



Arolygiaeth Ei Mawrhydi dros Addysg a Hyfforddiant yng Nghymru
Her Majesty's Inspectorate for Education and Training in Wales

A report on

**Hywel Dda Primary School
Cambria Road
Ely
Cardiff
CF5 4PD**

Date of inspection: November 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

Hywel Dda Primary School is in Ely, on the outskirts of the city of Cardiff. There are 438 pupils aged three to eleven years on roll. There are fourteen mainstream classes and 69 pupils attend the part-time nursery provision.

Approximately 42% of pupils are eligible for free school meals. This is significantly above the national average. A very few pupils are looked after by the local authority. The majority of pupils are of white British ethnicity, with a very few pupils speaking English as an additional language. No pupils speak Welsh as a first language at home.

The school identifies 29% of pupils as having additional learning needs. This is above the average for Wales. Very few pupils have a statement of special educational needs. There have been a very few fixed term exclusions in the last year.

The last inspection was in January 2010. The current headteacher took up her post in 2008.

The individual school budget per pupil for Hywel Dda Primary School in 2015-2016 means that the budget is £3,740 per pupil. The maximum per pupil in the primary schools in Cardiff is £6, 099 and the minimum is £2,901. Hywel Dda Primary School is 37th out of the 96 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	Adequate

Current performance

The school's current performance is good because:

- Most pupils make good progress during their time in the school
- Nearly all pupils feel safe in school and know whom to talk to if they have a problem
- The school provides a broad and balanced curriculum that stimulates and engages nearly all pupils effectively
- Most teachers use a good range of teaching strategies in a skilful way to promote learning
- The school links in well with a wide range of specialist agencies and support services to ensure that pupils receive helpful guidance on their health and wellbeing.
- Provision for pupils with additional learning needs is effective
- The school is a welcoming and inclusive community and ensures equal opportunities for all pupils

Prospects for improvement

The school's prospects for improvement are adequate because:

- The headteacher's new, strategic vision for the school has a clear commitment to the welfare of the pupils and this is having a positive effect on pupils' attitudes towards learning
- The governing body has a purposeful understanding of the performance of pupils and is beginning to challenge the headteacher regarding the standards pupils' achieve
- The headteacher has put in place recent appropriate processes for self-evaluation that include lesson observations and the scrutiny of pupils' work
- The established partnership with parents is a strength of the school
- In view of the effective use the school makes of its funding and the good progress made by most pupils, the school provides good value for money

However:

- The senior leadership team are at an early stage in developing their role in school improvement, including addressing national and local priorities such as the National Literacy and Numeracy Framework
- Until recently there has been no purposeful analysis by senior leaders of pupil performance data
- Monitoring arrangements to evaluate the impact of initiatives lack rigour

- Over time, self-evaluation and strategic planning have not had sufficient impact on raising standards and improving provision
- The school has only partly addressed the recommendations from the previous inspection

Recommendations

- R1 Raise the standards that more able pupils achieve
- R2 Improve opportunities for pupils in key stage 2 to use their literacy and numeracy skills extensively and independently across the curriculum
- R3 Extend pupils' knowledge of the Welsh language and culture
- R4 Ensure that all senior leaders are fully accountable for ensuring improvements in standards and the quality of provision

What happens next?

The school will draw up an action plan, which shows how it is going to address the recommendations. The LA will monitor the school's progress.

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

On entry to the school, most pupils have skills below those expected for their age. From their individual starting points and during lesson observations most pupils make at least the expected level of progress.

In the Foundation Phase, most pupils listen well to adults and other pupils in a variety of situations. Many answer a range of questions in detail. They talk confidently with adults and each other about their work. In key stage 2, all pupils listen well in lessons and in group work to develop their understanding. Most explain their thoughts and ideas effectively using a good range of vocabulary.

In the Foundation Phase many pupils read in line with their ability and use their knowledge of sounds well to attempt unfamiliar words. They demonstrate good understanding of the purposes of punctuation in their reading. Most read with enjoyment and increasing expression. Most pupils make good progress in writing. They produce a variety of good quality written work including, for example, a recount of the Great Fire of London. Most pupils develop neat handwriting, spell simple words accurately and use basic punctuation correctly. Most pupils apply their literacy skills well in other areas of learning, for example they write a diary of Captain Scott's journey.

