



Rhagoriaeth i bawb – Excellence for all

Arolygiaeth Ei Mawrhydi dros Addysg
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate
for Education and Training in Wales

A report on

**Coryton Primary School
Hollybush Estate
Whitchurch
Cardiff
CF14 7DS**

Date of inspection: February 2014

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

Coryton Primary School is in Whitchurch, which is to the north of Cardiff. It is a maintained primary school for 224 pupils aged three to 11 years, including 46 children in the part-time nursery. There are three single-age classes in the Foundation Phase and four single-age classes in key stage 2.

About 15% of pupils are entitled to free school meals, which is below the average for the local authority and Wales. No pupils are looked after by the local authority. About 13% of pupils are from minority ethnic backgrounds. Around 4% of pupils have English as an additional language. A very few pupils speak Welsh at home.

The school identifies that about 18% of pupils have additional learning needs. A very few pupils have a statement of special educational needs.

The last inspection of the school was in February 2008. The headteacher was appointed in 2009.

The individual school budget per pupil for Coryton Primary School in 2013-2014 means that the budget is £3,727 per pupil. The maximum per pupil in the primary schools in Cardiff is £7,890 and the minimum is £2,856. Coryton Primary School is 42nd out of the 96 primary schools in Cardiff in terms of its school budget per pupil.

Summary

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

Current performance

The school's current performance is good because:

- nearly all pupils are highly motivated to learn and their behaviour and wellbeing is good;
- pupils' achievements at the end of Foundation Phase compare well with the performance of similar schools;
- the standards currently achieved by pupils in key stage 2 are good;
- pupils progress well from their starting points as they move through the school;
- pupils with additional needs are well supported;
- the curriculum has a clear focus on pupils' interests and the cumulative development of their skills; and
- the overall quality of teaching throughout the school is good.

Prospects for improvement

The school's prospects for improvement are good because:

- the headteacher and senior team provide clear leadership and have established an effective ethos for the school;
- the school's self-evaluation is accurate and identifies valid areas for improvement;
- the school monitors the impact of improvement plans carefully and is having a positive effect;
- teacher use assessment information well to focus on improving the skills of pupils;
- staff collaborate well with each other within the school and with other professionals; and
- governors challenge the school to improve.

Recommendations

- R1 Raise attainment of the higher level at the end of key stage 2
- R2 Improve the performance of more able boys in key stage 2
- R3 Ensure that teachers provide pupils with enough opportunities to extend their literacy and numeracy skills fully in different contexts
- R4 Improve access to information and communications technology (ICT) throughout the school

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

Standards: Good

Most Foundation Phase pupils listen attentively and respond clearly and enthusiastically to questions from their teachers. Older pupils in the phase discuss their activities well with adults and talk sensibly with their partners when working in pairs.

Standards of speaking and listening are good throughout key stage 2. Most of the more able and many pupils of middle ability express their views competently and with confidence using relevant vocabulary. Most listen attentively in lessons and adjust ways of speaking effectively for different purposes, such as when working in groups or speaking to the whole class.

Most pupils in the Foundation Phase make good progress with their early reading skills. They develop appropriate phonic strategies to decode complex or unfamiliar words. By the end of the phase, most read clearly and the more able read fluently with expression. Many are familiar with terms such as author and illustrator, are able to discuss characters and events in their stories and know the difference between fact and fiction.

In key stage 2, most pupils develop their reading skills well and in lessons read extracts from their own work or from a screen or text effectively. Many pupils enjoy reading, have favourite books and talk about their favourite authors and the books they like. They are able to read out loud with expression and they can use non-fiction books to find information or facts.

In the Foundation Phase, most pupils make steady progress in learning how to form letters and to use a pencil to write in sentences. As they move through the phase, many older pupils write extended stories with an appropriately developing use of punctuation and more interesting choices of words. They are less effective when writing for a specific purpose, such as describing a lesson activity or experiment. In key stage 2, pupils write for a range of requirements and many adapt their style well to meet different purposes, such as describing a scientific method, instructions or notes of a visit to a place of interest. More able and older pupils write effectively at length. There are a few instances of poor spelling by pupils of middle ability. The quality of handwriting and presentation is good overall.

