



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

**Rhiwbeina Primary School
Lon Uchaf
Rhiwbeina
Cardiff
CF14 6HL**

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.

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Context

Rhiwbeina Primary School is in the Cardiff suburb of Rhiwbeina in the Cardiff local authority. There are about 696 pupils aged three to eleven on roll. This includes around 80 pupils in the two part-time nursery classes. The school has 21 full-time classes. Around 2% of pupils are eligible for free school meals. This is much lower than the average for Wales (21%).

The school identifies around 15% of pupils as having additional learning needs, including a very few with a statement of special educational needs. Around 11% of pupils come from ethnic minority backgrounds and about 6% speak English as an additional language. Very few pupils speak Welsh as their first language.

The headteacher took up her post in September 1987. The school's last inspection was in June 2009.

The individual school budget per pupil for Rhiwbeina Primary School in 2014-2015 means that the budget is £2,936 per pupil. The maximum per pupil in the primary schools in Cardiff is £6,523 and the minimum is £2,908. Rhiwbeina Primary School is 93rd out of the 95 primary schools in Cardiff in terms of its school budget per pupil.

Summary

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

Current performance

- Most pupils make very good progress from their starting points as they move through the school
- Many pupils apply their literacy and numeracy skills at a high level in work across the curriculum
- All pupils feel safe in school and know whom to talk to if they have any concerns
- Pupils behave very well and are polite and courteous in lessons and around the school.
- The school offers high quality learning experiences for all pupils through its rich and creative curriculum
- Across the school, teaching is of very high quality and ensures that learning is fun and engaging for pupils
- The school provides an environment where pupils feel secure and are well cared for
- There is a warm, welcoming and purposeful ethos
- The school makes very good use of its attractive and well maintained learning environment, including the excellent use of the outdoors.

Prospects for improvement

The school's prospects for improvement are good because:

- The headteacher provides very strong leadership and has a clear vision that focuses on promoting high standards and providing very good quality learning opportunities for all pupils
- Effective performance management arrangements challenge all teachers and teaching assistants to raise standards and to improve the quality of provision.
- The school addresses local and national priorities well and makes good progress in developing pupils' literacy and numeracy skills to a high level.
- The school has effective processes to evaluate its performance
- Outcomes from self-evaluation determine appropriate priorities for the school improvement plan
- The school has a good range of effective partnerships that support pupils' learning well
- The headteacher, with the support of the governors, manages the school's budget efficiently and makes best use of the funding available to raise standards and to provide rich learning experiences for all pupils

Recommendations

- R1 Improve pupils' use of everyday Welsh around the school
- R2 Extend opportunities for the school council to make decisions that have an impact on teaching and learning
- R3 Develop the strategic role of the senior management team

What happens next?

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

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

Main findings

Key Question 1: How good are outcomes?

Excellent

Standards: Excellent

Many pupils start school with skills, knowledge and understanding that are at or above the level expected for their age. Most pupils make very good progress during their time at the school.

Across the school, nearly all pupils listen very well to adults and to each other. In the Foundation Phase, most pupils talk enthusiastically about their work, and ask and answer questions using an extensive vocabulary. In key stage 2, most pupils express their opinions confidently and articulately. They are eager to engage visitors in conversation and talk at length about activities and learning experiences that they enjoy, such as when designing a propaganda poster.

Nearly all pupils enjoy reading and talk enthusiastically about books that they have read and stories that they have heard. By the end of the Foundation Phase, most pupils read fluently and have effective skills to enable them to tackle difficult, unfamiliar words confidently. They read with good expression and understand what they have read. In key stage 2, most pupils develop a range of higher order reading skills successfully and pupils in Year 6 use inference and deduction to extract the meaning from more complex texts. Nearly all pupils have very well-developed research skills. They apply these successfully to find relevant information when studying new themes.

In the Foundation Phase, most pupils make very good progress in developing their writing skills. By the end of Year 2, most pupils write at length on a range of themes across areas of learning. They structure their writing well and its content sustains the interest of the reader. Many pupils use a good range of punctuation accurately and make plausible attempts when spelling words that are more difficult.