In key stage 2, nearly all pupils respond effectively to what they read and take note well of punctuation, speech and other text features. Most read fluently and with appropriate expression. By Year 6, the majority differentiate fact from opinion and begin to recognise hidden meanings. Many pupils write confidently across a range of genres for different purposes and audiences. For example, they write an interesting autobiography of a Roman and write a medical report from looking at a collection of x-rays in history and science. Many pupils are beginning to plan their writing and draft and edit it purposefully to improve its quality. Most apply a good range of vocabulary successfully and present their work neatly. However, overall, pupils' ability to apply their literacy skills in work across the curriculum is underdeveloped.

Most pupils' mathematical skills are developing well across the school. In the Foundation Phase, many pupils count, measure and handle data on a level that is appropriate to their age and ability. They are confident in applying these skills in practical situations to solve problems. For example, they measure the width of hands and the height of their peers and record their findings in a simple data base. They form tallies and bar graphs competently. In key stage 2, most pupils are beginning to use their numeracy skills successfully to solve problems in other areas of the curriculum. They apply their mathematical skills to solve number problems skilfully. They record and handle data confidently, and produce graphs that are appropriate for various purposes, for example when analysing the length of words in an extract from the class book. However, in general, pupils lack the ability to apply their numeracy skills at a similar level to those they achieve in mathematics lessons in work across the curriculum.

In Welsh, standards in speaking and listening are appropriate. Across the school, pupils demonstrate positive attitudes to learning Welsh. Most pupils understand and respond appropriately to a range of simple questions and instructions during lessons and generally during the day. As they move through the school, most pupils make suitable use of their developing writing skills. Most pupils' reading skills are satisfactory.

Most pupils who are eligible for free school meals have, in the past, underperformed in comparison to their peers. However, recently, the trend has changed and the performance of pupils eligible for free school meals compares more favourably with those of other pupils. Generally, there is no significant difference between the performance of boys in comparison to girls. Pupils who have additional learning needs achieve well at a level that corresponds to their ability.

The standards achieved by pupils in their current books, over the course of the inspection, are better than the school's performance data suggests.

In the Foundation Phase, pupils' performance over time at the expected outcome has moved the school from the bottom 25% to the top 25% in mathematical development and to the higher 50% in literacy when compared with similar schools. At the higher-than-expected outcome, pupils' performance in both areas is more variable and shows no consistent pattern.

In key stage 2, over the last four years, pupils' performance at the expected level has fluctuated widely in English, mathematics and science when compared to that of similar schools. However, at the higher-than-expected level, performance in all three subjects is consistently below the average for that of similar schools.

Wellbeing: Good

Nearly all pupils feel safe in school and know whom to talk to if they have a problem. Most have a good understanding of how to eat healthily and many take part in extra-curricular activities such as football, gardening and cookery clubs which improves their physical fitness and knowledge of how to keep healthy.

Nearly all pupils are motivated and have positive attitudes towards learning. They enjoy their work and engage well in activities. All pupils' behaviour in the school is good. Most pupils treat each other, and adults, with care and respect. Most pupils' involvement in improving their own learning is effective but their ability to make choices about how and what they learn is more limited.

The active eco committee display responsible attitudes and are keen to improve their school. They represent pupils' opinions well and take an increasing role in the life of the school. They make decisions that have a positive effect on their environment, for example, they have reduced the amount of photocopying carried out by the school by encouraging school leaders to inform parents of school activities through social media. The role of the school council is less well developed and is at an early stage in representing the pupil voice.

Whole-school attendance rates for the last four years have improved and are above the average for those of similar schools. Most pupils are punctual.

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

The school provides a broad and balanced curriculum that stimulate and engages all pupils effectively. All staff plan activities successfully to meet the needs of all pupils. Planning for the implementation of the National Literacy and Numeracy Framework is beginning to impact across the school. In the Foundation Phase, planned activities provide worthwhile opportunities for pupils to apply their literacy, numeracy, thinking and information communication technology (ICT) skills across the curriculum. However, in key stage 2 this is less well developed.

Provision and planning for the Welsh language and the Welsh dimension is inconsistent. All pupils gain a satisfactory understanding of life in Wales and Welsh culture through the provision of a suitable range of relevant visits. The school is beginning to make use of a framework for teaching Welsh vocabulary in order to develop language patterns progressively across the school, but this is in the early stages of implementation.

The school provides suitable opportunities to raise pupils' awareness of the importance of sustainability. Staff promote pupils' understanding of their place in the wider world sufficiently through, for example, the study of an area in Brazil.

A good range of extra-curricular activities and visits enrich pupils' learning and have a positive impact on their wellbeing. For example, a visit to the local church and to the National Museum enriches pupils' provision beyond the school day.

Teaching: Good

Most teachers over-time, consistently use a good range of teaching strategies in a skilful way. They present lessons in a lively manner and successfully convey their enthusiasm for what they are teaching to their pupils. All adults have high expectations of pupil behaviour.

