.

Over the last four years, pupils' performance at the end of key stage 2 is often good when compared with that of similar schools. Apart from in 2013, pupils' performance in English, mathematics and science has nearly always placed the school in the top 25% when compared with similar schools. At the higher-than-expected level 5, performance in all subjects has been high over the past four years and has consistently placed the school in the top 25% compared with similar schools.

Overall, at the end of the Foundation Phase, pupils eligible for free school meals do not achieve as well as other pupils. At the end of key stage 2, in 2011 pupils eligible for free school meals generally achieved well compared with other pupils. However, by 2014, pupils eligible for free school meals do not achieve as well as other pupils at level 4 or level 5.

At the end of the Foundation Phase and key stage 2, the attainment of girls in relation to the key performance indicators shows that girls generally perform better than boys.

Wellbeing: Good

Pupils develop a sound understanding of how to stay safe and know where to go to if they have any concerns. They are aware of the importance of a healthy lifestyle and enjoy participating in sport within school, particularly in the regular Friday afternoon sports sessions.

Nearly all pupils participate with enthusiasm in lessons and engage well with their learning. They develop their independent learning skills well and respond positively to challenges. Pupils behave well and showing consideration and concern for each other. They work together effectively in pairs and small groups. Most pupils have a very clear understanding of how well they are doing and what they need to do to improve. Overall rates of attendance are good. They have placed the school in the top 25% or higher 50% when compared with similar schools over the last four years. Nearly all pupils arrive at school punctually.

Pupils have a good knowledge of their community from regular local visits and visitors into school. The school council members represent the wider school effectively. Their decisions have made a positive contribution to school developments, such as improvements in pupils' packed lunches.

Most pupils make good progress in developing their social and life skills. As pupils progress through the school, they take increasing responsibility in the daily life of the school, for example when rewarding their peers for asking for fruit in Welsh or issuing sanctions for noisy behaviour on the stairs.

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

The school provides a broad, balanced curriculum that builds successfully on pupils' previous learning. Teachers plan innovative learning experiences that engage pupils successfully, including regular activities in the Forest School and Friday afternoon sports sessions. They provide an interesting range of outdoor learning experiences for Foundation Phase pupils. The school makes good use of visitors and visits out of school to expand and enrich the curriculum. A comprehensive range of small group sessions meets the needs of pupils requiring additional support successfully. The popular and innovative clubs after school and during lunchtimes enhance pupils' life skills and learning well. Teachers adapt the curriculum in the resource base carefully to meet pupils' needs.

The school provides a suitable range of opportunities for pupil to develop their literacy, numeracy, and information and communication technology (ICT) skills. Plans based securely on the national literacy and numeracy framework enable pupils to make good use of their skills across the curriculum and to build on their skills progressively.

Teachers plan systematically to enable pupils to develop their skills in Welsh as they move through the school. The school celebrates the ethos and culture of Wales successfully and most adults promote Welsh well.

Most pupils are aware of how the school acts sustainably through recycling and conserving energy. Pupils in the eco committee are proud to keep their school litter free. However, pupils have a limited awareness of issues linked to pollution and sustainable development. There are insufficient opportunities for pupils to develop their awareness of other cultures and global issues.

Teaching: Good

All teachers use their up-to-date knowledge of the curriculum well to provide interesting and engaging learning experiences for pupils. They have high expectations of what pupils can achieve. They adapt lessons and activities appropriately to ensure that activities challenge pupils with different needs and abilities effectively. All teachers ensure that lessons proceed at a lively pace and use skilful questioning that develops pupils' understanding well. In all classes, teachers have good working relationships with pupils and ensure high standards of behaviour. At the start of lessons, all teachers share the intention of the lesson with pupils clearly so that pupils fully understand what they have to do in order to succeed. Classroom assistants support pupils' work well in lessons and withdrawal sessions.

The school uses a wide range of assessments rigorously to monitor the progress pupils are making and to identify any underachievement at an early stage. Teachers involve pupils fully in the assessment of their own learning and in agreeing their targets for improvement. Teachers assess outcomes at the end of the key stages accurately. They mark pupils' written work regularly, but comments do not always provide sufficient guidance on how pupils can improve.

Annual reports provide parents with detailed information on the progress their child is making.

Care, support and guidance: Good

The school is a caring, supportive community that promotes pupils' health and wellbeing successfully. It provides regular opportunities for pupils to take exercise and good opportunities for pupils to eat and drink healthily. The high level of care and good working relationships between staff and pupils contribute strongly to pupils' wellbeing. The school has the appropriate arrangements to promote healthy eating and drinking.

There is effective provision to support pupils' emotional and social needs. Health professionals and police liaison officers support the school's work in delivering a comprehensive personal and social education programme. The school promotes pupils' spiritual, cultural, moral and social development well. Policies for promoting good standards of behaviour are comprehensive and all staff implement them consistently.

The school makes good use of a wide range of specialist services, such as the educational psychologist and speech and language therapy service, to provide appropriate support for individual pupils and their families.

