



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

**A report on**

**Albert C.P. School  
Albert Road  
Penarth  
Vale of Glamorgan  
CF64 1BX**

**Date of inspection: September 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:

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

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

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**Publication date: 24/11/2015**

## Context

Albert Primary School is in Penarth in the Vale of Glamorgan local authority. There are about 406 pupils aged three to eleven on roll. This includes around 60 pupils in the two part-time nursery classes. The school has 14 full-time classes. Around 9% of pupils are eligible for free school meals. This is much lower than the average for Wales (20%). There are a very few children looked after by the local authority.

The school has identified around 26% of pupils as having additional learning needs. Currently, no pupils have a statement of special educational needs. Around 24% of pupils come from ethnic minority backgrounds and about 15% speak English as an additional language. Very few pupils speak Welsh as their first language. There were seven fixed-term exclusions over the past school year.

The headteacher took up his post in September 2004. The school's last inspection was in February 2009.

The individual school budget per pupil for Albert Primary School in 2015-2016 means that the budget is £3,010 per pupil. The maximum per pupil in the primary schools in the Vale of Glamorgan is £5,170 and the minimum is £2,735. Albert Primary School is 40th out of the 46 primary schools in the Vale of Glamorgan in terms of its school budget per pupil.

## Summary

<b>The school's current performance</b>	<b>Excellent</b>
<b>The school's prospects for improvement</b>	<b>Good</b>

### Current performance

The school's current performance is excellent because:

- Most pupils make very good progress during their time at the school
- Most pupils' standards of literacy and numeracy are very high
- Nearly all pupils are polite and well-mannered, and they take great pride in their work
- Nearly all pupils make a valuable contribution to planning the school's curriculum
- The school provides an innovative and stimulating curriculum that is broad and balanced
- Teachers plan to develop pupils' literacy and numeracy skills particularly well
- The provision for promoting pupils' awareness of sustainability is a strong feature of the school
- Teachers deliver creative and exciting lessons that engage the interest of pupils well
- Skilled and knowledgeable support staff deliver specialist programmes that help pupils at risk of falling behind to catch up with other pupils
- The school is an inclusive community, which recognises and celebrates diversity

### Prospects for improvement

The school's prospects for improvement are good because:

- The headteacher and senior management team have a strong vision of an inclusive school where all pupils receive a creative, skills-based education
- Senior leaders provide the school with a clear sense of direction
- Governors are very supportive of the school
- The headteacher and senior leaders have a sound understanding of the school's strengths and areas for development
- The school has a good range of effective partnerships
- Arrangements to manage the performance of staff are effective and staff have access to comprehensive training that meets their needs successfully

## Recommendations

- R1 Improve pupils' use of Welsh outside of Welsh lessons
- R2 Improve pupils' attendance and punctuality
- R3 Meet the statutory requirement for all pupils to attend a daily act of collective worship
- R4 Ensure that there is sufficient adult support to meet the learning needs of all pupils in the Foundation Phase

### **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.

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

## Main findings

### Key Question 1: How good are outcomes?

Excellent

#### Standards: Excellent

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

Across the school, nearly all pupils listen very well to adults and to each other. In the Foundation Phase, most pupils are eager to talk to adults and to explain their work. They ask and respond to questions using an extensive vocabulary. In key stage 2, most pupils speak confidently and articulately. They use subject specific vocabulary confidently, for example when referring to the processes of biodegrading and decomposing when explaining the work of the eco-committee.

Nearly all pupils talk enthusiastically about books that they have read and stories that they have heard. They enjoy reading. By the end of the Foundation Phase, most pupils read fluently and have effective skills to enable them to tackle difficult, unfamiliar words confidently. They read with good expression and understand what they have read. By the end of key stage 2, nearly all pupils read well. They discuss a wide range of genres and authors confidently and provide well-considered opinions about characters that they like and dislike.

