Arolygiaeth Ei Mawrhydi dros Addysg a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate for Education and Training in Wales

A report on

St Joseph's R.C. Primary School
204 North Road
Gabalfa
Cardiff
CF14 3BL

Date of inspection: May 2017

by

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

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

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

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

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

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

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

Publication date: 12/07/2017

Context

St Joseph's Roman Catholic Primary School is in Gabalfa on the outskirts of Cardiff.

There are 213 pupils on roll aged four to eleven years organised in eight mainstream classes. Around 48% of pupils have English as an additional language. No pupils speak Welsh at home. Approximately 15% of pupils are eligible for free school meals. This is slightly lower than the national average (19%).

The school has identified 12% of pupils as having additional learning needs. This is much lower than the average for Wales (25%). A very few pupils have a statement of special educational needs.

The last inspection was in May 2009. The headteacher took up her post in January 2017, but the school did not have a substantive headteacher from 2012 to 2016.

The individual school budget per pupil for St. Joseph's Roman Catholic Primary School in 2016-2017 means that the budget is £3,438 per pupil. The maximum per pupil in the primary schools in Cardiff is £7,995 and the minimum is £3,046. St. Joseph's Roman Catholic Primary School is 75th out of the 97 primary schools in Cardiff in terms of its school budget per pupil.
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Summary

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

Current performance

The school's current performance is good because:

- Most pupils make strong progress as they move through the school
- Nearly all pupils feel safe in school and have a good understanding of how to stay safe online
- The school provides an effective range of stimulating learning experiences that motivate and engage all pupils
- The school provides a good range of intervention and support programmes to meet the needs of individual pupils
- All staff have high expectations of what pupils should achieve
- All staff manage pupils' behaviour well and, as a result, pupils are highly motivated to learn
- The school is a friendly and safe community that promotes pupils' health and wellbeing successfully
- The school has a very caring and welcoming ethos

Prospects for improvement

The school's prospects for improvement are good because:

- Following a prolonged period of staffing instability, the newly appointed headteacher has a clear vision for the school's future
- Within a few months, lines of communication have improved, and staff, parents and governors work well together
- The newly restructured leadership team meet frequently to review progress towards school priorities
- Leaders take strong account of national priorities, including improving pupils' literacy and numeracy skills, wellbeing and digital competence
- The school has developed effective systems to evaluate the quality of its work
- Staff nurture strong relationships with parents, who are very supportive of the school
- Leaders use staff expertise well to benefit the pupils
- The school developed a large deficit over many years while it had no substantive headteacher. However, recent leaders have made progress in reducing the deficit in collaboration with the local authority

Recommendations

R1 Develop pupils' use of Welsh oracy skills beyond their designated Welsh lessons

R2 Provide regular opportunities for older pupils in the Foundation Phase and in key stage 2 to make independent choices about what and how they learn in classrooms and outdoors

R3 Develop the strategic involvement of the senior leadership team and the governing body in school improvement

R4 Further reduce the deficit budget

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

Over half the pupils start school with skills that are above what is expected for their age. As they move through the school, most pupils make a strong progress. Pupils with additional learning needs and those who follow intervention programmes make beneficial progress within a short space of time.

Most pupils across the school have very well developed oracy skills, which they use in a range of situations confidently. By the end of Year 2, most pupils speak confidently using a range of sentences and vocabulary. They listen to adults and other pupils with increased concentration. In key stage 2, most pupils have well-developed oracy skills. They articulate their ideas and preferences using mature language, for example when representing the voice of other pupils. In Year 6, many pupils make mature presentations to their peers, for example on the dangers of fire.

Most pupils in the Foundation Phase take an interest in books and develop into independent readers. Most older pupils read purposefully, fluently and with expression. By the end of key stage 2, most pupils read a wide range of texts with good fluency. They use higher-order reading skills, such as skimming and scanning, to locate information quickly and accurately in books and when using the internet, for example when reporting on the Blitz or on the effects of a volcano in science. Throughout the school, pupils use their reading skills in other subjects well.

