



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

A report on

**St Andrews Major C.I.W. Primary School
St Andrew's Road
Dinas Powys
Vale of Glamorgan
CF64 4HB**

Date of inspection: February 2016

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

St Andrews Major Church in Wales Primary School is on the outskirts of Dinas Powys in the Vale of Glamorgan. There are currently 232 pupils on roll from the ages of three to eleven. There are seven single-age classes, plus a part-time nursery unit.

Over the last three years, the average number of pupils eligible for free school meals is around 3%, which is well below the national average of 20%. About 8% have additional learning needs, which is also well below the national average of 25%. No pupils have a statement of special educational needs. Around 4% of pupils are from an ethnic minority background. No pupils receive support in English as an additional language. A very few pupils are in the care of the local authority and very few speak Welsh as a first language.

The last inspection was in October 2009. The headteacher took up her post in September 2014.

The individual school budget per pupil for St. Andrews Major Church in Wales Primary School in 2015-2016 means that the budget is £3,291 per pupil. The maximum per pupil in the primary schools in the Vale of Glamorgan is £5,170 and the minimum is £2,735. St. Andrews Major Church in Wales Primary School is 34th out of the 46 primary schools in the Vale of Glamorgan in terms of its school budget per pupil.

Summary

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

Current performance

The current performance of the school is good because:

- Most pupils make good progress in developing their oracy and reading skills
- Nearly all pupils make consistently good progress in developing their numeracy skills
- Pupils' performance at the end of key stage 2 compares well with other similar schools
- Nearly all pupils behave very well in lessons and around the school
- Attendance rates are improving
- Nearly all teaching is at least good
- Provision for pupils' care, support and guidance is a strength of the school

Prospects for improvement

The school's prospects for improvement are good because:

- The headteacher manages the school very efficiently and provides effective strategic leadership
- The senior leadership team is making a notable contribution to school improvement
- There is strong team work across the school
- Most governors participate actively in determining the school's strategic direction
- The school has thorough processes for self-evaluation, which provide an accurate picture of the school's strengths and areas for development
- The school works very effectively with other schools in the wider area to share good practice and to carry out joint projects

Recommendations

- R1 Implement the national literacy framework fully to ensure more consistent progression in pupils' writing skills across the curriculum
- R2 Ensure consistency in the provision for pupils' investigative and independent learning skills, for example in science and information and communication technology (ICT)
- R3 Improve opportunities for pupils to use the Welsh language more regularly and for them to develop a greater understanding of the culture and heritage of Wales
- R4 Address the issue concerning site security raised in the report

What happens next?

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

Main findings

Key Question 1: How good are outcomes?	Good
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Standards: Good

Pupils enter the school with a range of abilities. Most make good progress in developing their oracy and reading skills. However, they achieve less well in their written work, mainly because they do not apply their writing skills often enough across the curriculum.

Most pupils' speaking skills develop well and most talk willingly to adults and are keen to engage in conversation. For example, in the Foundation Phase, most pupils show effective listening skills during most lessons and many are able to complete tasks independently without further instructions. In key stage 2, most pupils listen well. They develop a very mature vocabulary as they progress through the school. They speak in front of the class and share ideas and opinions confidently.

Across the school, most pupils read fluently and use a range of effective strategies when reading unfamiliar words. By the end of the Foundation Phase, they are able to discuss the content of texts meaningfully and refer avidly to events and characters in the books they read. By the end of key stage 2, many pupils use a wide range of reading skills, such as deduction and inference, well. More able pupils read with fluency and good expression. They show good understanding of what they have read and they can discuss a wide range of authors. Across the school, most pupils locate information in non-fiction books confidently and use the internet effectively for research.

By the end of the Foundation Phase, the majority of pupils produce written work that is well organised and imaginative. A few more able pupils extend their ideas in well-sequenced sentences, using an appropriate range of punctuation and a wide vocabulary for their age. They spell accurately. In key stage 2, many pupils' written work is well organised, creative and clear and, in a few instances, more able pupils write at length effectively. However, these features are less evident across the curriculum. Most pupils make appropriate use of different forms of writing and begin to adapt them for different readers. For example, older pupils write biographies based on Winston Churchill's life and compose an effective poems about Wales. A few pupils have begun to edit and redraft their work successfully to improve its quality. Across the school, nearly all pupils present their work tidily and develop a neat and legible handwriting style.