In the Foundation Phase, most pupils make very good progress in developing their writing skills. By the end of Year 2, most pupils write using an imaginative and wide vocabulary. When pupils produce longer pieces of work, they usually structure their writing well and use basic punctuation accurately. Pupils who are more able use a wide range of punctuation correctly.

In key stage 2, most pupils write accurately across a wide range of genres. They vary their form of writing according to their audience. Their writing engages and sustains the interest of the reader and uses a sophisticated vocabulary well. Nearly all pupils take a pride in the presentation of their work. Their writing in a joined, fluent style is consistently neat. Most pupils punctuate their work accurately and pupils who are more able use colons, semi-colons and ellipses suitably. Their writing across the curriculum is of a similar standard to their writing in English lessons.

In the Foundation Phase, nearly all pupils make very 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 represent data accurately using a range of charts and simple graphs.

Many pupils in key stage 2 have very 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 well when

performing calculations. They understand the relationship between fractions, decimals and percentages and use a range of methods to represent and interpret data accurately.

Pupils' Welsh language skills are generally good. In the Foundation Phase, many pupils ask and respond to simple questions enthusiastically following basic patterns, such as when they talk about what they like to do or when describing the weather. They read short sentences with good pronunciation and understanding and they write using the present tense correctly. By the end of key stage 2, most pupils provide longer answers to questions giving reasons for their preferences. They read with good pronunciation and write short play scripts accurately. However, they are less confident when using Welsh outside of Welsh lessons.

Pupils with English as an additional language and those with additional learning needs make strong progress in line with their targets.

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

In key stage 2, pupils' performance in English and mathematics at the expected level has generally placed the school in the higher 50% or top 25% over the past five years. Performance in science has been more variable. Performance at the higher level has consistently placed the school in the top 25% of similar schools over the past three years.

In the Foundation Phase, boys tend to perform as well as girls at the expected and higher levels in mathematical development, but girls tend to perform better than boys in literacy, particularly at the higher level. In key stage 2, there is no notable difference at the expected level, but at the higher level girls tend to perform better than boys.

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

### **Wellbeing: Adequate**

Nearly all pupils are polite and well mannered. They sustain concentration for appropriate periods of time and enjoy their learning. Most pupils have positive attitudes to school and take great pride in their work. They respect each other and the adults who look after them.

Year 6 pupils take their responsibilities as house captains and head boy or girl very seriously. They contribute effectively to the smooth running of the school. The elected pupil council takes an active part in improving the school community, for example through developing a talk bench so that no one feels left out at playtimes. Most pupils are able to solve problems and work collaboratively as well as independently. Through their curriculum immersion days, nearly all pupils contribute their thoughts and ideas successfully to plan what they would like to learn in class.

Nearly all pupils know how to keep themselves healthy and safe, and most pupils have a good understanding of how to keep themselves safe online. Older pupils provide valuable support for younger ones, for example by acting as reading champions.

Pupils' attendance over the past four years places the school in the bottom 25% when compared with similar schools. Attendance has improved recently, but the improvement is not as fast as in other schools. A very few pupils are persistently late to school in the mornings.

<b>Key Question 2: How good is provision?</b>	<b>Good</b>
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### **Learning experiences: Excellent**

The school has an innovative and stimulating curriculum that is broad and balanced. It provides pupils with an excellent range of learning experiences of high quality. Topic immersion days take into account the ideas and interests of all pupils very effectively. For example, pupils in Year 2 decide which artists they would like to study during their topic on food. Following these days, teachers and support staff plan creative activities to respond to pupils' ideas and to ensure that they build upon the pupils' prior knowledge. As a result, pupils are highly motivated and make very strong progress in their learning.

Planning for the development of skills is thorough and ensures that all pupils have many valuable opportunities to develop their literacy, numeracy and information and communication technology (ICT) skills across the curriculum. The school makes highly effective use of visitors to the school and visits out of school to enhance and enrich the curriculum and for pupils to develop a keen interest in their learning. For example, the younger pupils visited the zoo in Bristol prior to their animal topic and older pupils visited the Senedd and the Houses of Parliament during a topic about leadership and government.