In the Foundation Phase, most pupils develop their early writing skills well. They use interesting vocabulary and are beginning to vary their sentences and punctuate accurately. In key stage 2, most pupils write imaginatively and accurately across a wide range of genres and produce extended writing of good quality. Many use extensive vocabulary and similes successfully to enhance their work, for example when describing characters from 'Carrie's War'. Nearly all pupils use punctuation and paragraphing well to organise their work, and many older pupils draft and refine their writing to improve its quality skilfully. As pupils progress through the school, their presentation and handwriting skills are consistently of a good quality. Across the school, pupils use their literacy skills well in other subjects.

In the Foundation Phase, many pupils make good progress in developing their numeracy skills in practical contexts. They use standard and non-standard units to measure different cylinders of water competently and they collect data purposefully, for example using tally charts to record their favourite countries or countries of origin. Most pupils compare and order two-digit numbers correctly and use addition and subtraction to find amounts up to at least 100. Many pupils solve money problems in real-life contexts and record their work well. In key stage 2, many pupils make very good progress in using a variety of calculation methods. The older pupils show very efficient mental recall of key number facts appropriate for above their age. Many pupils use effective multiplication and division strategies to solve problems, for example when calculating time and distance. Older pupils use trial and improvement

well, adapting their strategy when calculating a variety of perimeters. Many pupils in both key stages apply their numeracy skills effectively in purposeful contexts across the curriculum.

Standards in information and communication technology (ICT) are good across the school. Most pupils in the Foundation Phase develop their skills confidently. They are beginning to draw pictures and use a variety of applications on a tablet computer to support their learning. Many pupils create simple animations confidently. In key stage 2, most pupils use the internet competently to research information as part of their topic work and present their findings in an interesting way. For example, they produce a multi-media presentation on building an Anderson shelter. Most older pupils apply their communication skills successfully, for example to create their own computer programs with moving pictures and sounds. They create graphs and interpret databases successfully. Most pupils' understanding of e-safety is secure.

Across the school, most pupils are enthusiastic about learning Welsh. Many pupils respond with understanding to basic instructions well. Most use familiar patterns to ask and answer questions successfully about the weather and how they are feeling, extending their sentences with ease. They read confidently and with good levels of understanding and pronunciation. Most key stage 2 pupils' written Welsh is progressing well, and they produce work of good quality, for example when writing play scripts. However, most pupils' use of the Welsh language beyond their designated Welsh lessons is limited.

Over the last few years, most pupils eligible for free school meals have underperformed in comparison to their peers. However, recently, the trend has changed and the performance of pupils eligible for free school meals at the expected outcome and levels compares more favourably with that of other pupils. Pupils with English as an additional language make very good progress in line with their ability and their stage of language acquisition. Pupils who have additional learning needs achieve well at a level that corresponds to their ability. Generally, there is no significant difference between the relative performance of boys and girls.

At the end of the Foundation Phase, pupils' performance in literacy and mathematical development at the expected outcome has most recently placed the school in the higher 50% when compared with similar schools. The school's performance at the higher outcome has improved and, last year, placed the school in the top 25% for mathematical development and the higher 50% for literacy when compared with that of similar schools.

Over the last four years, performance at the end of key stage 2 in English and mathematics at the expected level has placed the school generally in the higher 50%. Pupil performance in science has mainly placed the school in the lower 50%. Pupils' performance at the higher level has most recently placed all areas of learning in the top 25% when compared with those of similar schools.

Wellbeing: Good

Nearly all pupils feel secure in school and have a good understanding of how to stay safe online. They recognise the importance of healthy eating and taking regular exercise. Many pupils take part in the purposeful range of sporting activities provided by the school, for example football, rugby and netball.

Most pupils have positive attitudes to learning and behave very well in class and around the school. They are courteous and polite, and they show care and concern for other pupils and adults. Most pupils work well in pairs and groups and sustain concentration for appropriate periods. They make valuable contributions to improving their own work. However, most pupils' independent skills across the school are less well developed.

All pupil groups take a lead in representing the views of pupils competently and help make purposeful decisions about aspects of school life. For example, the active school council organises a weekly lending library and, more recently, it has made a presentation on fire safety to the whole school. Many older pupils are keen to undertake responsibilities and carry out their role well. Other pupil groups, such as the 'problem buster' and road safety officers, take on responsibility conscientiously and contribute positively to pupils' wellbeing. The digital leaders support pupils and adults in the school to improve their ICT skills effectively.

