



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

A report on

**Danescourt Primary School
Danescourt Way
Llandaff
Cardiff
CF5 2SN**

Date of inspection: November 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.

Every possible care has been taken to ensure that the information in this document is accurate at the time of going to press. Any enquiries or comments regarding this document/publication should be addressed to:

Publication Section
Estyn
Anchor Court, Keen Road
Cardiff
CF24 5JW or by email to publications@estyn.gov.wales

This and other Estyn publications are available on our website: www.estyn.gov.wales

© Crown Copyright 2017: This report may be re-used free of charge in any format or medium provided that it is re-used accurately and not used in a misleading context. The material must be acknowledged as Crown copyright and the title of the report specified.

Publication date: 23/01/2017

Context

Danescourt Primary School is in Llandaff in Cardiff. There are about 410 pupils aged three to eleven on roll. This includes around 51 pupils in the two part-time nursery classes. The school has 13 full-time classes.

Around 8% of pupils are eligible for free school meals. This is much lower than the average for Wales (19%). There are a very few pupils looked after by the local authority.

The school has identified around 20% of pupils as having additional learning needs. Very few pupils have a statement of special educational needs. Around 19% of pupils come from ethnic minority backgrounds and about 16% speak English as an additional language. Very few pupils speak Welsh as their first language. There were four fixed-term exclusions over the past school year.

The headteacher took up her post in September 2012. The school's last inspection was in July 2010.

The individual school budget per pupil for Danescourt Primary in 2016-2017 means that the budget is £3,441 per pupil. The maximum per pupil in the primary schools in Cardiff is £7,995 and the minimum is £3,046. Danescourt Primary is 74th out of the 97 primary schools in Cardiff in terms of its school budget per pupil.

Summary

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

Current performance

The current performance of the school is good because:

- During their time at the school most pupils make good progress in their learning
- Most pupils have very well developed speaking and listening skills
- Most pupils use their literacy and numeracy skills across the curriculum at a similar level to those they develop in English and mathematics lessons
- Nearly all pupils feel safe in school, know where to go if they have any concerns, behave extremely well and are polite
- Teachers plan well for the development of pupils' literacy, numeracy and information and communication technology skills (ICT)
- The school promotes the use of pupils' thinking skills very successfully
- The quality of teaching is good and teachers make effective use of assessment for learning
- The school is a very happy and caring environment and staff provide a high level of emotional support for all pupils

Prospects for improvement

The school's prospects for improvement are good because:

- The headteacher provides strong leadership and has a very clear vision that she shares successfully with all staff, governors, pupils and parents
- Leaders at all levels have high expectations and this has a positive impact on improving pupils' attainment and wellbeing
- Members of the governing body are well informed; they use their findings well to challenge the school and to inform the monitoring and self-evaluation processes
- Processes for self-evaluation are robust and provide accurate judgements about the school's current performance and its areas for development
- The school has a wide range of successful partnerships that it uses well to raise standards and to promote pupils' wellbeing
- The school manages its resources well

Recommendations

- R1 Improve pupils' ability to work independently
- R2 Improve Foundation Phase practice to provide pupils with greater opportunities to learn through practical experiences
- R3 Strengthen the link between the self-evaluation document and the school improvement plan

What happens next?

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

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

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

Most pupils start school with skills and understanding at or above the level expected for their age. During their time at the school they make good progress in their learning.

In the Foundation Phase, most pupils listen attentively and are confident in talking about their work with other pupils and adults. They use a well-developed vocabulary and explain their reasoning. For example, they explain why the cake the teacher made did not turn out successfully and suggest how to improve the instructions in the recipe. Most pupils have a good range of strategies to help them to work out new and unfamiliar words when reading. They make good use of their knowledge of phonics and look for clues in the text and pictures. They talk enthusiastically about the books that they have read and characters that they particularly like. When writing, most pupils use simple punctuation accurately and make good attempts at spelling words correctly. They write neatly in a joined handwriting script. The quality of pupils' writing across the curriculum is at a similar level to the work that they produce in literacy lessons.