The school provides an extensive variety of extra-curricular activities of good quality, such as drama, music, science, technology and sport, that enriches and extends pupils' learning successfully.

Teaching assistants deliver a range of well-focused, small-group sessions for pupils who require extra support with literacy and numeracy skills. As a result, these pupils make good progress.

The school provides many opportunities of good quality for pupils to learn about the history and culture of Wales through a thematic approach. This includes studies of the work of Welsh authors, artists and musicians as well as focusing on historical events and geographical features. Arrangements to teach the Welsh language are structured and planned well. Teachers deliver ten-minute Welsh sessions each day, to revise and introduce language patterns, together with extended lessons to develop reading and writing skills and to practise oral skills. These regular sessions are successful in raising pupils' standards in Welsh.

The provision for promoting pupils' awareness of sustainability is a very strong feature of the school. Pupils actively promote recycling, healthy eating and energy conservation. The provision for promoting all aspects of sustainability is highly effective and established across the curriculum. The curriculum provides pupils with a good understanding of global citizenship.

### **Teaching: Good**

Teachers deliver creative and exciting lessons that engage the interest of pupils well. They use a wide range of stimuli in lessons to gain pupils' interest and to involve them appropriately in making decisions about what they want to learn. As a result, pupils are enthusiastic about their learning and make very good progress. Most teachers provide a suitable level of challenge for all pupils and work successfully with support staff to respond appropriately to pupils' needs. They provide additional help and support or an increased level of challenge when necessary. 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.

Teachers mark pupils' work regularly. They use supportive comments that celebrate what pupils do well and have begun to provide effective guidance about how pupils can improve their work. Teachers use a suitably wide range of assessment for learning strategies effectively throughout the school. The younger pupils identify how well they understand their work by using a system of coloured cups. These indicate to the teacher if a pupil requires extra help with their work or if they are coping well independently. Pupils evaluate their work against agreed success criteria, and identify what they need to do to improve their work in the future effectively.

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 pupils' learning. Parents receive suitable annual reports about their child's progress.

### **Care, support and guidance: Good**

The school supports pupils' health and wellbeing effectively. For example, the sharing group allows all pupils to talk about their fears and anxieties in a supportive context. This helps them to develop resilience and useful coping strategies. There are many successful opportunities to promote pupils' cultural, moral and social development. For instance, all pupils have the opportunity to engage in sport and the performing arts, which also improves their confidence and self-esteem. The school holds a suitable, daily act of collective worship, which promotes pupils' spiritual and moral development well. However, a very few pupils do not attend worship each day because they receive additional support with their learning during this time.

The school makes appropriate arrangements for promoting healthy eating and drinking. The school's arrangements for safeguarding pupils meet requirements and give no cause for concern.

The school identifies pupils with additional learning needs effectively and plans careful interventions to support those who find learning difficult. Skilled and knowledgeable teaching assistants deliver specific programmes that help pupils at risk of falling behind to catch up with their peers. Parents take part appropriately in reviewing the progress of pupils with additional needs on a regular basis. The school makes good use of a range of specialist agencies to provide information and guidance to pupils who may be vulnerable to underachievement.

The school rewards good attendance and follows up pupils' absences diligently. Nevertheless, pupils' attendance remains below that of pupils in similar schools.

**Learning environment: Good**

There is an effective and caring ethos in the school that promotes a sense of belonging and respect for others well. The school is an inclusive community where teachers and pupils recognise and celebrate diversity well. It provides a safe, secure and welcoming environment for all pupils.

