



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

**Llanishen Fach Primary School
Heol Uchaf
Rhiwbina
Cardiff
CF14 6SS**

Date of inspection: April 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

Llanishen Fach Primary School is in Rhiwbina, a suburb in the north of Cardiff. The school is on a large site and has extensive grounds.

There are 509 pupils on the school roll including 78 part-time nursery children. This is similar to the number on roll at the time of the last inspection in January 2008. Children enter the nursery on a part-time basis at the beginning of the term following their third birthday. Pupils begin full-time education in the September before their fifth birthday.

There are two mixed ability classes in each year group. In key stage 2, pupils are set in ability groups for English and mathematics. The school also has a special resource unit for pupils from across the city that have a wide range of additional learning needs.

Almost all pupils speak English as their first language. Two per cent of pupils speak Welsh at home. A very few pupils are from minority ethnic or mixed race backgrounds. No pupils receive support for learning English as an additional language. In the current year, around 7% of pupils are entitled to free school meals. This is well below the local authority and national averages.

The school identifies 18% of pupils as having additional learning needs, including the 17 pupils in the special resource unit. A very few pupils have a statement of special educational needs. A very few pupils are looked after by the local authority. The headteacher was appointed in 2009 and the deputy headteacher was appointed in 2010. All current members of the restructured leadership team have been appointed since then.

The individual school budget per pupil for Llanishen Fach Primary School in 2013-2014 means that the budget is £3,431 per pupil. The maximum per pupil in the primary schools in Cardiff is £7,890 and the minimum is £2856. Llanishen Fach Primary School is 62nd 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	Excellent

Current performance

Llanishen Fach Primary School is a good school because:

- from a young age, most pupils develop good standards in literacy and numeracy;
- standards in reading and writing have improved considerably over time;
- pupils of all abilities make good progress in learning and using Welsh as a second language;
- behaviour is good;
- there is a rich and varied programme of learning activities;
- the good standard of teaching across the school ensures that pupils are motivated and actively engaged in their learning;
- there are rigorous processes for regularly assessing and tracking pupils' progress;
- the positive emphasis on inclusion is apparent in the attitudes of staff and pupils and across the school's activities;
- the caring ethos encourages pupils to develop tolerance, respect and understanding of each other; and
- the school provides a safe and stimulating environment for learning.

Prospects for improvement

The school's prospects for improvement are excellent because:

- the headteacher provides outstanding leadership. She has a clear vision for the school that strongly promotes the wellbeing and achievement of all pupils;
- governors have a good awareness of the school's priorities. They understand the school's performance data and are able to hold the school to account on matters of standards;
- the use of performance data to inform the judgements in self-evaluation processes and to identify specific targets to raise standards achieved by pupils is outstanding;
- the school improvement plan sets out the school's priorities very effectively and acts as a high quality tool for raising standards; and
- over the last four years, the school has made significant progress in addressing its identified priorities.

Recommendations

- R1 Raise standards in science
- R2 Raise the standards achieved by pupils of middle ability
- R3 Establish more robust procedures to moderate and standardise teacher assessments in all core subjects and areas of learning
- R4 Ensure that marking is consistent and helps pupils to understand what they need to do in order to improve their work

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

The overall outcomes for pupils' attainment in 2013 reflect the very good progress made by the school in implementing strategies to raise standards.

Almost all pupils develop very good communication skills. From a young age, most pupils speak with confidence and use a wide range of sophisticated vocabulary. During discussion, nearly all pupils pay close attention to what others say, ask questions to develop their ideas and make contributions that take account of others' views.

Almost all pupils make good progress in reading over time and quickly become independent readers. In the Foundation Phase, they develop effective phonic strategies to decode words and use appropriate clues when they are uncertain of new vocabulary, for example through pictures or the context. In key stage 2, almost all pupils read with great enthusiasm, can bring a simple text alive through suitable expression and make appropriate inferences. More able readers enjoy the challenge of delivering a complex text and are motivated by explaining the story or argument. Pupils' improvement in reading is having a significant impact on standards across the curriculum.

In the Foundation Phase, almost all pupils have confidence in expressing themselves both orally and in their writing. They make a very good attempt at letter formation, spelling and sentence construction, for example to write simple stories describing their mothers. They use their knowledge of phonics well to write independently and are very enthusiastic writers.