In key stage 2, most pupils have very well-developed speaking and listening skills. They are aware of their audience and adapt their speech appropriately. For example, when discussing the characters in a Shakespeare play. When reading fiction, most pupils use intonation well to engage the interest of the listener. They spot mistakes and self-correct, paying good attention to punctuation. They explain the features of different genres and they discuss the characters and plot in their books. They use inference and deduction well to gain meaning from texts. When searching for information, many pupils use higher-order reading skills effectively, such as skimming and scanning, to find information quickly. Most pupils take a pride in the presentation of their work. Their handwriting is joined, fluent and neat. They write well across a range of genres and punctuate their work accurately. They use an interesting vocabulary and their writing sustains the interest of the reader. The quality of their writing across the curriculum is of a similar standard to their writing in English lessons.

In the Foundation Phase, most pupils make good progress in developing their numeracy skills across the areas of learning. In Year 2, many pupils add and subtract using tens and units and use their knowledge of the two, three, five and ten times tables to multiply and divide. They solve problems with confidence and investigate properties of numbers well. Most pupils use a suitable range of equipment to measure accurately.

Many pupils in key stage 2 have well-developed numeracy skills. They apply these confidently when solving problems in mathematics lessons and in subjects across the curriculum. Many pupils explain their mathematical thinking clearly when performing calculations. They apply what they have learned in mathematics lessons well when investigating, for example when trying to find relationships between area and volume. They use a suitable range of methods to represent and interpret data accurately.

Many pupils have well-developed skills in ICT. In the Foundation Phase, many pupils control electronic toys and use simple simulations on tablet computers. Most can move and control objects on a screen and use simple programs to create images. In key stage 2, most pupils communicate information clearly by selecting the most appropriate programme or application for the task. They present their work in interesting formats by using multi-media applications skilfully. By Year 6, many pupils use coding confidently, for example to launch and manoeuvre a rocket. Most pupils use a range of graphs, charts and spreadsheets effectively to present and interrogate data. They know how to create their own databases.

Pupils' Welsh language skills are good. A majority of pupils use basic greetings around the school and most use Welsh during daily classroom activities, such as during 'Helpwr Heddiw' sessions. Most pupils read books with good pronunciation and understanding in line with their age and ability. Foundation Phase pupils sing songs, count and recognise colours in Welsh. A few use words in sentences spontaneously in their play. By the end of key stage 2, pupils write simple sentences about their favourite television programmes and give reasons for their choices. However, despite understanding familiar words and basic sentence patterns, many pupils lack the ability to link sentences to develop conversational Welsh well enough.

Pupils with English as an additional language make very good progress, and those with additional learning needs make good progress against their individual targets.

At the end of the Foundation Phase, when compared with similar schools over the past four years, pupils' performance in literacy has generally placed the school in the top 25% at the expected outcome. Performance in mathematical development at the expected and higher outcomes is more variable, as is performance in literacy at the higher outcome.

In key stage 2, pupils' performance in English and mathematics at the expected level has generally placed the school in the lower 50% or higher 50% over the past four years. Performance in science has been more variable. There is no obvious trend in performance at the higher level.

In the Foundation Phase, boys as a group tend to perform as well as girls at the expected level, but girls tend to perform better than boys at the higher level. In key stage 2, there is no notable difference at the expected or higher levels.

Pupils eligible for free school meals generally perform as well as other pupils.

Wellbeing: Good

Nearly all pupils feel safe in school and know where to go if they have any concerns. They know how to stay safe when using the internet. Nearly all pupils have a very clear understanding of healthy lifestyles, including the importance of taking regular exercise and eating nutritious foods. The pupils in the school nutrition action group run a healthy snack trolley and promote healthy eating very well.

Most pupils arrive at school punctually. For two out of the past four years, pupils' attendance has placed the school below the average for similar schools. However, the school's overall attendance has risen year on year during this time. The school

has also reduced persistent absenteeism well and narrowed the gap in attendance between pupils eligible for free school meals and others. Exceptional circumstances, for example an outbreak of illness that affected many pupils, have affected pupils' attendance in the past two years.