The school is a listed Victorian building and this restricts development. Consequently, the school makes beneficial use of the local secondary school to hold concerts and local sporting venues for events such as sports day. The school maintains its accommodation well and provides pupils with a stimulating environment for learning. Staff have developed the limited space outside creatively to provide suitable areas for outdoor provision in the Foundation Phase. Playground areas are small and the school arranges to stagger playtimes to allow space for all children to play safely. These arrangements work well.

The school has a suitable range of resources of good quality to support pupils' learning.

<b>Key Question 3: How good are leadership and management?</b>	<b>Good</b>
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**Leadership: Good**

The headteacher and senior management team have a strong vision of an inclusive school where all pupils receive a creative, skills-based education. Staff, governors, parents and pupils understand and share this vision.

Senior leaders provide the school with a clear sense of direction. All members of staff have a good understanding of their roles and responsibilities and they discharge their roles well. The headteacher distributes leadership responsibilities effectively. For example, members of the senior leadership team share responsibility for managing the performance of teachers and support staff. There are clear lines of communication and accountability in an environment that both challenges and supports staff appropriately. All staff, both teaching and non-teaching, work together successfully. This ensures that pupils are well motivated, enjoy their learning and make very good progress.

The school is successful in meeting national priorities. Leaders implement the literacy and numeracy framework well. The school has suitable arrangements to support pupils whose circumstances may make them vulnerable to underachievement.

Governors are very supportive of the school. Regular reports from the headteacher ensure they have a suitable understanding of the learning experiences of the pupils and the standards they achieve. The governors are beginning to challenge the school effectively, for example in setting suitable targets for improvement.

### **Improving quality: Good**

There is a culture of self-evaluation embedded across the school and leaders at all levels regularly evaluate the standards that pupils achieve and the quality of learning. From these evaluations, the headteacher and senior leaders have a sound understanding of the school's strengths and areas for development. The school self-evaluation report is concise and identifies strengths and areas for development accurately. The evidence to support this evaluation includes regular observations of teaching, scrutiny of pupils' books, appropriate analysis of performance data and listening to the views of staff, pupils, parents and governors. However, the use of data to analyse trends over time is underdeveloped.

The school generally uses the outcomes of self-evaluation appropriately to identify targets for school improvement. The improvement plan includes clear actions, staff responsibilities and sources of funding. Senior leaders monitor implementation of the improvement plan regularly. However, the success criteria are not always specific enough for leaders to monitor improvements in pupils' outcomes against them.

The school is developing as a strong learning community. Staff are committed to improving their practice and receive highly effective professional development opportunities. This is having a positive impact on standards across the school.

### **Partnership working: Good**

The involvement and support of parents enables teachers to develop a creative and exciting curriculum for pupils. Parents take part actively in educational visits, school events and performances. The school organises useful workshops that provide parents with important information, for example about how to support their child with reading. Parents and pupils work together successfully, for example to review and develop the school's anti-bullying policy. This helps the school to ensure that it keeps everyone informed about the school's procedures.

The school has effective arrangements for the transfer of pupils' information from local nurseries and playgroups. This provides staff with a good understanding of the needs and interests of pupils who, overall, settle quickly and happily into their new school.

Teachers make good use of local community partners to support purposeful learning experiences. For example, pupils exhibit their artwork in a local art gallery. The school works with local theatres to involve Year 6 pupils in studying and performing Shakespeare's plays. This develops high standards of achievement in pupils' oracy skills.

The school develops beneficial partnerships with local primary schools and the secondary school. It develops creative teaching and learning skills across a range of

subject areas and openly shares this approach to benefit schools in the local area. It works productively with local schools to provide challenging and stimulating learning experiences for pupils who are more able, for example in mathematics.

The working relationship with the local secondary school is strong and supports pupils' wellbeing effectively. Pupils enjoy a broad range of curriculum experiences during transition visits to the secondary school. Training activities and joint moderation of pupils' work develops teachers' expertise and subject knowledge effectively.