All teachers show good subject knowledge and plan interesting activities. They use effective questioning techniques to encourage pupils to think independently. During lesson observations, tasks matched pupils' different abilities well, but this was not always consistent in the scrutiny of pupils' literacy work. For example, pupils' work shows a lack of challenge for those who are more able. All teachers in the Foundation Phase use a variety of interesting resources, including the outdoor environment to enhance the younger pupils' learning experiences effectively. Teachers have suitable objectives for lessons and these enable pupils to identify clearly what they need to do in order to succeed.

All staff provide pupils with clear verbal feedback, which helps them to understand how to improve their work. Pupils' current written work is marked regularly and comments are constructive and indicate clearly ways in which pupils can improve.

Many pupils are involved in their own learning and are gaining a better understanding of what they need to do to improve their own work. The school is developing appropriate systems for assessing and tracking pupils' progress. It is beginning to use the results of standard tests and a range of other appropriate assessment tasks as a basis for planning suitable activities that meet pupils' needs.

Annual reports to parents meet requirements and keep parents well informed about their child's progress.

Care, support and guidance: Good

Pupils and staff work together effectively to gain a shared understanding of the aims and values of the school. There are appropriate policies and good arrangements for promoting pupils' moral, spiritual, cultural and social development. For example, older pupils visited city hall in Cardiff to gain a better understanding about Hywel Dda. Visitors to school, including fire, police and road safety officers, help pupils to understand how to keep safe.

The school know its pupils well. Staff respond to the needs of the pupils effectively. They link well with a wide range of specialist agencies and support services to ensure that pupils receive helpful guidance on their health and wellbeing.

Arrangements for safeguarding pupils meet requirements and give no cause for concern. There are appropriate arrangements to promote healthy eating and drinking. For example, the school has taken part in a television programme, which gave the pupils an insight about the origins of food and how to choose healthy options.

Provision for pupils with additional learning needs is effective. Identification of pupils who need extra support takes place at an early stage. Comprehensive procedures and relevant intervention programmes are in place to ensure that pupils receive the help they need. All pupils with additional learning needs have individual education plans and teachers monitor and update these regularly. These plans include pupils' and parents' views when discussing and identifying these targets. As a result, nearly all targeted pupils make progress in line with their abilities.

Learning environment: Good

The school is a welcoming and inclusive community and ensures equal opportunities for all pupils. Pupils feel valued and there are positive working relationships between pupils and staff. This contributes successfully to the caring ethos where all learn tolerance, respect and fairness. The school places a purposeful emphasis on pupils respecting each other and celebrating diversity. There are very supportive relationships between pupils. For example, the school's playground leaders, who are older pupils, regularly help those who are younger than themselves.

The accommodation is well cared for and in very good condition. Classrooms provide effective areas to promote pupils' learning. Displays around the school are attractive. They support pupils' learning well and celebrate pupils' achievements effectively. The quality and range of learning resources are good in all areas and meet the needs of pupils well.

The school has an engaging outdoor area that provides a stimulating and varied environment to enrich pupils' learning. All pupils in the Foundation Phase benefit from attractive areas for learning and recreation.

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

The headteacher's new, strategic vision for the school has a clear commitment to the welfare of the pupils, which is having a positive effect on pupils' attitudes towards learning.

Senior leaders and all staff have an appropriate understanding of their roles and responsibilities. They are beginning to work effectively as a team. Regular staff meetings and a purposeful performance management system are beginning to contribute to improvements in teaching and learning. For example, pupils' attainment in mathematical development has improved as a result of introducing new mental maths activities. All teachers take part appropriately in the performance management process, which now identifies and addresses their training needs consistently. However, support staff do not benefit from a similar performance management cycle.

Leaders are beginning to address national and local priorities such as the National Literacy and Numeracy Framework appropriately. They are implementing strategies purposefully to reduce the impact of deprivation on educational attainment. Planning for the development of Welsh language skills remains an area for further improvement.

The governing body has a purposeful understanding of the performance of pupils and are beginning to challenge the headteacher regarding the standards pupils achieve. Governors are developing an appropriate knowledge of the curriculum, for example through assigning link governors for different curricular areas. Members have a good understanding of the school's priorities for improvement and support the school in implementing change well. They are strengthening their role as a critical friend.