Nearly all pupils make consistently good progress in developing their numeracy skills. In the Foundation Phase, they learn to count accurately and to use place value successfully. By Year 2, most pupils measure carefully in standard units and recognise common two and three-dimensional shapes. They double and halve numbers confidently and add, subtract and order numbers up to 100 correctly. They tell the time in minutes accurately and use various diagrams and graphs well to display data they have collected.

Towards the end of key stage 2, many pupils, especially the more able, make rapid progress in their mathematical skills and understanding. By Year 6, they recognise patterns and relationships between numbers up to one million and are familiar with negative and squared numbers. They understand fractions, decimals and percentage equivalents well. They relate metric to imperial measures correctly. They know the language of a circle and the names, degrees and properties of more advanced shapes. Most pupils develop appropriate problem-solving and mental mathematics skills and they use alternative strategies well to reach correct answers quickly.

Most pupils' Welsh language skills develop appropriately as they move through the Foundation Phase. Nearly all respond with understanding to basic instructions in Welsh. Many answer simple questions using familiar vocabulary, for example when giving personal information. By the end of key stage 2, a few more able pupils read familiar texts well. The majority have a basic vocabulary and knowledge of simple sentence patterns, which they use suitably in their speaking and writing. However, very few pupils across the school speak the language outside of Welsh lessons appropriate to their age. Their knowledge of Welsh culture and heritage is limited.

Over the last four years, in comparison with similar schools, pupils' performance at the end of the Foundation Phase in literacy and mathematical development at both the expected and higher outcomes has varied greatly, although there is recent improvement, particularly in mathematical development. Pupils' performance at the end of key stage 2 in English at both the expected and higher levels has also varied widely, whereas in mathematics and science it has placed the school nearly always in the top 25% or higher 50% at both levels. Girls tend to perform better than boys in English. Pupils eligible for free school meals tend to perform at least as well as other pupils, although numbers are very small.

Wellbeing: Good

Most pupils have a good understanding of the importance of regular exercise and healthy foods. Nearly all behave very well in lessons and around the school. Most feel safe and are polite and respectful to one another and to adults.

Attendance rates are improving. Over the last two years, they have placed the school in the higher 50% when compared with similar schools. The number of persistent absentees has declined considerably over recent years. Nearly all pupils are punctual at the start of the school day.

Most pupils enjoy learning and they take pride in their work. They show interest, concentration and perseverance in activities and have positive attitudes towards learning. Most participate fully in lessons and work very well with others. In most classes, they are becoming more aware of how to improve their own learning.

Most pupils express their views and opinions confidently and take on a range of responsibilities willingly, such as house captains and digital leaders. Older pupils assist younger ones readily, for example as playground pals. Various committees, including the school council, make a notable contribution to school life. For example, they help to develop school policies and to promote children's rights. Many pupils

take part in community activities, such as singing to the elderly and participating in local church services. Pupils use their entrepreneurial skills effectively, for example by making and selling willow products during enterprise week.

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

Overall, the school's curriculum provides a suitable range of engaging learning experiences and meets statutory requirements. In the Foundation Phase, younger pupils have well-planned opportunities to develop and apply their learning in practical and imaginative contexts, which develop their skills systematically across all areas of learning. They benefit from regular access to the outdoor learning environment. However, lessons for the oldest pupils in the Foundation Phase do not always provide enough opportunities for pupil-led activities.

The school has begun to plan literacy and numeracy skills more coherently and consistently and it provides a wide range of literacy and numeracy intervention programmes to support identified pupils. However, pupils do not have sufficient opportunities to apply their writing skills across the curriculum. Elements of other subjects, such as investigative skills in science and the application of ICT, are also limited.

The school provides a good range of educational visits, including residential opportunities for older pupils in key stage 2. It also offers a variety of extra-curricular activities, such as the gardening and music clubs. Pupils value these experiences, which contribute well to their enjoyment and engagement in learning.

Teachers develop pupils' knowledge of Welsh culture and traditions appropriately in topic work across the curriculum, but this varies too much between classes. Planning for the development of pupils' Welsh speaking, reading and writing skills in lessons is purposeful. However, opportunities for pupils to use the language outside of formal Welsh lessons are limited.

The eco committee is active in raising pupils' awareness of the school's eco code, which is on display in each classroom. Members promote the need to reduce waste and to save energy efficiently. The eco club contributes to family days when pupils and their parents care for the school environment. Pupils develop a growing awareness of the wider world and those less fortunate than themselves. For example, they know about fair trade products, raise money for charities and collect clothes for Syrian refugees.

