



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

**Lakeside Primary School
Ontario Way
Lakeside
Cardiff
CF23 6HB**

Date of inspection: November 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.

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

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Context

Lakeside Primary School serves the Lakeside and Cyncoed areas of Cardiff. Most pupils live locally. Around 8% of pupils are eligible for free school meals. This is well below the average for Wales.

There are currently 515 pupils on roll including 71 part-time nursery pupils. There are 17 classes in total, taught by 14 full-time and 10 part-time teachers. Eight full-time and 27 part-time learning support staff assist them.

The school identifies around 14% of pupils as having additional learning needs. This is below the national average. Very few pupils currently have a statement of special educational needs. Almost 50% of pupils come from ethnic minority backgrounds and almost 43% of pupils who have English as an additional language. These are well above local and national levels. Very few pupils speak Welsh at home.

The headteacher took up her post in 2007. Estyn last inspected the school in December 2008.

The individual school budget for Lakeside Primary School in 2014-2015 means that the budget is £3,122 per pupil. The maximum per pupil in the primary schools in Cardiff is £6,523 and the minimum is £2,908. Lakeside Primary School is 84th out of the 95 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 overall judgement for current performance is good because:

- most pupils make consistently good progress and attain well, especially those who receive support for English as an additional language;
- most pupils have high standards of speaking and listening;
- most pupils enjoy books and read fluently;
- almost all pupils are polite and courteous;
- there are ample opportunities for pupils to take on a wide range of responsibilities;
- almost all pupils have positive attitudes to learning and enjoy school;
- most teaching is well planned and delivered effectively; and
- there is an extensive range of extra-curricular activities, trips and visits, which support pupils' learning well.

Prospects for improvement

The school's prospects for improvement are good because:

- the leadership of the headteacher is purposeful and effective;
- there is a strong commitment throughout the school to promoting improvement;
- the school has been effective in improving outcomes for pupils;
- the school uses the views of all stakeholders well to evaluate how well it is doing;
- the school's self-evaluation is accurate and there are clear links to school improvement priorities; and
- the governing body provides valuable challenge to the school's leadership team.

Recommendations

- R1 Raise standards of pupils' handwriting and presentation
- R2 Raise standards of pupils' numeracy across the curriculum to bring it up to the same level as their work in mathematics
- R3 Improve attendance

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
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Standards: Good

Many pupils enter the school with skills and abilities that are above those normally expected of pupils of a similar age. As they move through the school, most pupils, but particularly those who have English as an additional language, make consistently good progress and achieve well.

Nearly all pupils' oral skills are good. They talk widely about what they know and they can put forward clear arguments to support their views, for example about what they have been learning in lessons. Many speak confidently to adults in a range of situations. Most pupils listen well, but a few do not always control their enthusiasm and speak out of turn.

Many pupils in the school enjoy reading and read well for their age. Many Year 2 pupils read accurately. They use their knowledge of the names and sounds of letters to work out new or unfamiliar words accurately, but make less effective use of picture or contextual clues. They self-correct themselves successfully when reading.

Older pupils in key stage 2 read fluently, accurately and with growing expression. Most talk knowledgeably about authors or types of books they enjoy. More able pupils make effective use of higher-order reading skills, such as inference and deduction, to gain a good understanding of plot and characters.

Foundation Phase pupils make good progress with their writing. Most pupils make appropriate use of capital letters and basic punctuation. Spelling is generally accurate and many pupils use their skills to make plausible choices for unfamiliar words. Their ability to write at length is developing appropriately and they use their skills successfully in different areas of learning, for example to write letters to a secret pen-pal or to present information about rainforests.

By the end of Year 6, most pupils deliver a wide range of written work of high quality, such as play scripts, biographies or stories. They use a rich and varied vocabulary. They use a range of skills to spell accurately and generally punctuate their work correctly. However, the overall presentation of many pupils' written work does not consistently match the level of its content, particularly when they write in other subjects, such as history, science or geography.

The standards of mathematical development of most pupils in the Foundation Phase are of a suitably high level. They present their work neatly. They use their skills well, for example to tell the time accurately or to add and subtract two-digit numbers correctly. They apply their skills well in other areas of learning.

Key stage 2 pupils make good progress in mathematics. More able pupils achieve particularly well. They are especially strong in using their number skills and reasoning to solve mathematical word problems. Many pupils present their work appropriately. Although developing slowly, few pupils use their numeracy skills at a high enough level in subjects like science or geography.

Many pupils use their information and communication technology (ICT) skills appropriately in a range of subjects. They make particularly strong use of tablet computers in key stage 2 to produce high-quality videos of the arguments for and against Welsh devolution.