Improving quality: Adequate

The headteacher has put in place recent appropriate processes for self-evaluation that include lesson observations and the scrutiny of pupils' work. Current staff are beginning to analyse performance data appropriately and consider purposefully how pupils' outcomes compare with those of other schools, both locally and nationally. As a result, the teaching staff have a reasonable understanding of the school's strengths and areas for improvement. However, regular monitoring arrangements to evaluate the impact of initiatives lack rigour. The headteacher seeks the opinions of governors, parents and pupils regularly through questionnaires. For example, the school has responded to the most recent pupil questionnaire by purchasing outdoor equipment to extend pupils fine motor skills. These procedures contribute positively to the self-evaluation report that gives an appropriate picture of the school.

There are appropriate links between the school's self-evaluation report, recommendations in consortia reviews and the targets identified in the school improvement plan. Improvement plans provide suitable detail in relation to targets, success criteria and actions to bring about improvement. The most recent improvement plan pays purposeful attention to improve pupils' literacy and numeracy skills.

Over time, self-evaluation and strategic planning have not had sufficient impact on raising standards and improving provision. The school has only partly addressed recommendations from the previous inspection.

Partnership working: Good

The school has a purposeful range of partnerships that enrich and support pupils' learning and wellbeing effectively.

The established partnership with parents is a strength and the school keeps them well informed through regular newsletters, social media and the school website. The school actively encourages parents to be involved in their child's learning. For example, the 'toast, tea and tales' sessions enable teachers to share phonic, rhyme and other literacy teaching strategies with parents of children in the reception class. This effective partnership contributes to improved levels of attendance and pupils' positive attitudes to school.

The fruit and vegetable co-operative and a money saving scheme run by parent volunteers has a positive effect on developing pupils social and life skills and links with the wider community. 'Families at Hywel Dda' raise funds annually to improve provision for pupils. Recently, parents have planted vines and flowers to improve the outdoor environment.

The effective partnership between the school and an external agent to provide a daily counselling programme is very successful in improving the wellbeing and the standards of specific groups of learners. Partnerships to promote healthy living have a very positive effect on pupils' regular participation in sport.

The school is developing appropriate partnerships with the local cluster of primary schools for the moderation of teacher assessments. There are effective arrangements in place for supporting older pupils in transferring to the next stage of their education.

Resource management: Good

There are enough well qualified staff that have good up-to-date knowledge of the subjects they teach. The head teacher deploys staff efficiently and makes appropriate use of their particular strengths, such as in ICT. The 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 and the life of the school.

All staff participates in regular training that links appropriately to school priorities, and their specific roles and responsibilities. For example, staff have received training in an initiative to improve pupils' self-esteem and increase family involvement. This is enabling vulnerable pupils to develop the confidence to participate in class activities and is improving their progress. Leaders now ensure that there are increased opportunities for staff to share and observe good practice within the school and with local schools. For example, following a visit to a local school, the school has developed an outdoor environment to promote Forest Schools. This is beginning to improve the younger boys' engagement and behaviour in all lessons.

The head teacher, supported by the local authority and the governors, manages the budget 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 emotional support and regular outdoor activities that develop their social skills and encourage their enjoyment in learning in appropriate small group sessions.

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

Appendix 1: Commentary on performance data

6812322 - Hywel Dda Primary School

Number of pupils on roll	396
Pupils eligible for free school meals (FSM) - 3 year average	53.3
FSM band	5 (32%<FSM)

Foundation Phase

	2012	2013	2014
Number of pupils in Year 2 cohort	45	50	49
Achieving the Foundation Phase indicator (FPI) (%)	71.1	72.0	71.4
Benchmark quartile	3	3	4
Language, literacy and communication skills - English (LCE)			
Number of pupils in cohort	45	50	49
Achieving outcome 5+ (%)	73.3	76.0	71.4
Benchmark quartile	3	3	4
Achieving outcome 6+ (%)	13.3	20.0	24.5
Benchmark quartile	3	3	2
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	45	50	49
Achieving outcome 5+ (%)	75.6	74.0	73.5
Benchmark quartile	3	3	4
Achieving outcome 6+ (%)	15.6	12.0	26.5
Benchmark quartile	3	3	2
Personal and social development, wellbeing and cultural diversity (PSD)			
Number of pupils in cohort	45	50	49
Achieving outcome 5+ (%)	82.2	86.0	87.8
Benchmark quartile	3	3	3
Achieving outcome 6+ (%)	11.1	56.0	44.9
Benchmark quartile	4	1	2

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.