In key stage 2, most pupils write imaginatively and accurately across a wide range of genres. They produce extended writing of very good quality and use an extensive vocabulary to enrich their work, for example when writing a story with a number of chapters to create their own book about pirate adventures. Most pupils make good use of redrafting to refine their writing. Many pupils make very good use of imagery, expressive language, similes and metaphors to enhance their writing. Across the school, the quality of presentation and handwriting is extremely high.

In the Foundation Phase, nearly all pupils develop their numeracy skills very successfully in activities across the areas of learning. In Year 2, many pupils add and subtract using tens and units, halve and double numbers and solve a range of problems accurately. They approach problem solving with confidence and discuss and refine their methods. Most pupils make good use of data, such as when they collect information in a tally chart when conducting a traffic survey. They use this information to draw accurate graphs and to draw conclusions from the results.

Many pupils in key stage 2 have very well developed numeracy skills and apply these confidently to problem solving activities across the curriculum. They draw line graphs accurately and interpret the information from these when comparing temperatures and wind speeds for different localities. Pupils that are more able draw and measure angles accurately when calculating compass bearings and use six figure grid references confidently when finding and plotting places on maps. A particularly strong feature is the way that many pupils explain their mathematical reasoning and justify the methods that they use to perform calculations. More able pupils are confident in the use of algebra. They look for patterns when investigating problems and express their findings correctly in algebraic terms.

Pupils' Welsh language skills are good. In the Foundation Phase, many pupils ask and respond to simple questions enthusiastically following basic patterns, such as when they talk about the weather. They read familiar texts with expression and understanding and write simple scripts using the present tense correctly. By the end of key stage 2, most pupils use more complex language patterns when speaking, showing an increasing grasp of vocabulary. They read confidently, with good pronunciation and write accurately at length about their holidays. However, the use of everyday Welsh outside the classroom is not as well developed.

In the Foundation Phase, pupils' performance in literacy and mathematical development has generally placed the school in the higher 50% at the expected level and the top 25% at the higher level when compared with similar schools over the past three years.

In key stage 2 there has been a general trend of improvement in pupils' performance over the past four years in English, mathematics and science at the expected level. Performance at the higher level is more variable. Overall, performance in English has been slightly stronger than in mathematics and science.

In the Foundation Phase, boys tend to perform as well as girls at both the expected and higher levels. At key stage 2, there is no notable difference at the expected level, but at the higher level boys tend to perform less well than girls, particularly in English.

Pupils eligible for free school meals perform as well as their peers.

Wellbeing: Good

All pupils feel safe in school and know whom to talk to if they have any concerns. Most understand the importance of healthy eating and leading a healthy lifestyle. They know that they need to take regular exercise and they participate in a wide variety of extra-curricular sporting clubs and physical activities, such as when using the activity trails at playtimes. Most pupils demonstrate a good understanding of how to stay safe online.

Nearly all pupils show high levels of engagement and independence in their learning. They work together well, especially during problem solving and thinking skills activities. They have many opportunities to take responsibility as they progress through the school, for example as playground leaders, peer mediators and digital wizards. Pupils behave very well, and they are polite and courteous in lessons and around the school.

Pupils' attendance is good, placing the school in the top 25% or higher 50% when compared with similar schools over the past two years. Nearly all pupils are punctual.

Pupils have a strong voice within the school and contribute their ideas about what and how they learn. The school council and pupil voice group meet regularly and their contribution to school life is developing well. As a result of discussions with senior leaders, pupils have made positive improvements to the learning environment. For example, they have organised the zoning of the playground and have raised funds to provide mirrors in the school toilets.

Many pupils are involved very actively in the local community. For example, they have contributed to a campaign to keep open the local library, which the school uses regularly.

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

The school offers high quality learning experiences for all pupils through the rich and highly creative curriculum. Planning across the whole school is exemplary, showing clear progression in skills from the Foundation Phase to the end of key stage 2. Carefully chosen themes engage and capture the imagination of the full range of pupils and are specific to the context of the school. A wide range of visits and visitors to the school further enhance themes well.