Most pupils develop their numeracy skills well as they move through the school. By the end of key stage 2, most pupils have good knowledge of number facts. They are able to use their numerical skills to calculate and can use different methods to solve problems. They have an awareness of data handling and are confident with concepts such as mean, mode and median. They apply their knowledge across the curriculum, for example using scales on maps, measuring, using spreadsheets and graphs for surveys, and calculating value for money in supermarket packaging.

Progress in Welsh is good. In the Foundation phase, most pupils respond appropriately to instructions and comments and join in readily with songs and chants in Welsh. At the end of the phase, they respond to adults and each other in simple conversations. As they progress through the school, the majority extend their vocabulary and converse confidently following structured patterns. Many can write descriptions and instructions and, by the end of key stage 2, the more able can produce extended writing in Welsh.

Overall, pupils progress well to expected levels from their starting points. Those with additional learning needs and those with English as an additional language or of minority ethnic origin make good progress in relation to their individual targets.

In 2013, attainment in the Foundation Phase) is good in comparison with that of similar schools. For performance in mathematical development and in literacy, the school is in the higher 50% of similar schools. At the higher-than-expected outcome (outcome 6) pupils' attainment in literacy places it in the top 25%, and in the higher 50% for performance in mathematical development.

In key stage 2, attainment in English at the expected level in 2013 places the school in the upper 50% of similar schools, as it was in the previous year. Performance in mathematics and science has placed it in the lower 50% over the same period. However, in each of these last two years, around 10% of pupils had statements of special needs or required significant external support, which limited their capacity to attain the expected level.

Compared with similar schools, performance at the end of key stage 2 at the higher than expected level (level 5) places the school in the lower 50% in English, mathematics and science in 2013.

Wellbeing: Good

Almost all pupils behave very well and this is a major strength of the school. They show respect and care for each other, staff and visitors. Most are enthusiastic and keen to work and this creates a positive atmosphere for learning in lessons. Most pupils collaborate willingly with each other in paired and group activities. Many key stage 2 pupils are developing independent learning skills and can plot the skills they can use in their own record books. In the Foundation Phase, pupils understand their class routines and follow them well.

Nearly all pupils have a good understanding of a healthy lifestyle. They know about the importance of making balanced food and drink choices and the benefits of exercise. Older pupils attend a wide range of extra-curricular activities, which helps them achieve this. Pupils feel safe at school and are confident that adults will listen to them and respond appropriately if they have concerns or face difficulties.

Most pupils arrive punctually. The school's attendance rate is good. It was 95.2% last year and overall compares well with percentage levels in similar schools in recent years.

The school council and the eco council are democratically elected, take their roles seriously and have a beneficial effect. Members of the eco council have developed an eco code of conduct to promote sustainable use of resources. They communicate this to others to promote recycling and visit classrooms at lunch times to ensure that electricity and water are not wasted. The school council makes decisions about its own budget and takes responsibility for organising fundraising events at school, in which many pupils have participated. Council members have contributed to the formation of the school rules and have held discussions that have led to changes in the way school breaks are organised on wet days.

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

The school's curriculum is well organised and provides a clear framework of activities for pupils that meets National Curriculum requirements.

Foundation Phase teachers build learning experiences well around a core programme of annual festivals and events. In addition there are planned opportunities to allow pupils to choose whole class topics that appeal to them. These approaches work effectively and enable a good variety of learning opportunities and teaching styles to function throughout the phase.

In key stage 2 pupils work with teachers to identify the themes they study and this successfully engages their interest. Teachers provide pupils with good opportunities to develop their oral and thinking skills by working collaboratively in pairs and groups. The school operates a suitable range of interventions to support pupils who are falling behind with their literacy and numeracy skills. Most pupils receiving special support make good progress as a result. The school has recently improved opportunities for developing numeracy in different contexts but this is yet to have impact across all classes.

The school teaches pupils about sustainability well and many pupils have a good understanding of environmental issues. Links with schools in other countries through the EU's Comenius project enhance pupils' understanding of diversity and respect for other cultures.