6812322 - Hywel Dda Primary School

Number of pupils on roll	396
Pupils eligible for free school meals (FSM) - 3 year average	53.3
FSM band	5 (32%<FSM)

Key stage 2

	2011	2012	2013	2014
Number of pupils in Year 6 cohort	38	36	40	36
Achieving the core subject indicator (CSI) (%)	76.3	61.1	80.0	80.6
Benchmark quartile	2	4	2	2
English				
Number of pupils in cohort	38	36	40	36
Achieving level 4+ (%)	78.9	69.4	87.5	80.6
Benchmark quartile	2	4	1	3
Achieving level 5+ (%)	21.1	13.9	15.0	13.9
Benchmark quartile	2	4	4	4
Welsh first language				
Number of pupils in cohort	*	*	*	*
Achieving level 4+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematics				
Number of pupils in cohort	38	36	40	36
Achieving level 4+ (%)	78.9	69.4	82.5	88.9
Benchmark quartile	2	4	3	2
Achieving level 5+ (%)	15.8	11.1	22.5	25.0
Benchmark quartile	3	4	3	3
Science				
Number of pupils in cohort	38	36	40	36
Achieving level 4+ (%)	89.5	80.6	87.5	83.3
Benchmark quartile	1	3	2	3
Achieving level 5+ (%)	15.8	16.7	15.0	16.7
Benchmark quartile	3	3	4	4

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

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

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

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

Further information is available from the Welsh Government My Local School website at the link below.

<http://mylocalschool.wales.gov.uk/index.html?lang=eng>

Appendix 2

Stakeholder satisfaction report

Responses to learner questionnaires

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

		Number of responses Nifer o ymatebion		Agree Cytuno	Disagree Anghytuno	
I feel safe in my school.		98		97 99%	1 1%	Rwy'n teimlo'n ddiogel yn fy ysgol.
				98%	2%	
The school deals well with any bullying.		97		86 89%	11 11%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
				92%	8%	
I know who to talk to if I am worried or upset.		98		92 94%	6 6%	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		97		93 96%	4 4%	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		97 98%	2 2%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
				96%	4%	
I am doing well at school		97		97 100%	0 0%	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.		99		97 98%	2 2%	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.		99		96 97%	3 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.		97		87 90%	10 10%	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.		98		93 95%	5 5%	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.		95		52 55%	43 45%	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		97		57 59%	40 41%	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.	30	22 73%	6 20%	2 7%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		64%	33%	3%	1%		
My child likes this school.	29	24 83%	3 10%	2 7%	0 0%	1	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.	30	22 73%	8 27%	0 0%	0 0%	0	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		73%	26%	1%	0%		
My child is making good progress at school.	30	21 70%	8 27%	1 3%	0 0%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		62%	34%	3%	1%		
Pupils behave well in school.	26	9 35%	15 58%	1 4%	1 4%	3	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		48%	47%	4%	1%		
Teaching is good.	29	17 59%	10 34%	2 7%	0 0%	1	Mae'r addysgu yn dda.
		62%	36%	2%	0%		
Staff expect my child to work hard and do his or her best.	30	22 73%	6 20%	2 7%	0 0%	0	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		65%	34%	1%	0%		
The homework that is given builds well on what my child learns in school.	27	16 59%	9 33%	2 7%	0 0%	2	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.
		50%	42%	6%	2%		
Staff treat all children fairly and with respect.	29	17 59%	10 34%	2 7%	0 0%	1	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		61%	34%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	30	20 67%	9 30%	1 3%	0 0%	0	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		61%	37%	2%	0%		
My child is safe at school.	29	20 69%	7 24%	2 7%	0 0%	1	Mae fy mhentyn yn ddiogel yn yr ysgol.
		67%	31%	1%	0%		
My child receives appropriate additional support in relation to any particular individual needs'.	25	16 64%	8 32%	1 4%	0 0%	5	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		56%	38%	4%	1%		
I am kept well informed about my child's progress.	29	15 52%	10 34%	1 3%	3 10%	1	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		50%	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.	30	20 67%	7 23%	3 10%	0 0%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
I understand the school's procedure for dealing with complaints.	27	12 44%	12 44%	3 11%	0 0%	3	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
The school helps my child to become more mature and take on responsibility.	29	14 48%	14 48%	1 3%	0 0%	1	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
My child is well prepared for moving on to the next school or college or work.	23	11 48%	12 52%	0 0%	0 0%	7	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
There is a good range of activities including trips or visits.	30	14 47%	12 40%	3 10%	1 3%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
The school is well run.	30	19 63%	10 33%	1 3%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.

Appendix 3

The inspection team

Eleri Anwen Hurley	Reporting Inspector
Clive A Evans	Team Inspector
Philip Lord	Team Inspector
Alwena Morgan	Lay Inspector
Kate Louise Prendergast	Peer Inspector
Sian Voyce	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.