



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

A report on

**Llysfaen Primary School
Rowan Way
Lisvane
Cardiff
CF14 0TB**

Date of inspection: December 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:

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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Publication date: 05/02/2016

Context

Llysfaen Primary School is in the village of Llysfaen on the outskirts of Cardiff. The school currently has around 450 pupils from the ages of 3 to 11 years. There are fourteen single age classes and two nursery classes. Just under 7% of pupils are eligible for free school meals. This is considerably below the national and local authority averages.

The school identifies about 6% of pupils as having additional learning needs. A few pupils have a statement of special educational needs. Nearly all pupils come from English-speaking homes. A few speak English as an additional language and a few pupils are looked after by the local authority. No pupils indicate that they speak Welsh at home.

The last inspection was in 2009. The headteacher took up her post in September 2013.

The individual school budget per pupil for Llysfaen Primary School in 2015-2016 means that the budget is £3,021 per pupil. The maximum per pupil in the primary schools in Cardiff is £6,099 and the minimum £2,901. Llysfaen Primary School is 92nd 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:

- Pupil performance, when compared with that in similar schools, is good at the expected outcomes/levels and very good at the higher outcomes/levels
- Teaching is generally good throughout the school
- Behaviour of pupils is exemplary
- Pupils have a strong voice through the school council and eco committee
- There are strong working relationships between staff and pupils
- Most pupils have a wide range of learning experiences
- Staff provide a high level of care, support and guidance to pupils
- The learning environment, both inside and out, is stimulating and well maintained

Prospects for improvement

The school's prospects for improvement are good because:

- The headteacher has a clear vision and provides a strong sense of direction for the school that she shares effectively with all stakeholders
- Self-evaluation is effective and involves all staff and governors well
- All members of staff are clear about their roles and work effectively as a team
- The governing body has a good understanding of the school's performance compared with that of other schools, and holds the school to account for the standards and quality it achieves
- There are highly effective partnerships with a range of agencies and organisations, including the local authority and the community
- The school manages its finances well

Recommendations

- R1 Increase the opportunities for pupils to use extended writing across the curriculum
- R2 Improve opportunities for pupils to develop their independent learning skills
- R3 Ensure consistency in the quality of teachers' marking of pupils' 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

Most pupils enter the nursery with levels of skills above those expected for their age. Most pupils, including those with additional learning needs, make good progress as they move through the school.

Nearly all pupils make good progress in their speaking and listening skills. In the Foundation Phase, pupils talk confidently about their work and use a good range of vocabulary that is appropriate to their age and ability. By the end of the Phase, most discuss their ideas clearly and enthusiastically.

In the Foundation Phase, nearly all pupils enjoy reading and make good progress. By the end of the Phase, they read purposefully with increasing accuracy and understanding of the text. Many use an appropriate range of strategies, including phonic knowledge and contextual clues, to decode unfamiliar words. In key stage 2, many pupils read at or above the level expected for their age. They enjoy reading for pleasure and benefit well from the planned and unplanned reading activities. More able pupils are able to describe in detail what they particularly like about reading and how reading expands their vocabulary and imaginations.

In the Foundation Phase, pupils' writing is developing well. They develop a sound grasp of punctuation, spelling and handwriting skills. A majority write interesting pieces of writing, which is legible, imaginative and well presented. Pupils' writing skills develop well in key stage 2 with many displaying a good understanding of the basics of writing. Many pupils write for a variety of purposes using a good range of interesting vocabulary. However, throughout the school, pupils' ability to write at length is limited.

In the Foundation Phase, most pupils develop their numeracy skills well and apply them in other learning areas confidently, solving number problems across the curriculum. In key stage 2, nearly all pupils use a variety of mental and written calculations accurately to solve problems. Many have a good understanding of the concept of addition, subtraction, multiplication and division and they can transfer their numeracy skills confidently to other subject areas.

Standards in Welsh second language are good. Most pupils have very positive attitudes to Welsh and are eager to use the language in the classroom. Through the encouragement of the 'cŵm cymraeg' during break times, pupils are more confident to engage one another and adults in basic conversation using familiar language patterns. Pupils make appropriate progress in their reading and writing as they move through the school. Many older pupils write well for their age and ability, using a good range of simple Welsh sentence patterns for different purposes.