Teachers use Welsh effectively to communicate with classes and individual pupils. Numerous daily activities and routines are conducted using the language. Teachers plan lessons to allow for progressive development of vocabulary and there are planned opportunities to read and write in Welsh. The Welsh dimension to the curriculum is evident strongly, for example in the study of Welsh music, folk dancing and through visits to historical locations.

The school provides a good range of extra-curricular sporting and other activities in which many pupils participate.

Teaching: Good

Teachers prepare lessons carefully to build on pupils' existing knowledge. They provide a suitable range of tasks to meet the differing needs of pupils. Teachers take good account of the stage of development of pupils and their skills in literacy and

numeracy when planning and putting pupils in mixed-ability and mixed-age sets. The progress of pupils in intervention groups is managed well.

Teachers and teaching assistants work effectively together and maintain high expectations of each other and their pupils. Teachers explain the learning objectives in lessons well. They use questioning skilfully to promote pupils' thinking skills.

Most teachers make good use of resources and teach at a suitable pace while varying their approaches to maintain pupils' interest. They use interactive whiteboards and different media to enrich their lessons appropriately. In a few instances, where teaching has shortcomings, the content and pace of delivery are not well judged and pupils lose interest in their work.

Assessment strategies involve pupils effectively in judging their own progress. In Foundation Phase lessons teachers talk to pupils about their work and how they can improve. Most pupils in key stage 2 have a good awareness of their targets and what they need to do to succeed. Teachers mark pupils' written work regularly. Their comments are supportive and assist pupils towards their identified targets.

The school has thorough procedures to assess pupils' work accurately. Teachers track pupils' progress well using a computerised monitoring system. Teachers use the system well to identify how best to target resources and special interventions to specific pupils. School end-of-year reports to parents are informative, identify next steps for pupils and follow official guidance. Parents are encouraged to give direct feedback on the content and quality of the reports they receive.

Care, support and guidance: Good

The school has a caring ethos and effective arrangements to promote pupils' wellbeing and health. Pupils feel able to approach teachers readily for help and guidance. There are appropriate systems for managing pupils' behaviour. Parents report that any concerns are quickly and effectively addressed and they are easily able to access the headteacher and other staff when necessary.

The school provides strong support for pupils with additional learning needs and works with a suitable range of agencies to enhance their care and support. For example, teaching assistants have received training to identify and to support learners with specific emotional needs.

School assemblies celebrate and reward the successes of individuals, and pupils readily share in the success of each other. Participation in whole school charitable fundraising and enterprise activities further supports pupils' social development.

Links with local places of worship enable members of different faiths to lead pupils in personal reflection. The school meets the requirements for daily collective worship. Throughout the school, there are ample opportunities for pupils to develop artistic awareness through participation in creative activities in lessons and to appreciate the work of others, for example of Welsh artists.

The school makes appropriate arrangements for promoting healthy eating and drinking. There is suitable provision for sex and relationship education, with the engagement and support of parents. Visitors such as the police and school nurse help pupils to understand how to keep safe and well. Parents value the security of the school environment.

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

Learning environment: Adequate

The school's ethos is welcoming and caring. Staff maintain a caring, inclusive atmosphere and celebrate diversity. Pupils feel valued and encouraged.

The substantial outdoor resources are a major benefit for all pupils. Well-developed learning and play areas support creative and active learning for the Foundation Phase pupils and good use is made of their classrooms' direct access to outdoor learning areas.

Space is limited in the school building. The fabric of the building is worn, and floor and ceiling tiles are in poor condition. The school has not succeeded in meeting the recommendation in its last inspection report regarding disability access and there are no toilet facilities suitable for wheelchair users.

Overall, there are adequate teaching resources, including ICT, to meet the needs of pupils. However, the limited number and quality of computers restricts their use in supporting teaching and learning fully.

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

The headteacher has a clear vision for the school's continuing improvement, which all members of staff, parents, governors and pupils share. There is a strong sense of teamwork among staff and governors. The school has well defined leadership roles and responsibilities, shared efficiently with members of the teaching staff. This leadership structure is particularly effective in ensuring that all staff focus well on improving standards.