Nearly all pupils behave extremely well and are polite. Most have good levels of concentration and remain on task. They contribute to ideas and plans about what they would like to learn. They use thinking skills very effectively to solve problems and to develop ideas during their learning. They have a good understanding of what they need to do to improve their work. Many pupils' independent working skills are developing appropriately, but in many classes a minority of pupils are too heavily reliant on adult support and direction and this is an area for development.

The school council is highly effective and, through the development of its action plan, it has had a positive impact on school life. For example, it has made playtimes more exciting by buying sporting equipment. The eco committee and learning forum are both dynamic; for example, the pupils in the learning forum have evaluated the use of thinking strategies in school and made recommendations about how teachers and pupils could use them more effectively in outdoor learning. Pupils have strong involvement with the local community and this makes them aware of local issues; for example, Year 3 pupils worked with community police officers to design anti-litter posters that are on display in the locality.

Key Question 2: How good is provision?	Good
---	-------------

Learning experiences: Adequate

The school provides a wide range of learning experiences that meet the requirements of the National Curriculum. It focuses well on developing pupils' literacy, numeracy and ICT skills. However, Foundation Phase pupils have insufficient time to take part in independent and experiential learning and teachers do not implement the Foundation Phase curriculum fully. As a result, pupils do not develop independent working skills well enough.

The school offers a wide range of extracurricular activities that enhance pupils' wellbeing. Visits and visitors to the school enrich pupils' learning experiences successfully. For example, they visit a museum to experience life in the blitz.

The school promotes the use of pupils' thinking skills very successfully. It uses a wide range of approaches to develop thinking skills consistently across the school. As a result, pupils have a range of very useful strategies to support their learning that they use these to good effect, for example when analysing the impact of actions, such as whether their plans to improve playtimes are effective.

The school promotes the Welsh language well. Staff develop pupils' skills consistently through daily routines and tasks. For example, pupils use Welsh when asking others what they would like for lunch. There is a structured approach for teaching Welsh that builds well on pupils' prior skills. Opportunities to learn about the history and culture of Wales feature powerfully throughout the curriculum. For example, pupils learn about the lives of miners and Welsh role models. The school eisteddfod provides rich experiences for pupils to understand and experience the heritage of Wales.

The school promotes pupils' understanding of sustainable development successfully through the work led by the well-established eco committee. This committee has a very strong impact on the work that goes on in the school. The school promotes global citizenship well and teachers build this into the curriculum successfully. For example, the school celebrates World Earth Day when pupils consider global issues and it has recently established educational links with a school in Uganda.

Teaching: Good

Most teachers use an interesting range of teaching strategies to engage the attention of pupils. Many teachers challenge pupils appropriately and both teachers and support staff use questioning skills well to extend pupils' learning and to encourage pupils to think for themselves. Nearly all teachers have high expectations of what their pupils can achieve and how they should behave. They make good use of praise and encouragement to promote good behaviour. All staff have very positive and supportive working relationships with pupils.

Teachers provide pupils with feedback of good quality about their work. They use supportive comments that celebrate what pupils do well and provide useful suggestions about what pupils can do to improve their work. Teachers use a suitable range of assessment for learning strategies effectively throughout the school. Pupils assess their own work using methods that are suitable for their age and ability. Older pupils evaluate their work against agreed success criteria, and identify what they need to do to improve. Pupils also assess the work of other pupils in their class and make sensitive and helpful suggestions about how they can improve.

The school has effective procedures to record, monitor and track pupils' progress. Teachers use this information appropriately to identify pupils who are not performing as well as they should and to plan the next steps in their learning. Parents receive informative annual reports about their child's progress.

Care, support and guidance: Excellent

The school is a very happy and caring environment for pupils. Staff provide a high level of emotional support for all pupils. This focuses very effectively on pupils developing a range of useful strategies to deal with challenging situations. The emotional literacy support assistants work closely with pupils requiring additional support to help them to cope with any problem. As a result, pupils settle into classes well and participate fully in school life. Staff run well-attended parenting courses that provide parents with very useful advice and support. They cover a wide range of topics, keep parents well informed about what is happening in school, and have a positive impact on pupils' wellbeing.