The school provides good support for pupils with additional learning needs and keeps parents well informed about their child's progress. All pupils with additional learning needs have individual education plans of good quality that specify appropriate targets to support their progress. Staff provide strong additional support for these pupils in small groups. Staff in the learning resource base provide pupils with specialist support of high quality that meets the specific needs of the individual pupils very effectively.

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

Learning environment: Good

The school is a very inclusive community with a warm, supportive atmosphere. This permeates school life and ensures that all pupils are safe from harassment and oppressive behaviour. There is a broad range of appropriate policies that support inclusion effectively. Staff treat all pupils equally and promote diversity well. The pupils from the learning resource base take a full part in school life and are proud to run the fruit tuck shop.

The school building provides a clean, pleasant working environment with spacious classrooms. The site is secure and provides good facilities to enhance pupils' wellbeing through physical sports and outdoor activities. Staff use the outdoor space effectively for the Foundation Phase pupils. The school makes effective use of the wide range of resources of good quality to enhance pupils' learning experiences. Displays throughout the school are stimulating and celebrate pupils' achievements successfully.

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

Senior leaders and the governing body share a common vision for the school, which focuses clearly on improving standards and pupils' wellbeing. They have appropriately high expectations of themselves, the staff and pupils. All staff have clear roles and share responsibilities effectively. The deputy headteacher provides very good support for the leadership of the school. Staff work closely together to create an ethos that encourages and places a high value on teamwork. Regular staff meetings focus well on addressing priorities for improvement and on raising standards of achievement.

There is a well-structured performance management system in place for all staff. This has resulted in staff receiving a suitable range of training and development opportunities to improve their professional skills and knowledge. Staff targets link closely to school priorities for improvement.

School leaders ensure that there is a suitable focus on addressing national and local priorities, for example in developing provision for literacy, numeracy and the Welsh language, and working with parents to reduce the impact of social and economic disadvantage on pupils' achievement.

Governors are supportive and well informed about the school and its relative performance. Many attend training sessions and visit the school regularly for monitoring purposes. They challenge the school's performance in their role as critical friends and are very knowledgeable regarding the priorities in the school improvement plan. The governing body ensures that it meets all statutory requirements.

Improving quality: Good

The school has an effective and well-established self-evaluation process. Senior leaders seek the views of parents through the regular use of questionnaires and pupils contribute to the process through the involvement of the school council. All staff and governors take a full part in the evaluation of the school's performance. Senior managers make effective use of an extensive range of monitoring activities to inform the self-evaluation process. There are well-established systems in place to check pupils' books, observe lessons and analyse pupil data.

Overall, the school has a good understanding of its strengths and areas for development. The self-evaluation report clearly identifies the main priorities for improvement, but it is not always evaluative enough and contains too much description of activity without a sharp focus on its impact on the standards and wellbeing of pupils.

Senior managers use the outcomes of the self-evaluation process effectively to inform the school improvement plan. The plan includes a realistic number of relevant priorities that focus clearly on raising standards and improving the quality of provision. The targets identify appropriate timescales, responsibilities, success criteria and costs. Staff evaluate progress in addressing priorities regularly and effectively. As a result, the school has a good track record of improving the performance of the pupils in literacy, numeracy and aspects of wellbeing.

Partnership working: Good

The school has a strong partnership with parents and keeps them well informed, for example through regular newsletters and the school website. Parents appreciate the information they receive and are supportive of the school. The school actively encourages parents to be involved in their child's learning and many parents help in the school, for example by listening to pupils read. This effective partnership contributes to high levels of attendance and pupils' positive attitudes to school.

Staff regularly share good practice with other primary schools and the local authority. They have taken a lead role in sharing a Forest Schools initiative and an intervention programme to enhance pupils' reading. The school has developed close working links with local schools and has supported the introduction of an emotional literacy support programme and outdoor adventurous activities. Staff from the learning resource base provide a high level of specialist advice both within the school and across the local authority.

There are strong and effective links with the local secondary school that support pupils' transition to the next stage of their education. The school works effectively with the local authority and other agencies and it uses outside advice constructively in trying to raise standards and improve provision further. Teachers work regularly with other local schools to ensure consistency in the school's end-of-key-stage assessments.

Resource management: Good

The school manages its resources skilfully. It uses teaching and support staff purposefully to make the best use of their knowledge and skills. Support staff make a positive contribution to the life of the school. They have appropriate roles and responsibilities and provide a valuable input to pupils' learning. All staff participate in regular training that links well to school priorities, and their specific roles and responsibilities. For example, staff have received training in an initiative that concentrates on improving pupils' self-esteem and confidence building. This has resulted in vulnerable pupils participating in school performances and auditioning successfully for prestigious choirs.

The headteacher, supported by the local authority and the governors, manages the budget effectively. The surplus has fluctuated recently, but there are detailed plans in place to ensure that the school uses any money available effectively. The school makes good use of the Pupil Deprivation Grant to support vulnerable pupils. The funding has enabled the school to provide targeted pupils with lunchtime activities that develop their social skills and encourage their enjoyment in learning in appropriate small group sessions.