The senior leadership team has high expectations of what pupils and staff can achieve. There is a clear drive to raise standards, particularly in literacy, numeracy and the achievement of more able pupils. There is good communication throughout the school. Performance management for all members of staff is working well. Performance targets focus on the identified areas of improvement and link closely to pupil outcomes.

Governors support the school well. They have a very good knowledge of the performance of pupils and how this compares with the performance of pupils in similar schools. They know the strengths of the school and areas in need of development. Governors maintain their awareness of the school by undertaking

regular visits to classes. They report their findings for consideration by a teaching and learning sub-committee as well to the whole governing body. This helps governors increase their ability to challenge the school to improve.

The school maintains an appropriate focus on taking forward national and local priorities, for example improving literacy and numeracy skills by engaging with the national Literacy and Numeracy Framework and bringing the outdoor learning environment into line with good practice in the Foundation Phase

Improving quality: Good

Leaders and managers know the school very well. The school's self-evaluation of its strengths and areas for development is detailed and comprehensive. Processes for gathering evidence are systematic and regular and include evaluating standards, talking to teachers, listening to pupils and assessment of resources. All staff are involved in these activities and have a sound understanding of what is required. This generates useful information for identifying challenging targets with a clear focus on outcomes for pupils. The link between self-evaluation findings and the school improvement plan is clear.

Leaders use monitoring procedures effectively to ensure improvements take place across the school. For example, a senior teacher monitors the programme of literacy interventions and teachers log pupils' progress well as they work through the intervention stages. As a result in key stage 2 most pupils in this programme succeed in no longer requiring this specific support.

There is a strong sense of teamwork in which subject leaders share good practice with each other in order to assist the delivery of the school improvement plan. The school has met the recommendation to improve pupils' skills in Welsh from the previous inspection report particularly well.

Partnership working: Good

Partnerships between parents and the community are good and parents feel welcome in the school. The school uses its website and other electronic media effectively to increase the quality of information available to parents. Parents also express their views in regular school questionnaires.

Close involvement with churches and voluntary organisations adds strongly to the life of the school and contributes effectively to enriching pupils' learning experiences. For example, parents and others work well alongside pupils during the school harvest day and in social enterprise activities.

A joint venture with media studies students from a local university is providing an exciting experience for key stage 2 pupils as they work in professionally-equipped studios to produce a film related to a major television programme made in Cardiff.

Liaison with advisory services from the local authority and external trainers increases teachers' knowledge, skills and confidence to deliver effective lessons. The school uses several local authority services well, for example in offering support for pupils who join the school for whom English is a second language.

Pupils wishing to start school have a series of arranged opportunities to visit the nursery class before entry. There are good links with other primary schools associated with the high school that pupils attend after leaving. This effective collaboration ensures pupils' smooth transition to the next stage of their education.

The cluster of local primary schools works together well to improve the consistency and quality of teacher assessments.

Resource management: Good

The school has sufficient teachers and other staff to meet the needs of its pupils. Teaching assistants are deployed well to enable the delivery of targeted support. They make a valuable contribution to the good quality of learning.

Senior leaders monitor and manage the performance of all staff appropriately and in line with guidance. Teachers' performance management targets link well to pupil outcomes and assist in the delivery of the school's planned improvements. Training programmes are planned carefully and relate to school and national priorities. These currently effectively relate to the school's drive to improve literacy and numeracy.

Subject leaders are provided with purposeful opportunities to work with colleagues to share expertise. The school collaborates well with networks of other schools and this has improved its practice in the development of writing and the assessment of pupils' skills.

The school has sufficient resources to support the curriculum and other experiences the school offers. It makes good use of its limited accommodation.

The headteacher and governing body manage the school budget well. Fluctuating school numbers have led to volatile budget positions. However, the school has successfully managed deficit budget periods and maintained its ability to fund key initiatives to improve standards.

In view of the outcomes achieved by pupils, the school gives good value for money.

Appendix 1

Commentary on performance data

In key stage 2, attainment in English at the expected level in 2013 places the school in the upper 50% of similar schools, as it was in the previous year. Performance in mathematics and science has placed it in the lower 50% over the same period. However, in each of these last two years, around 10% of pupils had statements of special needs or required significant external support, which limited their capacity to attain the expected level.