Teachers provide successful intervention programmes for those pupils who need additional support to develop their literacy and numeracy skills. The school has made good progress in implementing the Literacy and Numeracy Framework. High quality opportunities for the pupils to develop their literacy and numeracy skills in meaningful ways are evident throughout the curriculum.

Information and communication technology (ICT) provision is outstanding. It offers the pupils very good opportunities to develop their skills successfully across the curriculum. The ICT manager works very successfully with staff and pupils to develop their confidence and competence in using new technologies.

Planning for the development of thinking skills is very effective through carefully thought out activities and opportunities. This promotes high level thinking across the curriculum successfully.

Opportunities to learn about the history and culture of Wales feature very strongly throughout the whole curriculum. For example, the themes 'The coal house' and 'In these stones' provide pupils with opportunities to learn about important people and events in the past from their locality and further afield. They reflect appropriately on work by Welsh artists such as Robert Piercey and Kyffin Williams in their art lessons. The school ensures that there is effective continuity and progression in the planning for developing pupils' Welsh language skills. As a result, pupils make good progress.

The promotion of sustainable development is a strong feature at the school. The school is involved in highly successful activities to improve the environment, both in the school and the local community. For example, pupils have been effective in reducing the energy consumption at the school through monitoring that water and electricity consumption is at a minimum. There are very good opportunities to develop pupils' awareness of global citizenship through the school's enriched curriculum. The school has links with schools in Scotland, Italy, Spain and Germany and recently they have all worked together effectively on a project to promote sustainability.

The school offers a very good range of extra-curricular activities, including clubs for sport and the performing arts. These enhance the curriculum very well.

Teaching: Excellent

Across the school, teaching is of very high quality. Teachers plan and deliver stimulating and exciting learning experiences using a wide range of teaching approaches. These engage all pupils successfully and make learning fun. Lessons proceed at pace and pupils engage quickly in purposeful activities. Most teachers pause activities at relevant moments to reinforce important learning points or to correct misconceptions. This is particularly effective practice and ensures that all pupils remain on task and that learning outcomes are of a high standard. There are very positive working relationships between all staff and pupils and this encourages less confident pupils to play a full and active part in lessons. Nearly all teachers manage pupils' behaviour very successfully using positive behaviour strategies.

Teachers match tasks very successfully to pupils' abilities and very good use is made of additional challenges to extend the more able pupils. A strong feature is the use of probing questioning to develop pupils' thinking skills.

All teachers mark work regularly. Feedback to pupils is constructive and clearly identifies what the pupils have done well and what they need to do to improve. Throughout the school, teachers make very effective use of self and peer assessment. A strong feature of this provision is how teachers adapt the use of such assessments so that they are appropriate for the age and ability of all pupils. For example, in the Foundation Phase, teachers make innovative use of story characters to help pupils to understand how well they have done. Older pupils make very good use of ICT to self-assess their work, for example through recording and commenting on routines in gymnastics.

All pupils have challenging literacy and numeracy targets, which are set and reviewed effectively through dialogue with the class teacher on a half termly basis. The targets come directly from teachers' comments for improvement in the pupils' work. This ensures that pupils focus clearly on their next steps in learning and make very good progress.

The school's rigorous assessment procedures and effective tracking ensure that all pupils make strong progress and receive appropriate support when required.

Parents receive good information about their child's progress and attainment through regular parents' meetings and detailed, comprehensive annual reports. Older pupils in key stage 2 also write their own reports to parents and these are an accurate reflection of their progress.

Care, support and guidance: Good

The school provides an environment where pupils feel safe, secure and they are cared for well. There are effective arrangements to support pupils' health and wellbeing as well as to encourage their involvement in the school and the wider community. Visitors, including the police, fire brigade, road safety officers and drama groups help pupils to understand how to keep safe. The school makes appropriate arrangements for promoting healthy eating and drinking.

Staff develop pupils' spiritual, moral, social and cultural awareness successfully through an effective programme for personal and social education and daily collective worship.