Staff promote pupils' good behaviour very successfully. The school has designed its own system to manage pupils' behaviour. This works extremely well and nearly all pupils understand the impact of their actions on others. Staff, pupils and parents have worked together to produce a leaflet about how to combat racism which is also on the school's website. As a result, incidents of inappropriate behaviour are very low.

The school promotes pupils spiritual, moral, social and cultural development well through a rich curriculum and additional learning experiences. For example, most pupils have beneficial opportunities to learn musical instruments and to take part in drama productions. Staff encourage pupils to take time for reflection and to consider an agreed set of values and their importance to school life.

The school makes appropriate arrangements for promoting healthy eating and drinking. Staff encourage pupils to lead a healthy lifestyle and this has a strong focus in the curriculum. There are many opportunities of good quality for pupils to be physically active and to participate in sporting activities.

A range of relevant agencies supports the school well. For example, pupils learn about the importance of road safety through working with the road safety officer and parents. Older pupils learn how to cycle safely and learn about the possible dangers of sharing information online.

The school identifies and supports pupils with additional learning needs successfully. Individual education plans contain clear targets with success criteria. Parents, staff and pupils review plans on a regular basis and this ensures that everyone has a clear understanding of the support on offer. The school makes good use of specialist services to meet pupils' additional learning needs.

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

Learning environment: Good

The school is a welcoming and very caring community. Staff create a nurturing ethos with a strong focus on respect and tolerance. The school promotes equality and diversity well and all pupils feel safe and free from harassment. All pupils have equal access to the curriculum and the additional activities that the school offers.

The well-maintained school building and grounds are secure and provide spacious accommodation for pupils. Resources of good quality meet pupils' needs effectively. Informative displays of high quality support pupils' learning and celebrate their achievements well.

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

Leadership: Good

The headteacher provides strong leadership and has a very clear vision that focuses on developing a nurturing ethos where staff value and inspire pupils. She shares her expectations successfully with all staff, governors, pupils and parents.

The headteacher shares leadership roles effectively within the school. Leaders at all levels have high expectations and this has a positive impact on improving pupils' attainment and wellbeing. Arrangements for the management of performance for both teachers and support staff are effective and reflect the priorities of the school improvement plan. There are regular staff and senior leadership meetings that focus clearly on improving pupils' standards and addressing school priorities.

Members of the governing body know the school well and have a strong commitment to school improvement. Regular reports from the headteacher ensure they have an effective understanding of the learning experiences of pupils and the standards that they achieve. Governors have a sound understanding of the progress that the school is making and its priorities for further improvement. Governors are regular visitors to the school and undertake evaluative learning walks. They use their findings well to challenge the school and to inform the monitoring and self-evaluation processes.

The school pays good attention to local and national priorities. It has implemented the National Literacy and Numeracy Framework effectively and this is supporting the effective development of pupils' numeracy and literacy skills across the curriculum. However, good Foundation Phase practice is at an earlier stage of development.

Improving quality: Good

The school has effective processes to evaluate its performance. Senior leaders and subject co-ordinators use a wide range of evidence to determine the school's strengths and areas for improvement. This evidence includes an analysis of the performance of pupils, classroom observations and the scrutiny of pupils' work.

Leaders take account of the views of pupils and parents successfully. For example, the responses given by pupils in their questionnaires showed that boys required a more effective stimulus to engage successfully in writing activities. As a result, staff introduced different writing stimuli that are more appealing to boys.

The school's self-evaluation processes are robust and provide accurate judgements about the school's current performance and its areas for development. However, the self-evaluation document does not always make specific priorities clear enough and the link with the school improvement plan is not always secure. The improvement plan identifies a manageable number of areas for improvement, which focus well on raising standards and improving provision for pupils. It plans clear actions, identifies who is responsible for them and sets relevant success criteria against which staff and governors can monitor progress. Staff have a good understanding of their role in bringing about the desired outcomes. School improvement planning has a positive impact on pupils' learning. For example, the implementation of a whole-school approach to the teaching of writing has led to improved extended writing by pupils across the curriculum.