Many pupils take part in worthwhile community events. They show effective levels of concern and many have become active citizens within their locality, for example taking part in the local Church services and collecting food for a local food bank.

The school's attendance rates have improved steadily over the last three years and now place the school in the top 25% when compared with similar schools. Nearly all pupils arrive at school punctually.

Key Question 2: How good is provision?	Good

Learning experiences: Good

The school provides a broad and balanced curriculum that fully meets the requirements of the National Curriculum and the Foundation Phase. The school provides an effective range of stimulating learning experiences that motivate and engage all pupils. It offers a wide range of extra-curricular activities and visits, developing most pupils' social skills well and supporting the curriculum effectively. However, there are limited opportunities for the older pupils in the Foundation Phase and key stage 2 to develop fully as independent learners.

The planning for the Literacy and Numeracy Framework is comprehensive. Teachers ensure that there are numerous opportunities for pupils to develop their literacy, numeracy and thinking skills from year to year as they move through the school. The provision for developing pupils' ICT skills is effective. The school provides a good range of intervention and support programmes to meet the needs of individual pupils.

The provision for developing pupils' Welsh language skills is good and all staff use Welsh regularly with pupils in lessons. The pupils in the 'Criw Cymraeg' are beginning to take responsibility for supporting others to improve their Welsh oracy skills outside formal sessions. They organise interesting Welsh games and challenges at break times. There are effective opportunities for pupils to learn about their locality and the history and culture of Wales. Pupils visit local Welsh landmarks, such as St Fagans and Llangrannog, to enhance their learning experiences successfully.

Provision for education for sustainable development and global citizenship is effective. The eco committee plays an active role in organising school activities. For example, it leads recycling activities and monitors energy use regularly. The school raises pupils' awareness of global citizenship through its fundraising links and by promoting the principles of fair trade.

Teaching: Good

Teachers provide interesting and engaging learning activities that enthuse pupils successfully. All staff have high expectations of what pupils should achieve, have good subject knowledge and ensure that learning proceeds at a pace that meets pupils' needs well.

All staff manage pupils' behaviour well and, as a result, pupils are highly motivated to learn. Teaching assistants support individual pupils effectively, for example leading support groups for developing reading and writing skills. In most lessons, teachers take good account of what pupils can already do in order to match the learning closely to the needs of individuals. Teachers make purposeful use of questioning to develop pupils' thinking skills. They use resources well to support learning. However, pupils have insufficient opportunities to plan and direct their own learning.

Nearly all teachers give very useful feedback to pupils that relates well to the learning intention for the lesson. They ensure that pupils respond frequently to advice and comments on their work to move their learning forward. Pupils across the school use self-assessment strategies successfully to improve their work. However, opportunities to reflect on the work of other pupils are inconsistent across the school.

Teachers make good use of assessment information to set targets for pupils' improvement and to develop the provision. As a result, pupils' extended writing skills have notably improved. There is a purposeful tracking system. This allows staff to analyse the progress of individual pupils and monitor whole-school outcomes and trends well. Teachers understand the needs of individual pupils well.

Reports to parents meet requirements and they provide purposeful information about how well their children are doing.

Care, support and guidance: Good

The school is a friendly and safe community that promotes pupils' health and wellbeing successfully. There are clear, effective procedures to ensure positive behaviour and to improve attendance. Nearly all pupils respond well to these. The

staff demonstrates a strong commitment to developing positive relationships between pupils to ensure an effective learning environment. The school makes appropriate arrangements for promoting healthy eating and drinking.

The school provides an effective range of learning experiences to promote pupils' social, spiritual and cultural development. For example, the pupils take part in an International Mass day. This event promotes pupils' respect and sensitivity towards others successfully. The school's focus on moral development contributes well towards the pupils' mature and responsible attitudes.

All staff support pupils with English as an additional language well. The effective arrangements between the school and the Ethnic Minority and Traveller Achievement Service (EMTAS) ensure that all identified pupils make at least good progress, especially in their oracy and writing skills.

Teachers identify any pupils with additional learning needs early and the school support these pupils effectively. Pupils' individual action plans identify appropriate targets and the actions required to ensure that they make good progress. The school reviews these plans regularly and includes parents throughout the process. There are effective links with a suitable range of specialist agencies to support pupils' emotional, behavioural, physical and educational needs. These links contribute well to pupils' wellbeing and support their learning well.