Provision for pupils with additional learning needs is good. The school has effective procedures and systems to identify pupils with additional learning needs at an early stage. Staff make appropriate use of specialist support services such as those for educational psychology, speech and language and sensory impairment to support pupils' specific needs. Teaching assistants provide very good levels of targeted support for pupils in withdrawal groups as well as for vulnerable pupils. Individual education plans are of good quality and parents and pupils are involved regularly in their review.

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

Learning environment: Excellent

The school has a warm, welcoming and purposeful ethos. All pupils have equal opportunities to be involved in all activities. Staff promote tolerance and respect and challenge any discrimination effectively.

Health and safety has a high priority and, as a result, the school site is safe and secure. There are effective procedures to manage the movement of a large number of pupils around the school, ensuring that the environment is well ordered and safe for all.

The internal accommodation is attractive, vibrant and very well maintained. Teachers make imaginative use of the space available to maximise opportunities for learning. Displays are of exceptionally high quality and celebrate pupils' learning and achievements very well. Extensive resources are easily accessible and very well organised and this helps to promote pupils' independence. The school has an excellent range of ICT equipment, which all pupils use effectively. Staff make very good use of the extensive outdoor areas. These offer varied and interesting opportunities for pupils across all subjects and areas of learning. For example, the use of the internal courtyard for drama and musical activities promotes

pupils cultural development effectively. The school has developed the outdoor areas in the Foundation Phase very successfully and staff promote the use of these regularly as an integral part of Foundation Phase provision.

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

Leadership: Good

The headteacher provides very strong leadership and has a clear vision that focuses on promoting high standards and providing very good quality learning opportunities for all pupils. She shares her expectations successfully with all staff, governors, pupils and parents.

The headteacher distributes leadership roles well among staff at all levels. The relatively new senior management team have a clear understanding of their roles and responsibilities for improving all aspects of the work of the school. They ensure that all staff are fully aware of new initiatives and monitor the implementation of these effectively. They are beginning to take responsibility for the standards that pupils achieve and to gain a strategic overview of the school's work.

Effective performance management arrangements challenge all teachers and teaching assistants to raise standards and to improve the quality of provision. The headteacher has high expectations of all staff and challenges any underperformance robustly.

The governing body supports the school effectively. Governors are aware of the school's performance, its current strengths and areas that require improvement. The majority of governors visit the school regularly to undertake learning walks, meet with staff and pupils and to discuss their curricular responsibilities. This helps them to understand how well the school is performing on a day-to-day basis.

The school pays good attention to local and national priorities. The Foundation Phase is well established and the implementation of the Literacy and Numeracy Framework is progressing well.

Improving quality: Good

The school has effective processes to evaluate its performance. Senior managers use a wide range of evidence to determine the school's strengths and areas for improvement. This evidence includes an analysis of the performance of pupils, regular classroom observations of teachers and scrutiny of pupils' work. Together with subject co-ordinators, senior managers monitor standards and progress regularly and this has a positive impact on pupils' achievement, particularly in literacy and numeracy.

Leaders successfully draw on and take account of the views of staff, pupils and parents. The work of the school council has been instrumental in bringing about a number of improvements, for example the development of the school website.

The self-evaluation report provides sound judgements about the school's current performance. It outlines strengths and areas for development clearly and is a useful document in determining priorities and targets for improvement.

Outcomes from self-evaluation determine appropriate priorities for the school improvement plan. The priorities are specific and focus directly on improving provision and raising standards. All staff have a clear understanding of their role in reaching these targets. There are clear timelines for progress, and school managers and governors allocate appropriate funding to support developments. Senior and middle managers monitor progress in addressing targets carefully and actions taken have led to measureable improvements, for example in developing effective assessment for learning strategies across the school.

Partnership working: Good

The school communicates well with parents. It shares a good range of useful information on its website, including school policies, helpful newsletters, and information about current class themes. Parents contribute significantly to pupils' learning experiences by sharing their professional expertise through activities such as leading a challenging scientific investigation, and running a drama workshop to promote safe internet use.