The majority of pupils in the Foundation Phase have positive attitudes towards learning Welsh. Many make good progress and they read and write simple sentences accurately by the end of Year 2. A majority of key stage 2 pupils communicate personal and factual information well, with a few confident enough to initiate conversations. Many Year 6 pupils read simple books and magazines with understanding and write a variety of sentence patterns correctly, using suitable vocabulary.

Almost all pupils who have English as an additional language achieve very well. Nearly all make strong progress and, by the end of Year 6, attain at least as well as other pupils. Given that these pupils account for almost half of the school's population, this is a strength of the school.

Many pupils who have extra help with their learning make good progress, particularly those in key stage 2.

In 2014, boys attained more highly than girls in all assessments at the end of the Foundation Phase. Trends over the last three years identify that boys achieve at least as well as girls. In the last four years, in key stage 2, boys achieve better than girls in mathematics. Girls achieve better than boys in English and science, but the gap is narrowing.

Over the last three years for the expected outcome 5 at the end of the Foundation Phase, the school has improved its performance compared with similar schools in literacy and mathematical development. In 2014, it was in the higher 50% of similar schools for literacy, but in the lower 50% for mathematical development. For the higher outcome 6, pupils' performance is improving strongly. In 2014, it was in the higher 50% of similar schools for both literacy and mathematical development.

Over the last four years for the expected level 4 at the end of key stage 2, the school has improved its performance compared with similar schools in English and mathematics. In 2014, it was in the higher 50% of similar schools for these subjects, but in the lower 50% for science. At the higher level 5, pupils' performance is improving. In 2014, it placed the school in the top 25% of similar schools for both English and mathematics and in the higher 50% for science.

Wellbeing: Adequate

Nearly all pupils enjoy school and are highly engaged and motivated in their work. They demonstrate pride in their achievements and work together very well in lessons. They are polite and courteous and say they feel safe in school. They feel that the school listens to them and values their opinions.

The school provides ample opportunities for pupils to take on a wide range of responsibilities. Pupils respond enthusiastically and take their roles very seriously.

The school council is very effective and has notable impact in the school. In particular, it has worked effectively to improve the quality of marking and feedback given to pupils.

The pupil nutrition action group promotes healthy living in school successfully. Pupils enjoy healthy living weeks and play leaders arrange active games on the playground. Nearly all pupils have positive attitudes to healthy living. They show empathy and raise money for different charities, particularly those that have a special meaning to pupils.

The school's overall attendance rate for the year 2012-2013 was just over 94%. This places the school in the bottom 25% when compared with similar schools. In the previous three years, attendance has been in the lower 50% or bottom 25% when compared with that of similar schools. Unverified data on attendance from the school indicates that the attendance rate for last year improved notably to 95.7%. Nearly all pupils are punctual.

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

Teachers plan together effectively to deliver stimulating learning experiences that engage all pupils well. Effective arrangements for grouping pupils by ability for mathematics provide valuable support and challenge. These enable most pupils to make good, and in a few cases very good, progress.

A well-structured programme of visitors and visits enhances the planned curriculum. These include visits to local places of importance, such as the mosque, church and a Jewish home. The school has an exceptional range of extra-curricular provision of good quality, including chess, knitting, drama, rugby clubs, an orchestra and a Qur'an class. All are well attended and strengthen the learning experiences for all learners.

There are well-established opportunities for pupils to use their literacy skills in all areas of learning. Provision for numeracy is developing appropriately. However, pupils do not have enough opportunities to develop their numeracy skills to the same level as their mathematical ability.

There is suitable provision for ICT within the Foundation Phase. In key stage 2, although resources within the ICT suite are good, pupils do not get sufficient opportunities to practice or develop their ICT skills. The school develops pupils' thinking skills very successfully, which helps them to become independent and reflective learners.

Provision for promoting Welsh language, history and culture is effective. The school has integrated the Cwricwlwm Cymreig appropriately into schemes of work through for example visits to Castell Coch and St Fagan's.

Work on sustainable development and global citizenship has a positive impact on pupils' understanding of the importance of recycling and saving energy around the school. Well-established links with pupils in other countries, such as France, and in particular, Lesotho, provide rich opportunities for pupils to develop a respectful understanding of other countries.

Teaching: Good

Teachers celebrate the wide diversity of pupils in their classes successfully and expect all pupils to achieve well. Working relationships between staff and pupils are strong and they have mutual respect for each other. These factors contribute well to the good pupil outcomes.

Teachers' effective planning helps keep pupils on task, and learning moves along at a suitable pace in lessons. They use a good range of well-prepared resources to interest and engage pupils. Teachers use questioning techniques well to challenge pupils to think about and to reflect upon what they have learnt. Most teachers plan successfully for the varying needs and abilities of pupils in their class. Learning support assistants contribute effectively to lessons and to pupils' learning.