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

Learning environment: Good

The school has a very caring and welcoming ethos. The staff create a positive and nurturing atmosphere that leads to high levels of pupils' wellbeing. There is a clear emphasis on respecting and promoting tolerant attitudes towards others. Staff teach pupils purposefully about respect for diversity through a varied range of work, including studying life in other countries, such as Uganda. The school promotes pupils' understanding of a range of different faiths and cultures successfully within the classroom and through strong links with the local community and the church. The school treats all pupils with respect and ensures that they have equal access to all opportunities provided.

The school's accommodation is of a satisfactory standard and it is secure and well maintained. The learning environment is stimulating and wall displays throughout the school support and celebrate pupils' learning well. The school has a few dedicated areas that support pupils' learning, and develops creative skills well.

The outdoor environment is suitable for all pupils to develop a variety of skills. Staff, pupils and parents have recently improved this area to provide pupils with an attractive space and a range of valuable learning resources. The Foundation Phase pupils benefit from purposeful outside areas that motivate their learning suitably. However, teachers do not utilise the outdoor resources fully to promote pupils' independent learning. The school makes good use of the local area to support learning, including the adjacent park.

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

Leadership: Good

Following a prolonged period of staffing instability, the newly appointed headteacher has a clear vision for the school's future. Within a few months, she has shared this with all stakeholders successfully. Lines of communication have improved, and staff, parents and governors work well together. Members of the restructured senior leadership team work effectively together, although it is too soon to measure the impact of their role in strategic planning.

The school's senior leadership team meet frequently to review progress towards school priorities. These meetings, together with regular staff meetings, focus clearly on improving standards and provision. The school has a sound performance management system that links suitably to school priorities. As a result, many staff have received training that has contributed positively to improving the standard of pupils' skills, for example in ICT, and increasing the level of challenge in the work that teachers provide for more able pupils.

Leaders take strong account of national priorities, including improving pupils' literacy and numeracy skills, digital competence and wellbeing. They are implementing strategies successfully to reduce the impact of deprivation on pupils' educational attainment.

The governing body works closely with senior staff to ensure effective school management. Governors know the school and the community it serves well. They are supportive of the school and fulfil appropriately its statutory duties. The governors are beginning to play a more strategic role in evaluating the impact of actions taken by the school and are becoming better informed about pupils' performance.

Improving quality: Good

The school has developed effective systems to evaluate the quality of its work. Leaders gather a wide range of first-hand evidence and take account of the views of governors, parents and pupils well.

All staff carry out a range of monitoring activities, including lesson observations and scrutiny of pupils' work. Staff with areas of responsibility analyse performance information well. For example, the school has improved the standards of literacy and numeracy skills for most pupils as a result of careful evaluation of what is working well and what needs to improve. Senior leaders use the information purposefully to compile a self-evaluation report. This identifies the school's strengths and key priorities for improvement well, but lacks evaluation in some key areas.

There is a clear link between the outcomes of self-evaluation and the school improvement plan. The plan includes a range of suitable targets and specific success criteria. It identifies staff responsible for each target and has realistic timescales. The school has been successful in addressing areas identified previously for improvement. For example, it has introduced a whole-school approach

to improving mathematical reasoning, which has led to improvements in standards and pupils' progress.

Partnership working: Good

Staff nurture strong relationships with parents, who are very supportive of the school. The provision of curriculum evenings within the school is beneficial and enables parents to support their children's learning purposefully. Parents and friends of the school raise considerable funds by organising social events for pupils and parents. Their recent purchase of outdoor equipment has had a positive impact on enhancing outdoor experiences for all pupils.

The close link with a pre-school group means that younger pupils settle easily into the reception class. There are close links with the local secondary school, preparing pupils well for the next stage of their education. The school also works effectively with other primary school in the area on a range of activities, including moderation and assessment of pupils' work. This has improved teachers' understanding of the standards expected at the end of the Foundation Phase and key stage 2 and has supported accurate assessment.

Links with the local community are well established and effective. For example, the school has a few links with local businesses, which provide support to the curriculum provision and enhance pupils' insight into the world of work. The school choir sings annually in a large department store in the city centre. Strong links exist between the school and the church, where pupils visit and take part in mass. This helps to broaden pupils' experiences and provides worthwhile opportunities for them to develop their social and life skills.