Compared with similar schools, performance at the end of key stage 2 at the higher than expected level (level 5) places the school in the lower 50% in English, mathematics and science in 2013. In the previous year, it was also in the lower 50%.

At the higher level in key stage 2, in 2013 boys underachieved in comparison with girls. The school's teacher assessment of current key stage 2 pupils and boys in particular shows this trend changing positively. At other levels in both phases of the school there is no specific gap in relative performance of boys and girls, which varies from year to year.

At the expected level 4 in key stage 2, in 2012 pupils in receipt of free school meals (FSM) outperformed the non-FSM pupils and in 2013 the attainment figures for the core subject indicator are level. There is no specific trend evident in the previous years.

Overall, pupils with additional learning needs and those with English as an additional language make good progress in relation to their targets.

Appendix 2

Stakeholder satisfaction report – Responses to learner questionnaires

Primary Questionnaire (Overall)

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.	95	93 98%	2 2%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	95	90 95%	5 5%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	95	91 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	94	91 97%	3 3%	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
		98%	2%	
There are lots of chances at school for me to get regular exercise.	94	92 98%	2 2%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	93	89 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.	94	94 100%	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.	95	93 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.	89	85 96%	4 4%	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.	92	86 93%	6 7%	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.	87	68 78%	19 22%	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	91	72 79%	19 21%	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.	49	31 63%	18 37%	0 0%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	49	40 82%	9 18%	0 0%	0 0%	0	Mae fy mhentyn yn hoffi'r ysgol hon.
		72%	26%	1%	0%		
My child was helped to settle in well when he or she started at the school.	49	39 80%	9 18%	0 0%	0 0%	1	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.	49	26 53%	23 47%	0 0%	0 0%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	49	18 37%	27 55%	1 2%	0 0%	3	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	46%	4%	1%		
Teaching is good.	49	26 53%	22 45%	0 0%	0 0%	1	Mae'r addysgu yn dda.
		60%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	45	23 51%	21 47%	0 0%	0 0%	1	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		63%	34%	1%	0%		
The homework that is given builds well on what my child learns in school.	46	17 37%	16 35%	5 11%	3 7%	5	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.
		47%	40%	6%	1%		
Staff treat all children fairly and with respect.	49	30 61%	18 37%	1 2%	0 0%	0	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		58%	34%	3%	1%		
My child is encouraged to be healthy and to take regular exercise.	48	26 54%	21 44%	1 2%	0 0%	0	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		59%	36%	2%	0%		
My child is safe at school.	49	27 55%	21 43%	1 2%	0 0%	0	Mae fy mhentyn yn ddiogel yn yr ysgol.
		66%	31%	1%	0%		
My child receives appropriate additional support in relation to any particular individual needs'.	45	18 40%	19 42%	1 2%	0 0%	7	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		50%	34%	4%	1%		
I am kept well informed about my child's progress.	49	15 31%	27 55%	5 10%	1 2%	1	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.	48	33 69%	14 29%	1 2%	0 0%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		62%	31%	4%	2%		
I understand the school's procedure for dealing with complaints.	47	20 43%	17 36%	4 9%	0 0%	6	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		44%	39%	7%	2%		
The school helps my child to become more mature and take on responsibility.	49	24 49%	24 49%	0 0%	0 0%	1	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		55%	39%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	41	14 34%	18 44%	0 0%	0 0%	9	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		42%	34%	4%	1%		
There is a good range of activities including trips or visits.	49	30 61%	19 39%	0 0%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	38%	5%	1%		
The school is well run.	49	31 63%	18 37%	0 0%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		60%	33%	3%	2%		

Appendix 3

The inspection team

Gregory John Owens	Reporting Inspector
Buddug Mai Bates	Team Inspector
Helen Brigid Potts	Lay Inspector
Jeremy Phillips	Peer Inspector
Shaun O'Connell	School Nominee

Copies of the report

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

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; and
- 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; and
- 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 entitled to 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 entitled to 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 entitled to 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.