In key stage 2, pupils continue to develop their writing skills well and write with increasing confidence and independence for a range of purposes and audiences. They know how to plan and improve their work. Their writing is often imaginative and interesting. More able pupils use a wide range of sophisticated vocabulary particularly well. Almost all pupils produce many lengthy pieces of very good quality extended writing across a range of subjects and rarely rely on worksheets for support. Most pupils' handwriting is neat and they present their work well.

In mathematics, most pupils develop good understanding and computational skills. They use these effectively in other subjects, for example to produce graphs and charts in science and geography in key stage 2. However, in both key stages, pupils of middle ability do not always achieve appropriate standards in numeracy.

Across the school, most pupils develop good information, communication and technology skills that they use very well to produce posters, charts and presentations. Pupils' thinking skills are well developed and demonstrated clearly through their good quality art work around the school.

Pupils with additional learning needs, and in the special resource unit, enjoy their learning and make good progress in accordance with their abilities, particularly in meeting their targets to develop communication and reading skills. Across the school, there is little difference in the performance of girls and boys in meeting the expected levels. However, more able girls outperform boys at the higher levels in English and mathematics at the end of key stage 2.

Most pupils make good progress in learning Welsh. Most apply their Welsh literacy skills effectively in different areas of the curriculum and most key stage 2 pupils confidently initiate conversations with adults. Nearly all pupils enjoy using Welsh and read with good expression and intonation. Many pupils make consistent use of language patterns outside of the classroom during informal activities.

In the Foundation Phase, performance in 2013 at the expected outcome 5 has improved when compared to that of other schools in the same family. It was much better in literacy but stayed the same in mathematical development. Over the last two years, performance in all three areas of learning has generally placed the school in the lower 50% or bottom 25% when compared to similar schools. When outcomes for pupils in the special resource unit are not included, the performance of all pupils meets the expected level 5 outcome. At the higher outcome 6, performance has also improved. When compared to that of similar schools, performance also improved and placed the school in the top 25% for literacy and mathematical development and the higher 50% for personal and social development.

In 2013, the school's performance at key stage 2 improved significantly and was above the family averages in English, mathematics and science. This placed the school in the top 25% for English and higher 50% for mathematics when compared to similar schools. Performance in science improved but the school remained in the lower 50% for this subject. In 2013, there were no Year 6 pupils in the special resource unit. Prior to 2013, performance in English, mathematics and science in the three years from 2010 to 2012 had shown a small but steady fall. When compared to that of similar schools, performance in those years was in the lower 50% for all three subjects and in the bottom 25% in 2012. At the higher level 5, performance in English, mathematics and science showed a significant improvement in 2013 from the previous three years when compared to that of similar schools. This placed the school in the top 25% for English and higher 50% for mathematics.

However, overall, the inspection identified a continuing improvement in pupils' standards, particularly in reading and writing.

Wellbeing: Good

Nearly all pupils are very proud of their school and show positive attitudes to learning. They are courteous and relate very well to one another as well as to staff and visitors. Their behaviour in all year groups is very good in lessons and around the school. Most pupils are self-confident and can reflect effectively on both their own and others' learning. They show care and concern for others.

Almost all pupils are well motivated and engage positively and actively during lessons, taking a pride in the work that they produce. Older pupils enjoy being involved in planning topic work and this process helps them to maintain their interest in the tasks.

All pupils feel safe in school and well supported by staff. Nearly all recognise the importance of healthy eating and understand clearly what they need to do in order to stay fit and healthy. Many of them participate in a range of sporting and fitness-related extra-curricular activities, for example the football, dance and running clubs.

The school council takes an active role in decision-making and has contributed to developing a range of initiatives across the school. For example, it has promoted healthy eating and contributed to the e-safety policy.

Attendance, at 96% is consistently above the average for similar schools. Nearly all pupils arrive punctually in the mornings and immediately engage independently in learning activities.

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

The school provides a wide range of good quality learning experiences across all areas of the curriculum that meet the needs of nearly all pupils. Most teachers plan well to provide broad opportunities for pupils to use their literacy and numeracy skills to reinforce learning. Nearly all teachers and support staff plan systematically together to ensure that pupils develop these skills progressively as they move from year to year. The valuable opportunities for pupils to extend their writing across a range of subjects and areas of learning are a strength of the school.

Most teachers provide regular and comprehensive opportunities for pupils to develop their understanding of sustainable development and global citizenship. The school's active eco committee successfully encourages pupils to collect litter, recycle, and conserve energy. This contributes positively to pupils' understanding of ways to improve the school environment. Many teachers plan worthwhile opportunities for pupils to learn about the lives of others in the world. Their roles and responsibilities as global citizens are developing through links with a school in Rwanda.