Over recent years, at the end of the Foundation Phase, pupils' performance in literacy and mathematical development has placed the school in the higher 50% at the expected outcome and in the top 25% at the higher outcome when compared with similar schools.

At the end of key stage 2, over the same period, pupil performance at the expected level has tended to place the school in the higher 50% in English but has varied in mathematics and science, moving the school from the higher to the lower 50% when compared with similar schools. Pupil performance in achieving the higher than expected level has placed the school in the top 25% when compared with similar schools over recent years.

Pupils who are eligible for free school meals generally perform better than other pupils. Girls often do better than boys in most learning areas and subjects.

Wellbeing: Excellent

Nearly all pupils are knowledgeable about the importance of eating and drinking healthily. They are enthusiastic about participating in physical exercise in school and in the rich variety of extra-curricular activities available. They feel safe and are confident that staff can remedy any concerns. They value the school's system of buddies and playground pals that encourages pupils to look after each other. Almost all pupils show high levels of care and respect for one another. They support one another effectively both in and out of class. During their time in school, pupils take on board a good range of responsibilities. Behaviour in lessons and throughout the school is exemplary. Pupils are considerate, polite and articulate in expressing their empathy for others. They enjoy school life and maintain concentration and enthusiasm for lengthy periods.

Members of the school council and other pupil groups, including digital leaders, represent the views of others well. They act conscientiously and maturely and are making beneficial decisions, for example by changing assemblies and engaging extensively in fundraising activities to raise money for charity.

Pupils take an active role in community life. For example, the school choir sing at local events, including at St David's Hall, and the whole school improves the local environment by litter picking.

Attendance levels are consistently high. Overall attendance levels over the last four years have placed the school in the top 25% or higher 50% when compared with similar schools. Punctuality is good.

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

The school provides a wide range of learning experiences for all pupils that broadly meet the requirements of the Foundation Phase and the key stage 2 curriculum. Educational visits successfully enrich the curriculum for all age groups and pupils attend a wide range of after-school clubs, which broaden and develop their skills and interests well.

Teachers plan a broad and balanced curriculum, which embeds the development of pupils' literacy and numeracy skills effectively and builds systematically on pupils' knowledge as they move up through the school. The curriculum engages most

learners well and pupils make good progress in applying their skills across the curriculum. However, opportunities for pupils to write at length are limited due to the over-reliance on the use of worksheets throughout the school.

The provision for information and communication technology (ICT) develops nearly all pupils' digital competence effectively.

Provision for pupils' Welsh language development is good. Many staff use Welsh incidentally and regularly with pupils in class and around school. Varied opportunities for pupils to learn about their locality, and the history and culture of Wales, ensure that Welsh receives a high profile throughout the school. The good standard of displays in the corridors and classes promotes Y Cwricwlwm Cymreig well. For example, the photographic canvases, taken by the children, of various places of interest throughout Wales are very effective in further developing their appreciation of the culture and history of Wales.

The school's comprehensive work on sustainable development enables pupils to extend their knowledge of water conservation, recycling and environmental issues very effectively. The diligent eco committee leads the school very well in monitoring energy usage and taking care of the school and local environment. For example, they have won several local competitions for their environmental work and have organised a litter pick in their local area. Through curricular work, all pupils develop their knowledge of other cultures and countries well.

Teaching: Good

Teachers have a good understanding of the curriculum and they explain new concepts clearly. Many teachers have high expectations of pupils and the quality of pupils' work reflects this. However, in a minority of classes, teachers do not provide enough opportunities for pupils to think for themselves or allow them to pursue their own success criteria linked to the topic.

Most teachers adapt work to meet the different needs and abilities of pupils effectively and this ensures that they receive an appropriate level of challenge. However, in a few classes, tasks do not always challenge more able pupils sufficiently. Teachers display good subject knowledge and convey successfully their enthusiasm for what they are teaching. The work in most classes moves at a suitably brisk pace and teachers use questioning well to help pupils to recall previous learning and to extend and assess their understanding. The excellent working relationship between all staff and pupils promotes very good behaviour and sustained concentration on tasks. The support that teaching assistants provide for pupils in classrooms and withdrawal groups is particularly effective in helping them to make good progress.