Teachers mark work regularly. Working with the school council, they have developed a consistent approach to providing written feedback to pupils. This allows pupils to understand how well they are doing and what they need to do to improve their work. Staff use a thorough range of strategies to develop pupils' understanding of how to improve their own and others' work.

The school's effective tracking system monitors the progress of pupils well and identifies those pupils who need extra support with their learning appropriately. A highly effective and straightforward approach to setting individual targets for pupils allows them to review their own learning and to set new targets for improvement successfully.

Annual reports to parents provide them with a clear understanding of their child's progress.

Care, support and guidance: Good

The school provides a high level of care and support for pupils. There is an extensive personal and social education programme, which encourages healthy living and positive attitudes towards aspects of safety and social responsibility. Learning experiences promote pupils' spiritual, moral, social and cultural development appropriately.

The curriculum is supported suitably by a range of visitors, such as the school nurse and police liaison officer who work with the school to develop pupils' understanding of keeping safe and healthy. Staff make very good use of the wide range of languages and cultures represented in the school to promote respect for others.

Staff knows the pupils very well. Provision for pupils with additional needs is very well planned and pupils' needs are identified early. The school is proactive in seeking the advice of the local authority and working with parents to provide valuable support for these pupils. It has very strong links with the local authority service for English as an additional language. This has had a very positive impact on the good progress made by these pupils.

The school's arrangements for safeguarding pupils meet requirements and give no cause for concern. It has appropriate arrangements to promote healthy eating and drinking and physical fitness.

The school generally works hard to encourage good attendance and this is beginning to have a positive impact on reducing absences. However, it does not provide a consistently robust message to parents about the impact of taking holidays during term time on pupils' education.

Learning environment: Good

The school is a friendly, vibrant and welcoming community where adults and pupils treat each other with respect and a high level of care. The inclusive ethos ensures that all pupils have equal access to all aspects of the school's provision.

The school provides good opportunities to enable pupils to appreciate other people's diverse backgrounds. It raises money regularly for good causes locally, nationally and internationally. This increases pupils' awareness of equality and diversity.

The building and site provide a stimulating learning environment for all pupils. The school makes effective use of the building. It is safe and secure and well maintained. Attractive displays help to create a colourful and stimulating learning environment. Staff and pupils use a wide range of resources of good quality to support learning.

An issue relating to the school's perimeter fencing was brought to the attention of the school and local authority during the inspection.

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

The headteacher provides effective leadership and promotes an ethos for the school in which all pupils and staff feel valued. She has a clear vision for the school and its future development that staff, parents and governors share.

The senior leadership team supports the headteacher well. They have clear roles and responsibilities which they carry out effectively. They have a good understanding of the school's strengths and areas for development. Staff meetings are purposeful and have clear outcomes. Senior leaders carry out performance management for teachers and support assistants successfully. As a result, there are clear links between the targets set and the school's priorities for improvement.

The school takes good account of local and national priorities. For example, it has made good progress in implementing the literacy and numeracy framework. It has also been successful in using reading programmes promoted by the local authority to raise standards in reading.

The governing body is supportive of the school, and governors visit the school regularly. For example, they carry out learning walks to gather first-hand information about teaching and learning. Governors are well informed and have a good

understanding of the school's performance compared to that of similar schools. They know the current priorities for school improvement and provide valuable challenge to the school's leadership team.

Improving quality: Good

There is a strong commitment throughout the school to promoting improvement. Staff analyse performance data well and use it effectively to evaluate standards of pupils' attainment. The senior leadership team have clear roles in this process and are responsible for collecting a range of first hand evidence. For example, they visit classrooms and look at pupils' books regularly to monitor teaching and learning. All teachers review their subject areas each year and their findings inform the self-evaluation process successfully. The school also seeks and acts upon the views of parents and pupils well, for example in responding to the school council to develop teachers' feedback to pupils.

Monitoring activities provide senior managers with an accurate assessment of the school's strengths and areas for development. As a result, leaders know what needs to improve and they use this information well to develop plans to bring these improvements about.

The current school improvement plan focuses appropriately on areas that will have a positive impact on children's learning. The school has a strong track record of securing improvements for pupils. For example, in 2014, there was a notable improvement in the attainment of pupils at the higher-than-expected level in English and mathematics at the end of key stage 2 as a result of initiatives targeted at improvement in these subjects.