The many worthwhile links with the local community benefit pupils by providing real contexts for their learning. For example, pupils practise a wide range of skills when carrying out a survey of local shops.

Good links with the local playgroup help pupils to settle into the school quickly. Older pupils benefit from fortnightly transition visits, throughout Year 6, to the local high school. This gives them confidence and prepares them well to move to the next stage of their education.

The school plays an active part in its local cluster of schools and takes a lead role in aspects of joint working. Cluster schools make good use of grant funding to develop a consistent approach towards implementing the Literacy and Numeracy Framework, for example organising joint training for teaching assistants and producing a leaflet ensuring that parents receive consistent messages about approaches to teaching literacy and numeracy. Participation in regular meetings to standardise and moderate work contributes effectively to the accuracy of teachers' assessments.

Resource management: Excellent

The school is well staffed by highly motivated teachers and teaching assistants who are deployed very effectively to make the most of their expertise. The headteacher makes very good use of funding to employ subject specialists to cover teachers' planning, preparation and assessment time in key stage 2. This contributes to the high quality learning experiences provided by the school. All staff benefit from regular training identified through performance management processes. Regular monitoring, reflection and evaluation of lessons ensures that there is consistency, continuity and progression throughout the school. This has a very positive impact on standards.

The school works in partnership within its cluster to share resources well, for example, employing a health and safety manager jointly to ensure a high standard of provision in each school. The school employs an information technology manager to help deliver its high standard of ICT provision. It shares this expertise helpfully with cluster schools.

Very few pupils are eligible for free school meals. Limited funds from the Pupil Deprivation Grant provide intervention training for teaching assistants and fund an intervention programme for identified pupils. This use of funding benefits vulnerable pupils in the school.

The headteacher, with the support of the governors, manages the school's budget efficiently and makes best use of the funding available to raise standards and provide rich learning experiences for all pupils.

In view of the very good progress pupils make during their time in the school, the school gives excellent value for money.

Appendix 1: Commentary on performance data

6812092 - RHIWBEINA PRIMARY SCHOOL

Number of pupils on roll	692
Pupils eligible for free school meals (FSM) - 3 year average	2.1
FSM band	1 (FSM<=8%)

Foundation Phase

	2012	2013	2014
Number of pupils in Year 2 cohort	83	90	90
Achieving the Foundation Phase indicator (FPI) (%)	97.6	96.7	96.7
Benchmark quartile	1	1	2
Language, literacy and communication skills - English (LCE)			
Number of pupils in cohort	83	90	90
Achieving outcome 5+ (%)	97.6	97.8	96.7
Benchmark quartile	2	2	2
Achieving outcome 6+ (%)	42.2	45.6	53.3
Benchmark quartile	1	2	1
Language, literacy and communication skills - Welsh (LCW)			
Number of pupils in cohort	*	*	*
Achieving outcome 5+ (%)	*	*	*
Benchmark quartile	*	*	*
Achieving outcome 6+ (%)	*	*	*
Benchmark quartile	*	*	*
Mathematical development (MDT)			
Number of pupils in cohort	83	90	90
Achieving outcome 5+ (%)	100.0	96.7	98.9
Benchmark quartile	1	2	2
Achieving outcome 6+ (%)	45.8	61.1	64.4
Benchmark quartile	1	1	1
Personal and social development, wellbeing and cultural diversity (PSD)			
Number of pupils in cohort	83	90	90
Achieving outcome 5+ (%)	100.0	98.9	98.9
Benchmark quartile	1	3	3
Achieving outcome 6+ (%)	60.2	82.2	86.7
Benchmark quartile	2	1	1

The Foundation Phase indicator (FPI) represents the percentage of pupils achieving outcome 5 or above in PSD, LCE/LCW, and MDT in combination.