In view of the appropriate use the school makes of its funding, the good progress made by most pupils and the consistent quality of the provision, the school provides good value for money.

Appendix 1: Commentary on performance data

6812075 - PENTREBANE PRIMARY SCHOOL

Number of pupils on roll	202
Pupils eligible for free school meals (FSM) - 3 year average	42.5
FSM band	5 (32%<FSM)

Foundation Phase

	2012	2013	2014
Number of pupils in Year 2 cohort	22	11	25
Achieving the Foundation Phase indicator (FPI) (%)	59.1	81.8	60.0
Benchmark quartile	4	2	4
Language, literacy and communication skills - English (LCE)			
Number of pupils in cohort	22	11	25
Achieving outcome 5+ (%)	86.4	81.8	68.0
Benchmark quartile	1	2	4
Achieving outcome 6+ (%)	22.7	36.4	12.0
Benchmark quartile	2	1	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	22	11	25
Achieving outcome 5+ (%)	81.8	90.9	88.0
Benchmark quartile	2	1	2
Achieving outcome 6+ (%)	22.7	36.4	12.0
Benchmark quartile	2	1	4
Personal and social development, wellbeing and cultural diversity (PSD)			
Number of pupils in cohort	22	11	25
Achieving outcome 5+ (%)	81.8	90.9	76.0
Benchmark quartile	3	3	4
Achieving outcome 6+ (%)	50.0	36.4	24.0
Benchmark quartile	1	2	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.

6812075 - PENTREBANE PRIMARY SCHOOL

Number of pupils on roll	202
Pupils eligible for free school meals (FSM) - 3 year average	42.5
FSM band	5 (32%<FSM)

Key stage 2

	2011	2012	2013	2014
Number of pupils in Year 6 cohort	13	22	17	23
Achieving the core subject indicator (CSI) (%)	84.6	68.2	100.0	87.0
Benchmark quartile	1	3	1	1
English				
Number of pupils in cohort	13	22	17	23
Achieving level 4+ (%)	100.0	68.2	100.0	87.0
Benchmark quartile	1	4	1	2
Achieving level 5+ (%)	46.2	36.4	41.2	39.1
Benchmark quartile	1	1	1	1
Welsh first language				
Number of pupils in cohort	*	*	*	*
Achieving level 4+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematics				
Number of pupils in cohort	13	22	17	23
Achieving level 4+ (%)	84.6	72.7	100.0	91.3
Benchmark quartile	1	3	1	1
Achieving level 5+ (%)	53.8	40.9	52.9	43.5
Benchmark quartile	1	1	1	1
Science				
Number of pupils in cohort	13	22	17	23
Achieving level 4+ (%)	100.0	68.2	100.0	91.3
Benchmark quartile	1	4	1	1
Achieving level 5+ (%)	46.2	31.8	41.2	39.1
Benchmark quartile	1	1	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.

* 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

Primary Questionnaire (Overall)

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.	76		75 99%	1 1%	Rwy'n teimlo'n ddiogel yn fy ysgol.
			98%	2%	
The school deals well with any bullying.	74		69 93%	5 7%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			92%	8%	
I know who to talk to if I am worried or upset.	75		73 97%	2 3%	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	76		75 99%	1 1%	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.	76		74 97%	2 3%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			96%	4%	
I am doing well at school	75		73 97%	2 3%	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.	75		74 99%	1 1%	Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddsygu a gwneud cynnydd.
			99%	1%	
I know what to do and who to ask if I find my work hard.	76		74 97%	2 3%	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.	76		71 93%	5 7%	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.	75		73 97%	2 3%	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.	75		59 79%	16 21%	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	75		66 88%	9 12%	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.	14	8 57%	5 36%	1 7%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	14	10 71%	4 29%	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.	14	10 71%	4 29%	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.	14	9 64%	4 29%	1 7%	0 0%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	14	6 43%	6 43%	1 7%	0 0%	1	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		46%	45%	4%	1%		
Teaching is good.	14	10 71%	3 21%	1 7%	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.	14	10 71%	4 29%	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.	14	3 21%	7 50%	1 7%	0 0%	3	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.	14	9 64%	4 29%	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.	14	7 50%	5 36%	0 0%	0 0%	2	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.	14	9 64%	4 29%	1 7%	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.	14	9 64%	3 21%	1 7%	0 0%	1	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.	14	6 43%	7 50%	1 7%	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.	14	11 79%	3 21%	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.	14	5 36%	7 50%	0 0%	0 0%	2	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.	14	10 71%	2 14%	0 0%	0 0%	2	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.	13	4 31%	0 0%	2 15%	1 8%	6	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.	13	4 31%	5 38%	2 15%	0 0%	2	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		54%	38%	5%	1%		
The school is well run.	13	7 54%	6 46%	0 0%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	32%	3%	2%		

Appendix 3

The inspection team

Linda Jane Williams	Reporting Inspector
Clive A Evans	Team Inspector
Phillip Bowker	Team Inspector
Deirdre Emberson	Lay Inspector
Aimee Nicolette Field	Peer Inspector
Julia Perry	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; and
- 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; and
- 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.