Partnership working: Good

Effective partnerships with other schools have a positive impact on raising standards and improving the quality of teaching. A recent focus within the local cluster of schools on a restorative approach to behaviour has resulted in the school developing its own behaviour management strategy. This is having a positive effect on managing pupils' behaviour within the school.

The school has a positive relationship with its parents and keeps them well informed of school initiatives through the school website, newsletters, workshops and coffee mornings. The school runs useful parenting classes and drop-in sessions for parents. This has forged strong relationships between parents and the school. The parent teacher association is active in raising funds for the school and has recently

funded the cycle track and contributed to the school's allotment and forest school site. The school has good links within the local community including local businesses and churches.

The school works effectively with the local secondary school. These arrangements support pupils well in moving to the next phase of their education. There are well-planned visits to the secondary school and secondary school teachers visit the school to teach lessons, for example in sport and music. Effective moderation processes are in place to make sure that the assessment of pupils' work is accurate at the end of both the Foundation Phase and key stage 2.

Resource management: Good

The school makes appropriate use of its allocated finances and manages its budget appropriately to support priorities outlined in the school development plan. The headteacher and governors monitor the budget closely. The school makes effective use of governors' specific financial expertise and advice and have a well-designed plan to reduce the school's deficit.

The school allocates its Pupil Deprivation Grant well to provide targeted and comprehensive support for disadvantaged learners. For example, learning support assistants deliver interventions that improve targeted pupils' literacy, numeracy and wellbeing.

Leaders deploy teachers and support staff effectively. The school promotes extensive opportunities for professional learning that link well to the school's strategic priorities and the personal development of staff. The school is part of a number of effective networks of professional learning and shares good practice with other local schools. For example, teachers lead training and share strategies with other schools about teaching ICT and developing thinking skills.

In view of the standards achieved by pupils and the overall quality of provision, the school provides good value for money.

Appendix 1: Commentary on performance data

6812321 - Danescourt Primary

Number of pupils on roll	404
Pupils eligible for free school meals (FSM) - 3 year average	8.4
FSM band	2 (8%<FSM<=16%)

Foundation Phase

	2013	2014	2015	2016
Number of pupils in Year 2 cohort	36	40	42	59
Achieving the Foundation Phase indicator (FPI) (%)	88.9	97.5	92.9	100.0
Benchmark quartile	2	1	3	1
Language, literacy and communication skills - English (LCE)				
Number of pupils in cohort	36	40	42	59
Achieving outcome 5+ (%)	97.2	97.5	95.2	100.0
Benchmark quartile	1	1	3	1
Achieving outcome 6+ (%)	30.6	57.5	26.2	47.5
Benchmark quartile	3	1	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	36	40	42	59
Achieving outcome 5+ (%)	88.9	97.5	95.2	100.0
Benchmark quartile	3	2	3	1
Achieving outcome 6+ (%)	25.0	60.0	31.0	52.5
Benchmark quartile	3	1	4	1
Personal and social development, wellbeing and cultural diversity (PSD)				
Number of pupils in cohort	36	40	42	59
Achieving outcome 5+ (%)	91.7	100.0	95.2	100.0
Benchmark quartile	4	1	4	1
Achieving outcome 6+ (%)	30.6	77.5	59.5	78.0
Benchmark quartile	4	1	3	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.

6812321 - Danescourt Primary

Number of pupils on roll	404
Pupils eligible for free school meals (FSM) - 3 year average	8.4
FSM band	2 (8%<FSM<=16%)