The school gives priority to developing pupils' Welsh language skills. Teachers' planning for Welsh language development is challenging and thorough, and well suited to pupils' ages and abilities. Many members of staff provide pupils with extensive opportunities for pupils to use Welsh during formal and informal activities and this is reflected in the standards achieved. Staff make good provision for developing pupils' knowledge and understanding of the history and culture of Wales.

Pupils benefit greatly from a wide range of visits, as well as a range of appropriate cultural and sporting activities for pupils of all ages. The school provides pupils and parents with an outstanding range of out-of-school clubs and extra-curricular learning activities, which further enhance pupils' time in school. These include, for example, well-attended sports, cookery, French, chess and gardening clubs. The choir and orchestra have very good opportunities to perform at a wide range of venues.

Teaching: Good

The good standard of teaching across the school ensures that nearly all pupils are motivated and actively engaged in their learning. Most teachers and learning assistants have high expectations of their pupils and work co-operatively to set ambitious success criteria for pupils to achieve. Most teachers have good subject knowledge and use extensive high order questioning techniques effectively. This encourages pupils to draw upon their previous knowledge, promotes independent learning, and develops their thinking and communication skills effectively. In nearly all classes, support staff are used very effectively in order to improve pupils' learning.

Most teachers plan appropriate activities that meet the needs of pupils who are more able and those with additional learning needs. However, a minority of activities do not provide sufficient challenge for middle ability pupils, particularly in numeracy.

Most teachers provide supportive feedback. Most teachers provide valuable opportunities for pupils to assess their own work and the work of their peers, so that they play a prominent part in their own learning. Assessment for learning is developing well across the school and there are elements of very good practice. Older pupils set their own challenging targets with the support of teachers. However, the quality of marking varies across the school and does not always show clearly enough what pupils need to do to improve their work.

The school has developed rigorous processes for regularly assessing and tracking pupils' progress. Most teachers use an extensive range of data to identify the strengths and needs of different groups of pupils and to plan the next steps in their learning. In many cases, this has helped pupils to make significant improvement, especially in reading. The school has established robust procedures to moderate and standardise teacher assessments in literacy and English, although these processes in other key stage 2 subjects are at an early stage of development.

The school's annual reports to parents are of a good quality and keep parents well informed about their child's progress.

Care, support and guidance: Good

The school provides a suitable programme to promote pupils' health and wellbeing and support their spiritual, moral and cultural development. Daily assemblies foster a range of appropriate values and provide good opportunities for pupils to reflect on the world around them.

There are appropriate arrangements for managing pupils' behaviour and any incidents of bullying. There is a good quality intensive support programme for vulnerable pupils.

The school has an effective screening process to identify pupils with special educational needs and there is a good focus on early intervention. Staff work closely with a range of specialist agencies that provide support. For example, as a result, the school has developed an in-house programme of occupational therapy.

Pupils in the special resource unit integrate very well into the wider life of the school. Almost all of them access mainstream classes and activities regularly to supplement and support their learning. Mainstream pupils offer good support within the unit, for example by reading stories.

The school's arrangements for safeguarding pupils meet requirements and give no cause for concern. The school site is a safe and secure environment. Leaders have been pro-active in providing comprehensive training in internet safety for parents and carers.

Learning environment: Excellent

The school is a vibrant community where all pupils are valued and value each other. The positive emphasis on inclusion is apparent in the attitudes of staff and pupils and across the school's activities. This caring ethos encourages pupils to develop tolerance, respect and understanding of each other. The involvement and interaction of mainstream pupils and those with additional learning needs are commendable. The change in physical arrangements to place the special resource unit at the heart of the school is significant as it ensures that pupils in the unit are always involved in the day-to-day activities going on around them.

Staff are effective in recognising and celebrating a wide range of pupils' achievements. This promotes equality of opportunity well.

The school makes good use of its accommodation to provide a welcoming learning environment, with well-ordered classrooms and suitable areas for outdoor learning. There are attractive displays that celebrate pupils' work and achievements, and many of them promote the ethos of the school well. The school makes very good use of its grounds for sports and adventure activities. There is a good range of suitable resources that support teaching and learning well.