The school uses a comprehensive range of performance data effectively. The senior leadership team use this well to set targets for pupils and to highlight progress, or lack of it, made by the different groups of learners. Teachers use standardised tests appropriately to track pupil progress, and regular meetings with the senior leadership team ensure that pupils are making expected progress.

Nearly all teachers mark pupils' work regularly and thoroughly. However, there is inconsistency in the quality of the feedback given. In the best examples, teachers write constructive comments so that pupils know how well they are doing and what they need to do to improve. In these instances, pupils receive time to respond and to improve their work accordingly. In a few cases, marking is too congratulatory and does not support future learning purposefully enough.

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

Care, support and guidance: Good

Staff place a high priority on pupils' emotional and physical wellbeing. As a result, the school is a calm, well-ordered and supportive community with high expectations of behaviour. The school creates an atmosphere of co-operation and respect between all pupils and staff successfully. It makes appropriate arrangements for promoting healthy eating and drinking. There are many opportunities for pupils to be physically active in school life.

Staff provide pupils with good opportunities to develop their moral and social skills, and their spiritual awareness, through a wide range of activities. Pupils' cultural development is a strong feature of the school and pupils benefit from involvement in enriching experiences, such as performances in the local community. Pupils' spiritual development is further developed with good quality school assemblies, many of which are led by the pupils themselves.

The school's arrangements for safeguarding meet requirements and give no cause for concern. Pupils are knowledgeable about how to keep themselves safe online.

The school collaborates well with a suitable range of specialist services and agencies, which ensures that the school provides good support for pupils. Well-trained staff provide effective and timely support.

Provision for pupils with additional learning needs is good. The additional needs co-ordinator uses performance data well to identify pupils' learning difficulties at an early stage and arranges effective and timely support. Effective use of intervention programmes ensures that almost all pupils achieve well in relation to their starting points. Teachers and support staff assess pupils' progress regularly and ensure that parents and pupils take a full part in setting and reviewing targets on individual education plans.

Learning environment: Good

The school is a well-ordered, caring community where staff value each pupil and celebrate their achievements well. Staff promote positive attitudes to equality and diversity in theme work and assemblies, for example through sponsorship of a child's education in Africa. Such experiences enrich pupils' understanding and tolerance of other cultures. As a result of their mature and caring attitudes, instances of intolerant or oppressive behaviour are very low. Pupils are proud to act as playground pals to support younger pupils in the playground.

The building provides a bright, airy and attractive environment for teaching and learning. Classrooms are welcoming and stimulating places to learn. The site is safe, secure and well maintained. Staff make purposeful use of the majority of areas throughout the school. The buildings and grounds are well maintained, and appear clean and welcoming. The school has a suitable range of resources of good quality that it uses effectively to engage learners and enhance learning. Displays are of a good quality and reflect pupils' work well, particularly their creative skills and their pride in their Welsh heritage. These support pupils' learning well.

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

The headteacher has a clear, shared vision for the school and provides effective leadership with purposeful support from the deputy headteacher and other staff. She has high expectations of herself, the staff and the pupils. She has shared leadership and management responsibilities effectively among staff at various levels. This has proved highly beneficial in ensuring that all staff fully understand school priorities. The leadership team is effective in ensuring that staff place an appropriate emphasis on pupil performance and wellbeing.

Staff understand their roles and responsibilities, and they work well together to create a whole-school ethos that encourages effective team work. They use school performance data effectively to identify its strengths and areas for development, and to set appropriate strategic priorities.

The governing body is supportive of the school and governors are knowledgeable about the school's performance. Many have undergone appropriate training and have the skills and confidence to challenge the school's leaders and to hold them to account for the standards that pupils achieve. Governors visit the school frequently and take an active role in forward planning. They review policies regularly and monitor any health and safety and safeguarding issues rigorously.

The school responds well to the national and local priorities of literacy, numeracy and limiting the impact of poverty on pupils' attainment.