Key stage 2

	2013	2014	2015	2016
Number of pupils in Year 6 cohort	29	44	28	45
Achieving the core subject indicator (CSI) (%)	86.2	88.6	92.9	95.6
Benchmark quartile	3	3	3	2
English				
Number of pupils in cohort	29	44	28	45
Achieving level 4+ (%)	93.1	90.9	92.9	97.8
Benchmark quartile	2	3	3	2
Achieving level 5+ (%)	24.1	52.3	50.0	48.9
Benchmark quartile	4	1	2	2
Welsh first language				
Number of pupils in cohort	*	*	*	*
Achieving level 4+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematics				
Number of pupils in cohort	29	44	28	45
Achieving level 4+ (%)	86.2	88.6	92.9	97.8
Benchmark quartile	4	3	3	2
Achieving level 5+ (%)	34.5	61.4	46.4	51.1
Benchmark quartile	3	1	3	2
Science				
Number of pupils in cohort	29	44	28	45
Achieving level 4+ (%)	89.7	90.9	92.9	100.0
Benchmark quartile	4	3	4	1
Achieving level 5+ (%)	31.0	56.8	53.6	46.7
Benchmark quartile	3	1	2	2

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

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

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

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

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

Appendix 2

Stakeholder satisfaction report

Responses to learner questionnaires

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

	Number of responses Nifer o ymatebion	Agree Cytuno	Disagree Anghytuno	
I feel safe in my school.	100	98 98%	2 2%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	100	97 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.	99	95 96%	4 4%	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	100	98 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.	100	100 100%	0 0%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	100	96 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.	99	98 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	98 98%	2 2%	Rwy'n gwybod beth I'w wneud a gyda phwy i siarad os ydw I'n gweld fy ngwaith yn anodd.
		98%	2%	
My homework helps me to understand and improve my work in school.	100	77 77%	23 23%	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.	100	100 100%	0 0%	Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
		95%	5%	
Other children behave well and I can get my work done.	99	82 83%	17 17%	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	100	90 90%	10 10%	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.	151	85 56%	56 37%	7 5%	3 2%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	34%	3%	1%		
My child likes this school.	149	102 68%	42 28%	5 3%	0 0%	1	Mae fy mhentyn yn hoffi'r ysgol hon.
		73%	26%	1%	0%		
My child was helped to settle in well when he or she started at the school.	149	103 69%	40 27%	4 3%	2 1%	2	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		72%	26%	1%	0%		
My child is making good progress at school.	140	80 57%	53 38%	7 5%	0 0%	11	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		62%	34%	3%	1%		
Pupils behave well in school.	142	46 32%	86 61%	8 6%	2 1%	9	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		47%	48%	4%	1%		
Teaching is good.	141	62 44%	73 52%	6 4%	0 0%	10	Mae'r addysgu yn dda.
		61%	36%	2%	0%		
Staff expect my child to work hard and do his or her best.	145	79 54%	65 45%	0 0%	1 1%	6	Mae'r staff yn disgwyl i fy mhentyn 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.	126	48 38%	56 44%	17 13%	5 4%	25	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.
		49%	43%	6%	2%		
Staff treat all children fairly and with respect.	137	69 50%	60 44%	4 3%	4 3%	13	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.	140	72 51%	64 46%	4 3%	0 0%	11	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.	144	87 60%	53 37%	3 2%	1 1%	5	Mae fy mhentyn yn ddiogel yn yr ysgol.
		66%	32%	2%	1%		
My child receives appropriate additional support in relation to any particular individual needs'.	115	50 43%	52 45%	7 6%	6 5%	35	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		56%	39%	4%	1%		
I am kept well informed about my child's progress.	142	42 30%	71 50%	21 15%	8 6%	7	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		49%	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.	149	75 50%	64 43%	5 3%	5 3%	2	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.	127	43 34%	72 57%	9 7%	3 2%	23	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.	138	67 49%	68 49%	3 2%	0 0%	13	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyrifoledb.
		58%	40%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	90	39 43%	38 42%	10 11%	3 3%	57	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.	141	60 43%	66 47%	12 9%	3 2%	10	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		54%	39%	6%	1%		
The school is well run.	143	86 60%	49 34%	6 4%	2 1%	4	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	33%	3%	2%		

Appendix 3

The inspection team

Jane Rees	Reporting Inspector
Sally-ann Abadioru	Team Inspector
Rosemarie Wallace	Team Inspector
Vanessa Bowen	Team Inspector
Matthew Evans	Lay Inspector
John David Morgan	Peer Inspector
Judith Davies (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.