Teaching: Good

All teachers prepare lessons comprehensively and use a wide range of stimulating resources and activities, which interest pupils and encourage them to learn. They have a thorough understanding of individual pupils' needs and capabilities. They share good practice with each other and with other schools regularly, particularly through their school improvement group. This contributes considerably to raising the quality of teaching across the school.

Particular strengths of teaching include high expectations of pupils' achievement, regular praise and effective classroom management strategies. Most teachers ask purposeful probing questions to enable pupils to extend their thinking and many make learning fun for pupils. However, in a few cases, teachers do not provide enough opportunities for pupils to develop their independent learning skills, to make choices and to work at a high enough level for their ability.

Teachers use the data from a range of standardised assessments effectively to measure and track how well pupils are progressing in their learning. They set appropriate attainment targets and identify clearly which pupils require additional support. All pupils benefit from having individual personal targets in literacy and numeracy. The school is developing relevant strategies to develop assessment for learning successfully.

All teachers mark pupils' work regularly and nearly all follow the school's marking policy consistently. They reward pupils for their achievements and suggest improvements, but their comments and pupils' responses are too limited at times. Comprehensive annual reports and regular consultation evenings provide parents with valuable information about their children's progress and achievements.

Care, support and guidance: Good

Provision for care, support and guidance is a strength of the school. There are appropriate arrangements for promoting healthy eating and drinking. A wide range of activities enhance pupils' spiritual, moral, social and cultural development well. For example, the values committee promotes pupils' understanding of moral concepts, such as justice, successfully. Through the 'Diversity in Our Community' project, pupils experience worthwhile opportunities to learn about different cultures in other schools in the region. Positive incentives, such as weekly, termly and annual awards, encourage pupils to behave well and to attend regularly and on time. The school's arrangements for safeguarding meet requirements and give no cause for concern.

The school has very clear arrangements for the identification and monitoring of pupils with additional learning needs. The extra support provided matches pupils' individual needs closely and is of a consistently good quality. There are comprehensive individual education plans in place. Teachers, together with pupils and their parents, update these plans regularly through effective pupil-centred reviews. This ensures that parents are well informed about their children's progress towards their targets.

The school uses wellbeing questionnaires effectively to identify pupils with social and emotional needs and subsequently provides very beneficial programmes to support them. The school engages with a range of specialist services successfully, including speech and language services, occupational health visitors and the school nurse.

Learning environment: Good

The school is a welcoming and inclusive community. It has a caring ethos that provides all pupils with a sense of security and wellbeing. Staff celebrate cultural diversity well. Pupils and staff treat each other with mutual respect and courtesy. Pupils have equal access to the curriculum and all aspects of school life.

The buildings are of good quality, well maintained and secure. Staff make good use of the available accommodation and attractive displays reflect the wide range of activities and opportunities available to pupils. The extensive grounds are well maintained and include a number of interesting features, such as the faith garden and forest school area, that pupils can enjoy and explore. The poor state of the perimeter fencing diminishes the security of the school site.

Resources are mainly of good quality and meet the needs of pupils appropriately, although ICT resources are limited.

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

The headteacher manages the school very efficiently and provides effective strategic leadership. She has high expectations for the school's future and a clear understanding of its strengths and areas for development. Since her appointment, she has introduced many initiatives that have had a positive impact on raising standards and improving provision, for example in intervention programmes and assessment. The deputy headteacher, together with the recently restructured senior leadership team, is making a notable contribution to school improvement, for example in the provision for pupils with additional learning needs and in raising the quality of teaching.

There is strong teamwork across the school. Teachers meet regularly as a whole school, as well as in phase groups and curriculum teams. They monitor their areas of responsibility thoroughly and review pupils' progress carefully. Communication between school leaders and staff is good.

Appropriate performance management procedures are in place and involve all staff. The senior leadership team manages the process effectively and ensures that appraisal targets link closely to the school improvement plan and the professional needs of individual staff. The school responds to national and local priorities well, for example by introducing new approaches to the teaching of literacy.

Most governors have a good understanding of the school's performance. They participate actively in determining its strategic direction. Minutes of their meetings highlight clearly where they question and challenge school decisions and issues. Nearly all governors visit the school regularly, particularly through their link to a specific cohort of pupils. The governing body fulfils its statutory obligations well. For example, members attend mandatory training events and ensure that all essential policies and procedures are in place.

Improving quality: Good

The school has thorough processes for self-evaluation, which provide an accurate picture of the school's strengths and areas for development. The processes include a range of purposeful activities, such as analysis of performance data, scrutiny of pupils' work and lesson observations. The school seeks the views of the governing body, parents and pupils effectively on what it is doing well and where it needs to improve. The self-evaluation report is evaluative and accurately identifies the school's strengths and areas for development.