Resource management: Adequate

The school has sufficient, suitably qualified staff. Leaders use staff expertise well to benefit the pupils. Teaching assistants support pupils' wellbeing and learning effectively.

All teachers have appropriate planning preparation and assessment time. All staff participate in regular training opportunities that link well to the school's priorities for improvement. Many teachers participate in networks of professional practice, which improve provision and raise standards for pupils, for example through an ICT network. As a result, the school has adapted its ICT provision successfully and pupils are making good progress.

The headteacher, in collaboration with the governing body, manages the budget carefully. However, the school currently has a large deficit, which it has accumulated over the last few years. While the headteacher and governors, in conjunction with the local authority, have a detailed action plan to reduce this deficit, it places a considerable constraint on future spending decisions.

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 emotional

support and regular outdoor activities that develop their social skills and encourage their enjoyment in learning in appropriate small group sessions.

The outcomes achieved by pupils and the quality of provision are good overall, but the large deficit that the school has accumulated means that the school provides adequate value for money.

Appendix 1: Commentary on performance data

6813328 - St. Joseph's RC School

Number of pupils on roll	220
Pupils eligible for free school meals (FSM) - 3 year average	12.7
FSM band	2 (8%<FSM<=16%)

Foundation Phase

	2013	2014	2015	2016
Number of pupils in Year 2 cohort	27	53	30	28
Achieving the Foundation Phase indicator (FPI) (%)	85.2	88.7	100.0	96.4
Benchmark quartile	3	3	1	1
Language, literacy and communication skills - English (LCE)				
Number of pupils in cohort	27	53	30	28
Achieving outcome 5+ (%)	85.2	90.6	100.0	96.4
Benchmark quartile	4	3	1	2
Achieving outcome 6+ (%)	22.2	24.5	40.0	50.0
Benchmark quartile	4	4	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	27	53	30	28
Achieving outcome 5+ (%)	88.9	92.5	100.0	96.4
Benchmark quartile	3	3	1	2
Achieving outcome 6+ (%)	29.6	20.8	50.0	57.1
Benchmark quartile	3	4	1	1
Personal and social development, wellbeing and cultural diversity (PSD)				
Number of pupils in cohort	27	53	30	28
Achieving outcome 5+ (%)	96.3	100.0	100.0	100.0
Benchmark quartile	3	1	1	1
Achieving outcome 6+ (%)	40.7	37.7	76.7	78.6
Benchmark quartile	3	4	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.

6813328 - St. Joseph's RC School

Number of pupils on roll	220
Pupils eligible for free school meals (FSM) - 3 year average	12.7
FSM band	2 (8%<FSM<=16%)

Key stage 2

	2013	2014	2015	2016
Number of pupils in Year 6 cohort	31	28	29	29
Achieving the core subject indicator (CSI) (%)	93.5	92.9	100.0	96.6
Benchmark quartile	2	2	1	2
English				
Number of pupils in cohort	31	28	29	29
Achieving level 4+ (%)	93.5	96.4	100.0	96.6
Benchmark quartile	2	2	1	2
Achieving level 5+ (%)	35.5	39.3	51.7	65.5
Benchmark quartile	3	3	2	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	31	28	29	29
Achieving level 4+ (%)	93.5	96.4	100.0	96.6
Benchmark quartile	2	2	1	2
Achieving level 5+ (%)	32.3	53.6	55.2	55.2
Benchmark quartile	3	1	1	1
Science				
Number of pupils in cohort	31	28	29	29
Achieving level 4+ (%)	93.5	92.9	100.0	96.6
Benchmark quartile	3	3	1	3
Achieving level 5+ (%)	32.3	39.3	55.2	72.4
Benchmark quartile	3	3	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