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

The headteacher provides outstanding leadership. She has a clear vision for the school that strongly promotes the wellbeing and achievement of all pupils. She communicates this exceptionally well to all the school's partners. The deputy headteacher makes a significant contribution to the management of the school, particularly through his robust and skilful analysis of performance data.

Leaders and managers have high expectations of pupils, staff and themselves. Management meetings are structured competently to enable the business of the school to proceed very efficiently by focusing effectively on raising standards.

The senior management team play an important and integral part in planning and monitoring school improvement. There is a very strong enabling culture in the school, which all staff share and promote. The headteacher introduced a system of regular 'learning reviews', where senior managers considered each individual pupil's performance and progress in detail on a regular basis. Over time, staff year teams

have taken on this leadership responsibility. As a result, teachers and support staff know the needs of each pupil very well, contribute ideas regularly and take forward initiatives in order to deliver better outcomes for pupils. There is a strong, mutually supportive team approach, which the senior team exemplifies well. There is a clear focus on raising standards through the highly effective use of performance data, particularly in literacy and numeracy.

Governors are strongly committed to the school, know it very well and help determine its strategic direction. They share the high aspirations for pupils set out in the school improvement programme and support the headteacher and staff very well in its delivery. They offer their own expertise beneficially to the school in helping it meet a range of challenges. Governors have a good awareness of the school's priorities. They understand the school's performance data and are able to hold the school to account on matters of standards. The governors' standards committee meets regularly. It plays an effective role in ensuring that the full governing body remains aware of important issues relating to the progress of pupils.

The school implements its policies and initiatives, including those to meet local and national priorities, effectively. Leaders and managers have introduced rigorous and effective strategies that are impacting positively on pupils' standards, particularly in reading. These are sector leading.

Improving quality: Excellent

The school's self-evaluation processes are outstanding. They are very detailed, comprehensive and systematic, and draw on first-hand evidence from a variety of sources. These include the views of pupils, governors and parents.

Focused year group staff teams meet regularly throughout the year to evaluate pupils' work. They consider the needs and progress of each pupil in comprehensive detail. There is a highly effective culture of constructive challenge, which promotes an honest and useful appraisal of progress. The use of performance data to inform the judgements in self-evaluation processes and to identify specific targets to raise standards achieved by pupils is outstanding. The rigour of the process is having impact on pupils' standards, for example the improved outcomes in literacy and numeracy in both key stages, and better performance by targeted groups of pupils including the more able in key stage 2.

The findings from school self-evaluation activities link very effectively to the actions for improvement in the school improvement plan. The school improvement plan is a detailed and purposeful document. It sets out the school's priorities very effectively and acts as a high quality tool for raising standards.

Over the last four years, the school has made significant progress in addressing priorities. It has met its targets to raise standards of reading and Welsh second language. The transformation of the school's separate school buildings into one primary school, well designed to meet Foundation Phase requirements, is an outstanding success. Relocating the special resource unit to the heart of the school has benefited the whole school community.

Partnership working: Good

The school has a wide range of working partnerships that enrich and support pupils' learning and wellbeing effectively. There is a strong partnership with parents, who play an important part in the life of the school. Volunteer parents support the school well, for example through their involvement with after school clubs and listening to readers. The school keeps parents well informed about school life and pupils' learning through regular newsletters and training opportunities, for example the internet safety awareness training.

The school has developed good joint working practices. Staff work closely with the local cluster schools and share their good practice willingly, particularly their expertise regarding pupils with additional learning needs. There are effective transition arrangements in place with local secondary and special schools that prepare pupils well for the next stage of learning.

There are useful partnerships with colleges and training institutions. Pupils benefit from the additional adult support from students involved in teacher training and other vocational courses.

The school has good links with the local community, for example the church and local businesses. These provide pupils with a valuable insight to working life experiences. Pupils also benefit from musical opportunities to perform gained through the school's link with Cardiff Arms Park Male Voice Choir.

Resource management: Good

The school has an appropriate number of well qualified staff to meet its requirements. Leaders deploy teachers and support staff very effectively to make the most of their individual expertise and specialisms. Support staff are used particularly well to focus on areas of improvement and raising standards.

There are effective arrangements, related to pupil outcomes, to manage the performance of all staff.

There are good opportunities for staff to take part in training matched to school and national priorities and to develop their expertise appropriately. Teachers collaborate well to develop each other's knowledge and skills. They also link with other schools to consider practice elsewhere. Support staff receive appropriate training to enable them to support pupils effectively. The school uses a good range of resources well to engage and interest pupils in their learning.