Improving quality: Good

There are clear and effective procedures for self-evaluation that enable the senior management team, governors and staff to identify the school's strengths and areas for improvement. Leaders undertake detailed analysis of a wide range of performance data to see how well pupils' performance compares with that in other similar schools. They also consider information from classroom observations, scrutiny of pupils' books, the opinions of pupils and parents, and the findings of reviews by external agencies to inform their evaluation of the school's performance. As a result, leaders and managers produce a detailed self-evaluation report that gives an accurate picture of the school's strengths and shortcomings.

There is a clear link between the self-evaluation report and the priorities within the school improvement plan. The plan is detailed and identifies appropriate priorities

and suitable actions and timescales. The priorities include measurable and specific targets that link well to improving pupils' standards. The school monitors the progress of pupils regularly and acts effectively on emerging issues. For example monitoring activities have led to clear improvements in aspects of the provision for literacy, numeracy and Welsh.

Partnership working: Excellent

The school has developed very strong partnerships with parents, other schools and the community and these have a very positive impact on pupils' learning and wellbeing.

Highly-effective parental links are a particular strength of the school. The school keeps parents well informed through newsletters, social media, its website and workshops. There are also many opportunities for parents to influence decisions about the strategic direction of the school, for instance through effective parent consultations and the parent forum. This high-quality collaborative work has led to improved pupil outcomes.

Partnership arrangements between the school and the local playgroup and high school are effective in ensuring a smooth transition between school phases.

The school has taken the lead role in developing innovative joint working practices. A very good example is a valuable programme for more able and talented pupils. These highly effective challenges enable pupils with various talents to improve their skills successfully and to work with children and staff from other schools from the local area. They have enthusiastically taken part in a number of worthwhile challenges, ranging from sporting events to developing entrepreneurial skills, and this has had a very positive impact on outcomes for pupils involved.

Partnership arrangements with the local police officers is a particular strength. The school's junior police community support officers (PCSOs) are highly effective in developing pupils' leadership skills, attitudes to keeping safe and empowerment to resolve issues. They make effective use of these skills to resolve parking issues involving the parents around the school. School news teams have produced videos for fellow pupils and parents related to the work of PCSOs. These videos relate to bullying, community awareness, safety issues, acceptable behaviour and responsible citizenship.

The school has developed productive systems for the moderation of pupils' work. They work collaboratively as a school, as a consortium and with their family of schools, to ensure that there is consistency in the outcomes and levels awarded at the end of the Foundation Phase and key stage 2. An outstanding feature is the way in which the school has involved pupils in these visits. As a result, this has improved staff and pupil knowledge with regard to areas needing further development.

Resource management: Good

There are sufficient staff to meet the school's requirements, and the headteacher deploys the teachers and support staff to meet the needs of all pupils successfully.

There is a good range of relevant opportunities for teaching staff to participate in training linked closely to their role and to school priorities. There are appropriate arrangements for teachers' planning, preparation and assessment time. The arrangements for performance management of the headteacher and teaching staff are robust and link very well to the school's priorities for learning.

Members of staff participate in networks of professional practice within and beyond the school. They share good practice with other schools, for example with a group of Cardiff schools related to numeracy and literacy development for more able and talented pupils.

The school manages and monitors its budget very well. It ensures that initiatives receive appropriate funding and it uses specific grants effectively, such as the pupil deprivation grant, to support pupils' learning. For example, the funding of additional staff and resources to support pupils affected by the impact of deprivation on their learning has had a positive impact on developing aspects of their numeracy and reading skills, their self-esteem and self-confidence.

Most pupils make good progress as they move through the school and achieve well by the end of key stage 2. Considering the standards that pupils achieve and the quality of many of the aspects of the school's provision, the school offers good value for money.