The school uses outcomes from self-evaluation well to set future targets. As a result, it has raised pupils' attainment in the Foundation Phase and key stage 2 and has improved pupil attendance. There are effective links between the self-evaluation report and priorities in the school improvement plan. The plan is comprehensive and provides suitable details of targets, success criteria and actions to bring about improvement. The most recent plan pays appropriate attention to improving pupils' literacy and numeracy skills in line with national priorities. For example, the introduction of a new numeracy scheme is having a positive effect on the standards of pupils' mathematical skills in the Foundation Phase.

Partnership working: Good

The school has established a wide range of effective partnerships, which benefit pupils. Liaison with parents is particularly strong. For example, the school invites parents to attend workshops explaining new initiatives, such as a different approach to spelling. The parent-teacher association contributes well to school life and runs a range of fund-raising activities for the benefit of pupils. It keeps parents well informed through newsletters about how it spends the money it raises, for example on new ICT equipment.

The school occupies an important place in the community. For example, there are very strong links with the police and the local church. The community police liaison officer leads sessions on e-safety, cyber-bullying and the dangers of alcohol and drugs abuse. The vicar visits the school weekly to lead collective worship. The school makes effective use of volunteers to help with aspects of learning, such as listening to pupils read. This provides pupils with valuable opportunities to develop their literacy skills with the wider community.

The school works very effectively with other schools in the wider area to share good practice and to carry out joint projects. For example, it has developed a very useful reasoning skills portfolio. Partnerships with the range of receiving secondary schools are well established. This has a positive impact on the quality of transition arrangements and ensures that pupils are well prepared for the next stage of their education. The school also works successfully with its clusters of local and faith primary schools to moderate and standardise pupils' work.

Resource management: Good

The school has a suitable range of qualified teachers and support staff, who all make a valuable contribution to pupils' learning and wellbeing. All staff attend regular training events, linked to their performance management targets and school priorities to ensure that they remain up-to-date. There is a well-planned programme of in-house training, where staff have the opportunity to share their expertise and experiences. For example, all teachers are currently working together on a process to improve the quality of their teaching.

The school manages its accommodation and resources well. Day-to-day administrative routines operate efficiently and the arrangements for teachers' planning, preparation and assessment time are well established. In addition, members of the senior leadership team receive an appropriate amount of management time, according to the nature of their role.

The headteacher and the governing body manage the budget very efficiently and good financial controls are in place. The finance committee monitors spending decisions carefully to reflect school priorities and to ensure good outcomes for pupils. The school allocates the pupil deprivation grants appropriately to support the few pupils eligible for free school meals. It uses the funds beneficially for additional support staff and intervention programmes, where required. There is evidence that the grant is having an impact on helping individual pupils to make better progress, for example in reading and numeracy.

Due to the good standards of pupils' achievement and wellbeing and the overall quality of the provision and leadership, the school provides good value for money.

Appendix 1: Commentary on performance data

6733364 - ST ANDREW'S C/W PRIMARY SCHOOL

Number of pupils on roll	228
Pupils eligible for free school meals (FSM) - 3 year average	2.9
FSM band	1 (FSM<=8%)

Foundation Phase

	2012	2013	2014	2015
Number of pupils in Year 2 cohort	30	25	30	30
Achieving the Foundation Phase indicator (FPI) (%)	86.7	88.0	80.0	93.3
Benchmark quartile	3	3	4	3
Language, literacy and communication skills - English (LCE)				
Number of pupils in cohort	30	25	30	30
Achieving outcome 5+ (%)	93.3	96.0	90.0	96.7
Benchmark quartile	2	2	3	2
Achieving outcome 6+ (%)	16.7	40.0	30.0	46.7
Benchmark quartile	4	2	4	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	30	25	30	30
Achieving outcome 5+ (%)	90.0	88.0	86.7	100.0
Benchmark quartile	3	4	4	1
Achieving outcome 6+ (%)	13.3	32.0	30.0	53.3
Benchmark quartile	4	3	3	1
Personal and social development, wellbeing and cultural diversity (PSD)				
Number of pupils in cohort	30	25	30	30
Achieving outcome 5+ (%)	93.3	96.0	86.7	96.7
Benchmark quartile	3	3	4	4
Achieving outcome 6+ (%)	23.3	56.0	53.3	50.0
Benchmark quartile	4	3	3	4