**Resource management: Good**

The school makes appropriate use of its available finance and manages its budget suitably. The headteacher and governors monitor the budget closely to ensure that spending decisions link well to the school's improvement priorities. In recent years, effective implementation of a budget deficit recovery plan has ensured that the school has established a more secure financial position.

Teaching and support staff have good skills, knowledge and expertise to deliver the curriculum and to support pupils' wellbeing. However, the number of staff supporting the reception class does not meet the learning needs of these pupils.

All members of staff are involved in an effective performance management process that clearly identifies professional development needs. Teaching and non-teaching staff access a comprehensive training programme that meets their needs successfully.

The school uses its pupil deprivation grant effectively to improve outcomes for pupils eligible for free school meals and to narrow the gap in performance with other pupils. For example, it supports these pupils well in developing their literacy and numeracy skills.

Considering pupils' achievement over time and the overall quality of provision and leadership, the school provides good value for money.

## Appendix 1: Commentary on performance data

### 6732109 - ALBERT PRIMARY SCHOOL

Number of pupils on roll	389
Pupils eligible for free school meals (FSM) - 3 year average	9.5
FSM band	2 (8%<FSM<=16%)

#### Foundation Phase

	2012	2013	2014
<b>Number of pupils in Year 2 cohort</b>	46	47	47
<b>Achieving the Foundation Phase indicator (FPI) (%)</b>	87.0	93.6	93.6
Benchmark quartile	2	2	2
<b>Language, literacy and communication skills - English (LCE)</b>			
Number of pupils in cohort	46	47	47
Achieving outcome 5+ (%)	89.1	93.6	93.6
Benchmark quartile	3	2	2
Achieving outcome 6+ (%)	41.3	40.4	42.6
Benchmark quartile	1	1	2
<b>Language, literacy and communication skills - Welsh (LCW)</b>			
Number of pupils in cohort	*	*	*
Achieving outcome 5+ (%)	*	*	*
Benchmark quartile	*	*	*
Achieving outcome 6+ (%)	*	*	*
Benchmark quartile	*	*	*
<b>Mathematical development (MDT)</b>			
Number of pupils in cohort	46	47	47
Achieving outcome 5+ (%)	93.5	95.7	95.7
Benchmark quartile	2	2	2
Achieving outcome 6+ (%)	32.6	36.2	42.6
Benchmark quartile	2	2	1
<b>Personal and social development, wellbeing and cultural diversity (PSD)</b>			
Number of pupils in cohort	46	47	47
Achieving outcome 5+ (%)	97.8	100.0	100.0
Benchmark quartile	2	1	1
Achieving outcome 6+ (%)	54.3	68.1	87.2
Benchmark quartile	1	1	1

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

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

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

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

**6732109 - ALBERT PRIMARY SCHOOL**

Number of pupils on roll	389
Pupils eligible for free school meals (FSM) - 3 year average	9.5
FSM band	2 (8%<FSM<=16%)