Appendix 1: Commentary on performance data

6812147 - LLYSFAEN PRIMARY SCHOOL

Number of pupils on roll	449
Pupils eligible for free school meals (FSM) - 3 year average	4.6
FSM band	1 (FSM<=8%)

Foundation Phase

	2012	2013	2014	2015
Number of pupils in Year 2 cohort	59	60	59	60
Achieving the Foundation Phase indicator (FPI) (%)	96.6	96.7	98.3	96.7
Benchmark quartile	2	1	2	2
Language, literacy and communication skills - English (LCE)				
Number of pupils in cohort	59	60	59	60
Achieving outcome 5+ (%)	98.3	96.7	98.3	98.3
Benchmark quartile	2	2	2	2
Achieving outcome 6+ (%)	42.4	51.7	54.2	48.3
Benchmark quartile	1	1	1	2
Language, literacy and communication skills - Welsh (LCW)				
Number of pupils in cohort	*	*	*	*
Achieving outcome 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving outcome 6+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematical development (MDT)				
Number of pupils in cohort	59	60	59	60
Achieving outcome 5+ (%)	98.3	96.7	98.3	96.7
Benchmark quartile	2	2	2	2
Achieving outcome 6+ (%)	49.2	50.0	50.8	53.3
Benchmark quartile	1	1	1	1
Personal and social development, wellbeing and cultural diversity (PSD)				
Number of pupils in cohort	59	60	59	60
Achieving outcome 5+ (%)	96.6	96.7	100.0	98.3
Benchmark quartile	3	3	1	3
Achieving outcome 6+ (%)	72.9	81.7	94.9	83.3
Benchmark quartile	1	1	1	2

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.

6812147 - LLYSFAEN PRIMARY SCHOOL

Number of pupils on roll	449
Pupils eligible for free school meals (FSM) - 3 year average	4.6
FSM band	1 (FSM<=8%)

Key stage 2

	2012	2013	2014	2015
Number of pupils in Year 6 cohort	47	58	51	49
Achieving the core subject indicator (CSI) (%)	97.9	98.3	100.0	93.9
Benchmark quartile	2	2	1	3
English				
Number of pupils in cohort	47	58	51	49
Achieving level 4+ (%)	97.9	98.3	100.0	98.0
Benchmark quartile	2	2	1	2
Achieving level 5+ (%)	70.2	67.2	68.6	73.5
Benchmark quartile	1	1	1	1
Welsh first language				
Number of pupils in cohort	*	*	*	*
Achieving level 4+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematics				
Number of pupils in cohort	47	58	51	49
Achieving level 4+ (%)	100.0	98.3	100.0	95.9
Benchmark quartile	1	2	1	3
Achieving level 5+ (%)	61.7	65.5	66.7	73.5
Benchmark quartile	1	1	1	1
Science				
Number of pupils in cohort	47	58	51	49
Achieving level 4+ (%)	97.9	98.3	100.0	93.9
Benchmark quartile	3	3	1	4
Achieving level 5+ (%)	70.2	67.2	74.5	65.3
Benchmark quartile	1	1	1	1

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.	96		96 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
			98%	2%	
The school deals well with any bullying.	89		87 98%	2 2%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			92%	8%	
I know who to talk to if I am worried or upset.	97		94 97%	3 3%	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	97		97 100%	0 0%	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.	96		95 99%	1 1%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			96%	4%	
I am doing well at school	94		94 100%	0 0%	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.	96		96 100%	0 0%	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.	95		94 99%	1 1%	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.	86		82 95%	4 5%	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.	97		92 95%	5 5%	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.	88		75 85%	13 15%	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	95		95 100%	0 0%	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.	71	55 77%	15 21%	1 1%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		64%	33%	3%	1%		
My child likes this school.	71	57 80%	14 20%	0 0%	0 0%	0	Mae fy mhentyn yn hoffi'r ysgol hon.
		73%	25%	1%	0%		
My child was helped to settle in well when he or she started at the school.	70	55 79%	13 19%	2 3%	0 0%	0	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		73%	26%	1%	0%		
My child is making good progress at school.	70	52 74%	18 26%	0 0%	0 0%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		62%	34%	3%	1%		
Pupils behave well in school.	71	45 63%	22 31%	4 6%	0 0%	0	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		48%	47%	4%	1%		
Teaching is good.	70	52 74%	17 24%	1 1%	0 0%	1	Mae'r addysgu yn dda.
		62%	36%	2%	0%		
Staff expect my child to work hard and do his or her best.	71	55 77%	15 21%	1 1%	0 0%	0	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		65%	33%	1%	0%		
The homework that is given builds well on what my child learns in school.	69	31 45%	33 48%	5 7%	0 0%	1	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhentyn yn ei ddysgu yn yr ysgol.
		50%	42%	6%	2%		
Staff treat all children fairly and with respect.	67	42 63%	24 36%	1 1%	0 0%	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.	70	39 56%	30 43%	1 1%	0 0%	1	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		61%	37%	2%	0%		
My child is safe at school.	70	52 74%	18 26%	0 0%	0 0%	0	Mae fy mhentyn yn ddiogel yn yr ysgol.
		67%	31%	1%	0%		
My child receives appropriate additional support in relation to any particular individual needs'.	56	31 55%	21 38%	4 7%	0 0%	12	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		56%	38%	4%	1%		
I am kept well informed about my child's progress.	70	34 49%	33 47%	3 4%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		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.	70	51 73%	16 23%	3 4%	0 0%	1	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.	55	22 40%	31 56%	2 4%	0 0%	15	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.	70	50 71%	18 26%	2 3%	0 0%	1	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		58%	39%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	54	35 65%	17 31%	2 4%	0 0%	14	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		53%	41%	5%	1%		
There is a good range of activities including trips or visits.	68	52 76%	15 22%	1 1%	0 0%	2	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		55%	38%	5%	1%		
The school is well run.	69	51 74%	16 23%	2 3%	0 0%	1	Mae'r ysgol yn cael ei rhedeg yn dda.
		62%	33%	3%	2%		