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

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

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

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

6733364 - ST ANDREW'S C/W PRIMARY SCHOOL

Number of pupils on roll	228
Pupils eligible for free school meals (FSM) - 3 year average	2.9
FSM band	1 (FSM<=8%)

Key stage 2

	2012	2013	2014	2015
Number of pupils in Year 6 cohort	20	27	27	27
Achieving the core subject indicator (CSI) (%)	85.0	96.3	96.3	100.0
Benchmark quartile	4	2	2	1
English				
Number of pupils in cohort	20	27	27	27
Achieving level 4+ (%)	85.0	100.0	96.3	100.0
Benchmark quartile	4	1	3	1
Achieving level 5+ (%)	35.0	44.4	33.3	48.1
Benchmark quartile	3	2	4	3
Welsh first language				
Number of pupils in cohort	*	*	*	*
Achieving level 4+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematics				
Number of pupils in cohort	20	27	27	27
Achieving level 4+ (%)	95.0	96.3	100.0	100.0
Benchmark quartile	2	2	1	1
Achieving level 5+ (%)	50.0	59.3	40.7	59.3
Benchmark quartile	1	1	3	2
Science				
Number of pupils in cohort	20	27	27	27
Achieving level 4+ (%)	100.0	100.0	100.0	100.0
Benchmark quartile	1	1	1	1
Achieving level 5+ (%)	70.0	70.4	77.8	48.1
Benchmark quartile	1	1	1	3

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

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

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

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

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

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

Appendix 2

Stakeholder satisfaction report

Responses to learner questionnaires

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

	Number of responses Nifer o ymatebion		Agree Cytuno	Disagree Anghytuno	
I feel safe in my school.	107		106 99%	1 1%	Rwy'n teimlo'n ddiogel yn fy ysgol.
			98%	2%	
The school deals well with any bullying.	107		104 97%	3 3%	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		106 99%	1 1%	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		105 98%	2 2%	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		100 93%	7 7%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			96%	4%	
I am doing well at school	107		102 95%	5 5%	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.	107		104 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.	107		95 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		103 96%	4 4%	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.	101		68 67%	33 33%	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	107		95 89%	12 11%	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.	63	33 52%	29 46%	1 2%	0 0%	2	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	66	44 67%	21 32%	1 2%	0 0%	0	Mae fy mhentyn yn hoffi'r ysgol hon.
		73%	25%	1%	0%		
My child was helped to settle in well when he or she started at the school.	64	44 69%	20 31%	0 0%	0 0%	1	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.	65	26 40%	36 55%	3 5%	0 0%	1	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		62%	34%	3%	1%		
Pupils behave well in school.	62	21 34%	37 60%	3 5%	1 2%	4	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		48%	47%	4%	1%		
Teaching is good.	58	25 43%	32 55%	1 2%	0 0%	7	Mae'r addysgu yn dda.
		62%	36%	2%	0%		
Staff expect my child to work hard and do his or her best.	62	35 56%	27 44%	0 0%	0 0%	3	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.	57	20 35%	33 58%	4 7%	0 0%	9	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.	63	25 40%	35 56%	3 5%	0 0%	3	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.	61	28 46%	32 52%	1 2%	0 0%	5	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		60%	37%	2%	0%		
My child is safe at school.	64	42 66%	22 34%	0 0%	0 0%	2	Mae fy mhentyn yn ddiogel yn yr ysgol.
		67%	31%	1%	1%		
My child receives appropriate additional support in relation to any particular individual needs'.	48	20 42%	25 52%	2 4%	1 2%	18	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.	66	21 32%	34 52%	10 15%	1 2%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		50%	41%	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.	63	37 59%	19 30%	7 11%	0 0%	3	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.	62	26 42%	27 44%	8 13%	1 2%	4	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		49%	42%	8%	2%		
The school helps my child to become more mature and take on responsibility.	61	35 57%	25 41%	1 2%	0 0%	5	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		58%	39%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	41	19 46%	19 46%	3 7%	0 0%	24	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		53%	41%	5%	1%		
There is a good range of activities including trips or visits.	64	30 47%	31 48%	3 5%	0 0%	2	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		55%	38%	6%	1%		
The school is well run.	61	28 46%	31 51%	2 3%	0 0%	5	Mae'r ysgol yn cael ei rhedeg yn dda.
		62%	33%	3%	2%		

Appendix 3

The inspection team

Dr Peter David Ellis	Reporting Inspector
Mrs Eleri Anwen Hurley	Team Inspector
Mr Matthew Evans	Lay Inspector
Mrs Philippa Catherine Minto	Peer Inspector
Mrs G Hallett (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.