**Key stage 2**

	2011	2012	2013	2014
<b>Number of pupils in Year 6 cohort</b>	35	51	51	51
<b>Achieving the core subject indicator (CSI) (%)</b>	82.9	98.0	98.0	94.1
Benchmark quartile	3	1	1	2
<b>English</b>				
Number of pupils in cohort	35	51	51	51
Achieving level 4+ (%)	85.7	98.0	98.0	94.1
Benchmark quartile	3	1	1	2
Achieving level 5+ (%)	31.4	51.0	49.0	52.9
Benchmark quartile	3	1	1	1
<b>Welsh first language</b>				
Number of pupils in cohort	*	*	*	*
Achieving level 4+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
<b>Mathematics</b>				
Number of pupils in cohort	35	51	51	51
Achieving level 4+ (%)	85.7	98.0	98.0	98.0
Benchmark quartile	3	1	1	2
Achieving level 5+ (%)	31.4	52.9	47.1	49.0
Benchmark quartile	3	1	1	2
<b>Science</b>				
Number of pupils in cohort	35	51	51	51
Achieving level 4+ (%)	85.7	100.0	98.0	94.1
Benchmark quartile	4	1	2	3
Achieving level 5+ (%)	40.0	52.9	45.1	49.0
Benchmark quartile	2	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.	85		81 95%	4 5%	Rwy'n teimlo'n ddiogel yn fy ysgol.
			98%	2%	
The school deals well with any bullying.	85		71 84%	14 16%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			92%	8%	
I know who to talk to if I am worried or upset.	85		78 92%	7 8%	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	85		79 93%	6 7%	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
			97%	3%	
There are lots of chances at school for me to get regular exercise.	85		71 84%	14 16%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			96%	4%	
I am doing well at school	84		75 89%	9 11%	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.	84		80 95%	4 5%	Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddsygu a gwneud cynnydd.
			99%	1%	
I know what to do and who to ask if I find my work hard.	85		81 95%	4 5%	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.	85		59 69%	26 31%	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.	85		78 92%	7 8%	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.	85		59 69%	26 31%	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	85		59 69%	26 31%	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.	86	34 40%	48 56%	3 3%	1 1%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		64%	33%	3%	1%		
My child likes this school.	86	58 67%	26 30%	1 1%	1 1%	0	Mae fy mhlentyn 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.	86	52 60%	30 35%	0 0%	4 5%	0	Cafodd fy mhlentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		73%	26%	1%	0%		
My child is making good progress at school.	84	43 51%	35 42%	6 7%	0 0%	2	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
		62%	34%	3%	1%		
Pupils behave well in school.	78	33 42%	42 54%	3 4%	0 0%	8	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		48%	47%	4%	1%		
Teaching is good.	81	39 48%	39 48%	3 4%	0 0%	5	Mae'r addysgu yn dda.
		62%	36%	2%	0%		
Staff expect my child to work hard and do his or her best.	82	43 52%	36 44%	3 4%	0 0%	4	Mae'r staff yn disgwyl i fy mhlentyn 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.	64	12 19%	27 42%	13 20%	12 19%	19	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhlentyn yn ei ddysgu yn yr ysgol.
		50%	42%	6%	2%		
Staff treat all children fairly and with respect.	80	31 39%	40 50%	8 10%	1 1%	4	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.	79	27 34%	44 56%	8 10%	0 0%	6	Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		61%	37%	2%	0%		
My child is safe at school.	83	40 48%	41 49%	2 2%	0 0%	3	Mae fy mhlentyn yn ddiogel yn yr ysgol.
		67%	31%	1%	0%		
My child receives appropriate additional support in relation to any particular individual needs'.	65	27 42%	30 46%	7 11%	1 2%	21	Mae fy mhlentyn 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.	83	16 19%	47 57%	16 19%	4 5%	1	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		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.	86	31 36%	35 41%	11 13%	9 10%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		63%	31%	4%	2%		
I understand the school's procedure for dealing with complaints.	67	15 22%	28 42%	17 25%	7 10%	16	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.	75	36 48%	38 51%	0 0%	1 1%	8	Mae'r ysgol yn helpu fy mhentyn 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.	61	23 38%	30 49%	6 10%	2 3%	23	Mae fy mhentyn 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.	82	38 46%	39 48%	5 6%	0 0%	4	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		55%	38%	5%	1%		
The school is well run.	79	25 32%	39 49%	12 15%	3 4%	6	Mae'r ysgol yn cael ei rhedeg yn dda.
		62%	33%	3%	2%		

## Appendix 3

### The inspection team

Mrs Jane Rees	Reporting Inspector
Jacque Chan	Team Inspector
Ms Michelle Gosney	Team Inspector
Ms Fiona Arnison	Team Inspector
Matthew Evans	Lay Inspector
Mr Peter Morris	Peer Inspector

## Copies of the report

Copies of this report are available from the school and from the Estyn website ([www.estyn.gov.wales](http://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.