Appendix 3

The inspection team

Peter Roach	Reporting Inspector
Gaynor Brimble	Team Inspector
Clive Evans	Team Inspector
Deirdre Emberson	Lay Inspector
Ceri Williams	Peer Inspector
Melanie Sancto	Nominee

Copies of the report

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

Year groups, the Foundation Phase and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years of age. This system emphasises the importance of continuity and eases communication among schools, governing bodies, parents and local authorities.

The following table sets out the age ranges relevant to each year group. For example, Year 1 refers to the group of pupils who reach the age of six and Year 13 is the year group who reach the age of 18 during the academic year.

Primary phase:

Year	N	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	3-4	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The Foundation Phase and key stages cover the following year groups:

Foundation Phase	Nursery, Reception, Year 1 and Year 2
Key stage 2	Year 3 to Year 6
Key stage 3	Year 7 to Year 9
Key stage 4	Year 10 and Year 11

Glossary of terms – Primary

Foundation Phase indicator (FPI)

Progress in learning through the Foundation Phase is indicated by outcomes (from outcome 1 to outcome 6).

The Foundation Phase indicator (FPI) relates to the expected performance in three areas of learning in the Foundation Phase:

- literacy, language and communication in English or Welsh first language
- mathematical development
- personal and social development, wellbeing and cultural diversity

By the end of the Foundation Phase, at the age of seven, pupils are expected to reach outcome 5 and the more able to reach outcome 6.

Pupils must achieve the expected outcome (outcome 5) in the three areas above to gain the Foundation Phase indicator.

The core subject indicator (CSI)

Progress in learning through key stage 2 is indicated by levels (level 1 to level 5).

The core subject indicator in key stage 2 relates to the expected performance in the core subjects of the National Curriculum:

- English or Welsh first language
- mathematics
- science

By the end of the key stage 2, at the age of 11, pupils are expected to reach level 4 and more able pupils to reach level 5.

Pupils must gain at least the expected level (level 4) in the three core subjects to gain the core subject indicator.

All-Wales Core Data sets

Inspection reports may refer to a school's performance relative to a family of schools or to schools with a broadly similar proportion of pupils eligible for free school meals.

In relation to free school meals, schools are placed into one of five bands according to the three-year trend in the proportion of pupils eligible for free school meals in the school. The school's performance is then placed into quartiles (from the top 25% to the bottom 25%) in relation to how well it is doing compared with other schools in the same free school meal band.

The Welsh Government created the families of schools (typically a group of 11 schools) to enable schools to compare their performance with that of similar schools across Wales. The composition of the families draws on a number of factors. These include the proportion of pupils eligible for free school meals and the proportion living in the 20% most deprived areas of Wales. They also draw on the proportion of pupils with special education needs at school action plus or with a statement of special educational needs, and pupils with English as an additional language.