The headteacher, bursar and governing body manage the school budget efficiently and ensure that funding matches well to the priorities identified in the school improvement plan. Governors oversee and monitor the budget ably. They use their financial and business expertise beneficially to help reduce costs.

In view of the effective way the school uses its funds and the outcomes achieved by pupils, the school provides good value for money.

Appendix 1

Commentary on performance data

In the Foundation Phase, performance in 2013 at the expected outcome 5 was slightly better than in 2012 in personal and social skills, much better in literacy skills but stayed the same in mathematical development. However, when compared to that of other schools in the same family, performance remains below the average for all three areas. Over the last two years, performance in all three areas of learning has generally placed the school in the lower 50% or bottom 25% when compared to similar schools. However, in 2013, performance at outcome 5 was above the Wales average in all three areas.

At the higher outcome 6, the performance in 2013 of more able pupils improved significantly on 2012 levels. In 2013, performance in all three areas of learning was above the family average. When compared to that of similar schools, performance also improved and placed the school in the top 25% for literacy and mathematical development and the higher 50% for personal and social development. Performance was well above the Wales average for all indicators.

In key stage 2, performance in English, mathematics and science in the three years from 2010 to 2012 showed a small but steady fall. When compared to that of similar schools, performance in those years was in the lower 50% for all three subjects and in the bottom 25% in 2012. However, in 2013, performance improved significantly and was above the family average in English, mathematics and science. This placed the school in the top 25% for English and in the higher 50% for mathematics when compared to similar schools. Performance in science improved, but the school remained in the lower 50% of similar schools for the subject. In 2013, performance was well above the Wales average in all three subjects.

At the higher level 5, performance in 2013 in English, mathematics and science was above the family average. Again, performance showed a significant improvement in 2013 from the previous three years when compared to that of similar schools. This placed the school in the top 25% for English, the higher 50% for mathematics, and the lower 50% for science. These outcomes were well above the Wales average for all three subjects.

There is little difference in the performance of girls' and boys' attainment at the expected outcome 5 in the Foundation Phase or level 4 at the end of key stage 2 in 2013. However, more able girls performed significantly better than boys in attaining the higher level 5 in key stage 2. There were too few pupils entitled to free school meals last year to report on their performance when compared with that of other pupils.

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.	104	100 96%	4 4%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	104	93 89%	11 11%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	104	100 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	104	103 99%	1 1%	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.	103	100 97%	3 3%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	104	101 97%	3 3%	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.	104	100 96%	4 4%	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.	104	102 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.	102	70 69%	32 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.	104	78 75%	26 25%	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.	104	68 65%	36 35%	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	104	78 75%	26 25%	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.	127	97 76%	27 21%	3 2%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	128	100 78%	28 22%	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.	127	98 77%	26 20%	3 2%	0 0%	0	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.	123	75 61%	45 37%	1 1%	1 1%	1	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	125	70 56%	48 38%	1 1%	0 0%	6	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	46%	4%	1%		
Teaching is good.	126	78 62%	43 34%	2 2%	0 0%	3	Mae'r addysgu yn dda.
		60%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	128	82 64%	41 32%	0 0%	1 1%	4	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.	125	55 44%	54 43%	7 6%	1 1%	8	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.	126	77 61%	42 33%	1 1%	1 1%	5	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		58%	34%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	124	80 65%	41 33%	0 0%	0 0%	3	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.	124	88 71%	35 28%	1 1%	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'.	118	61 52%	33 28%	5 4%	3 3%	16	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.	122	45 37%	58 48%	16 13%	2 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.	129	87 67%	35 27%	4 3%	3 2%	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.	127	55 43%	43 34%	7 6%	5 4%	17	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.	126	83 66%	36 29%	2 2%	0 0%	5	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		56%	39%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	109	52 48%	25 23%	5 5%	2 2%	25	Mae fy mhlentyn wedi'i barato'i'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.	126	94 75%	30 24%	1 1%	0 0%	1	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	38%	5%	1%		
The school is well run.	127	95 75%	25 20%	1 1%	2 2%	4	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	32%	3%	2%		

Appendix 3

The inspection team

Rosemary Lait	Reporting Inspector
Dyfrig Ellis	Team Inspector
Gregory John Owens	Team Inspector
Lynne Bowen-Jones	Team Inspector
Andrea Louise Davies	Lay Inspector
Simon Kendal Bates	Peer Inspector
Sarah Coombes	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.