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.	100		100 100%	0 0%		Rwy'n teimlo'n ddiogel yn fy ysgol.
			98%	2%		
The school deals well with any bullying.	96		80 83%	16 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.	99		96 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	99		93 94%	6 6%		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.	99		88 89%	11 11%		Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			96%	4%		
I am doing well at school	98		94 96%	4 4%		Rwy'n gwneud yn dda yn yr ysgol.
			96%	4%		
The teachers and other adults in the school help me to learn and make progress.	100		99 99%	1 1%		Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddysgu a gwneud cynnydd.
			99%	1%		
I know what to do and who to ask if I find my work hard.	100		96 96%	4 4%		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.	98		77 79%	21 21%		Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol.
			90%	10%		
I have enough books, equipment, and computers to do my work.	98		77 79%	21 21%		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.	96		63 66%	33 34%		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	98		78 80%	20 20%		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.	74	20 / 27%	50 / 68%	2 / 3%	0 / 0%	2		Rwy'n fodlon â'r ysgol yn gyffredinol.
		62%	34%	3%	1%			
My child likes this school.	74	45 / 61%	27 / 36%	2 / 3%	0 / 0%	0		Mae fy mhlentyn yn hoffi'r ysgol hon.
		72%	26%	1%	0%			
My child was helped to settle in well when he or she started at the school.	73	36 / 49%	36 / 49%	1 / 1%	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.	74	31 / 42%	33 / 45%	4 / 5%	1 / 1%	5		Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
		61%	35%	3%	1%			
Pupils behave well in school.	74	23 / 31%	41 / 55%	2 / 3%	2 / 3%	6		Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		47%	48%	4%	1%			
Teaching is good.	73	27 / 37%	37 / 51%	2 / 3%	0 / 0%	7		Mae'r addysgu yn dda.
		61%	37%	2%	0%			
Staff expect my child to work hard and do his or her best.	73	31 / 42%	37 / 51%	2 / 3%	0 / 0%	3		Mae'r staff yn disgwyl i fy mhlentyn weithio'n galed ac i wneud ei orau.
		64%	34%	1%	0%			
The homework that is given builds well on what my child learns in school.	73	18 / 25%	37 / 51%	14 / 19%	1 / 1%	3		Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhlentyn yn ei ddysgu yn yr ysgol.
		49%	43%	7%	2%			
Staff treat all children fairly and with respect.	73	32 / 44%	30 / 41%	5 / 7%	4 / 5%	2		Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		60%	35%	4%	1%			
My child is encouraged to be healthy and to take regular exercise.	74	28 / 38%	40 / 54%	2 / 3%	1 / 1%	3		Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		59%	38%	2%	0%			
My child is safe at school.	74	37 / 50%	33 / 45%	2 / 3%	0 / 0%	2		Mae fy mhlentyn yn ddiogel yn yr ysgol.
		66%	32%	2%	1%			
My child receives appropriate additional support in relation to any particular individual needs'.	74	22 / 30%	31 / 42%	8 / 11%	2 / 3%	11		Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		55%	39%	5%	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 am kept well informed about my child's progress.	74	23 / 31%	40 / 54%	10 / 14%	0 / 0%	1	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		48%	41%	9%	2%		
I feel comfortable about approaching the school with questions, suggestions or a problem.	74	29 / 39%	39 / 53%	3 / 4%	2 / 3%	1	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		62%	31%	5%	2%		
I understand the school's procedure for dealing with complaints.	73	23 / 32%	37 / 51%	6 / 8%	0 / 0%	7	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		48%	42%	8%	2%		
The school helps my child to become more mature and take on responsibility.	74	28 / 38%	37 / 50%	3 / 4%	0 / 0%	6	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		57%	40%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	72	21 / 29%	23 / 32%	9 / 12%	2 / 3%	17	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		52%	41%	5%	1%		
There is a good range of activities including trips or visits.	74	18 / 24%	41 / 55%	11 / 15%	3 / 4%	1	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	39%	6%	1%		
The school is well run.	73	22 / 30%	37 / 51%	7 / 10%	2 / 3%	5	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	34%	4%	2%		

Appendix 3

The inspection team

Mrs Eleri Anwen Hurley	Reporting Inspector
Mr Gwilym Alun Huw Rees	Team Inspector
Ms Andrea Louise Davies	Lay Inspector
Mr James Richard Makin	Peer Inspector
Mrs Alexandra Riordan (Headteacher)	Nominee

Copies of the report

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

Year groups, the Foundation Phase and key stages

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

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

Primary phase:

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

Secondary phase:

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

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

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

Glossary of terms – Primary

Foundation Phase indicator (FPI)

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

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

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

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

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

The core subject indicator (CSI)

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

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

- English or Welsh first language
- mathematics
- science

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

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

All-Wales Core Data sets

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

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

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