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

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

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

6812092 - RHIWBEINA PRIMARY SCHOOL

Number of pupils on roll	692
Pupils eligible for free school meals (FSM) - 3 year average	2.1
FSM band	1 (FSM<=8%)

Key stage 2

	2011	2012	2013	2014
Number of pupils in Year 6 cohort	72	82	89	88
Achieving the core subject indicator (CSI) (%)	77.8	89.0	91.0	95.5
Benchmark quartile	4	3	3	2
English				
Number of pupils in cohort	72	82	89	88
Achieving level 4+ (%)	88.9	93.9	95.5	98.9
Benchmark quartile	3	2	2	2
Achieving level 5+ (%)	33.3	53.7	58.4	53.4
Benchmark quartile	3	1	1	2
Welsh first language				
Number of pupils in cohort	*	*	*	*
Achieving level 4+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematics				
Number of pupils in cohort	72	82	89	88
Achieving level 4+ (%)	84.7	90.2	93.3	95.5
Benchmark quartile	4	3	3	2
Achieving level 5+ (%)	26.4	52.4	51.7	48.9
Benchmark quartile	3	1	2	2
Science				
Number of pupils in cohort	72	82	89	88
Achieving level 4+ (%)	80.6	91.5	97.8	98.9
Benchmark quartile	4	4	3	3
Achieving level 5+ (%)	26.4	46.3	51.7	50.0
Benchmark quartile	3	2	2	2

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

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

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

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

Further information is available from the Welsh Government My Local School website at the link below.
<http://mylocalschool.wales.gov.uk/index.html?lang=eng>

Appendix 2

Stakeholder satisfaction report

Responses to learner questionnaires

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

	Number of responses Nifer o ymatebion		Agree Cytuno	Disagree Anghytuno	
I feel safe in my school.	106		106 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
			98%	2%	
The school deals well with any bullying.	106		105 99%	1 1%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			92%	8%	
I know who to talk to if I am worried or upset.	107		104 97%	3 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	107		99 93%	8 7%	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.	107		107 100%	0 0%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			96%	4%	
I am doing well at school	106		103 97%	3 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.	107		107 100%	0 0%	Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddysgu a gwneud cynnydd.
			99%	1%	
I know what to do and who to ask if I find my work hard.	106		104 98%	2 2%	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.	106		94 89%	12 11%	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.	107		107 100%	0 0%	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.	105		95 90%	10 10%	Mae plant eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
			77%	23%	
Nearly all children behave well at playtime and lunch time	106		101 95%	5 5%	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.	223	106 48%	110 49%	3 1%	3 1%	1	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	223	145 65%	71 32%	6 3%	1 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.	222	121 55%	90 41%	9 4%	0 0%	2	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.	223	106 48%	94 42%	15 7%	4 2%	4	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	223	84 38%	123 55%	6 3%	3 1%	7	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		46%	45%	4%	1%		
Teaching is good.	221	105 48%	102 46%	5 2%	1 0%	8	Mae'r addysgu yn dda.
		60%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	223	142 64%	75 34%	4 2%	0 0%	2	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.	223	62 28%	106 48%	35 16%	2 1%	18	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.	223	88 39%	99 44%	15 7%	3 1%	18	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.	222	87 39%	109 49%	15 7%	2 1%	9	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.	223	117 52%	94 42%	5 2%	3 1%	4	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'.	214	53 25%	97 45%	23 11%	5 2%	36	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.	221	56 25%	121 55%	32 14%	8 4%	4	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.	222	69 31%	99 45%	34 15%	15 7%	5	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.	222	38 17%	80 36%	53 24%	15 7%	36	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.	223	92 41%	115 52%	5 2%	0 0%	11	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.	211	77 36%	71 34%	5 2%	3 1%	55	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.	223	116 52%	91 41%	14 6%	0 0%	2	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		54%	38%	5%	1%		
The school is well run.	220	90 41%	104 47%	13 6%	7 3%	6	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	32%	3%	2%		

Appendix 3

The inspection team

Mrs Jane Rees	Reporting Inspector
Lynette Ann Lovell	Team Inspector
Sheila Margaret Birkhead	Team Inspector
Ms Sioned Hywel Thomas	Team Inspector
Sarah Botterill	Lay Inspector
Ms Susan Witchell	Peer Inspector

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.