Partnership working: Good

The school works successfully with a range of partners. This has a positive effect on pupils' attainment and wellbeing. There is a strong partnership between the school and parents. The influential parent forum that the school has developed helps parents to support their children's learning. The parent teacher association provides strong financial support to the school. The school has recently used this support well to develop the outside learning environment for younger pupils.

The school works closely with pre-school groups to ensure that children settle quickly on entry to the nursery class. Effective arrangements for pupils moving to secondary school prepare them well for the next stage in their education. The school co-operates closely with other local schools to moderate teachers' assessments of pupils' work in key stage 2. As a result, teachers' assessments are accurate. The schools also work together effectively to improve pupils' wellbeing, for example through establishing ways of tracking their personal and social skills.

The school engages specialist teachers for physical education, drama and music, which has a beneficial effect on pupils' standards of achievement and the quality of provision in these areas.

There is a worthwhile relationship with the local community. Various community groups use the school's building and many pupils attend events such as the Qur'an group or sport activities. Members of the community visit the school to share experiences with pupils on a regular basis, for example the annual Remembrance service on Armistice Day. These activities enrich pupils' learning experiences.

Resource management: Good

School leaders manage the school's finances efficiently. The school uses teachers and teaching assistants well to meet the needs of pupils. Training for teachers and teaching assistants is effective in improving outcomes for pupils.

Staff develop and share their professional knowledge well through professional learning communities within the school. For example, a focus on Welsh has led to better standards in pupils' speaking, listening and reading skills. The school links well with other schools to share expertise and improve teachers' skills. A recent collaborative focus on outdoor learning has led to a better understanding of how to develop pupils' literacy and numeracy skills effectively in the outdoor environment.

The school makes good use of the indoor and outdoor accommodation to support pupils' learning. It has a good range of resources, and teachers use these well to plan interesting and engaging activities for pupils.

The school makes suitable use of the pupil deprivation grant to meet the needs of learners, for example, in improving pupils' literacy skills.

In view of the good progress made by most pupils and the overall quality of provision and leadership, the school provides good value for money.

Appendix 1: Commentary on performance data

6812074 - LAKESIDE PRIMARY SCHOOL

Number of pupils on roll	508
Pupils eligible for free school meals (FSM) - 3 year average	6.4
FSM band	1 (FSM<=8%)

Foundation Phase

	2012	2013	2014
Number of pupils in Year 2 cohort	60	60	60
Achieving the Foundation Phase indicator (FPI) (%)	80.0	95.0	95.0
Benchmark quartile	3	2	2
Language, literacy and communication skills - English (LCE)			
Number of pupils in cohort	60	60	60
Achieving outcome 5+ (%)	90.0	96.7	96.7
Benchmark quartile	3	2	2
Achieving outcome 6+ (%)	31.7	46.7	51.7
Benchmark quartile	3	2	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	60	60	60
Achieving outcome 5+ (%)	86.7	95.0	95.0
Benchmark quartile	4	2	3
Achieving outcome 6+ (%)	31.7	35.0	41.7
Benchmark quartile	2	2	2
Personal and social development, wellbeing and cultural diversity (PSD)			
Number of pupils in cohort	60	60	60
Achieving outcome 5+ (%)	90.0	98.3	96.7
Benchmark quartile	4	3	3
Achieving outcome 6+ (%)	45.0	86.7	71.7
Benchmark quartile	3	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.

6812074 - LAKESIDE PRIMARY SCHOOL

Number of pupils on roll 508
 Pupils eligible for free school meals (FSM) - 3 year average 6.4
 FSM band 1 (FSM<=8%)

Key stage 2

	2011	2012	2013	2014
Number of pupils in Year 6 cohort	61	61	60	58
Achieving the core subject indicator (CSI) (%)	85.2	90.2	93.3	96.6
Benchmark quartile	3	3	2	2
English				
Number of pupils in cohort	61	61	60	58
Achieving level 4+ (%)	90.2	93.4	95.0	96.6
Benchmark quartile	3	3	2	2
Achieving level 5+ (%)	42.6	50.8	43.3	62.1
Benchmark quartile	2	2	3	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	61	61	60	58
Achieving level 4+ (%)	88.5	90.2	93.3	96.6
Benchmark quartile	3	3	3	2
Achieving level 5+ (%)	50.8	52.5	43.3	56.9
Benchmark quartile	1	1	3	1
Science				
Number of pupils in cohort	61	61	60	58
Achieving level 4+ (%)	90.2	90.2	96.7	96.6
Benchmark quartile	3	4	3	3
Achieving level 5+ (%)	39.3	36.1	46.7	55.2
Benchmark quartile	2	3	2	2

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

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

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

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

Further information is available from the Welsh Government My Local School website at the link below.

<http://mylocalschool.wales.gov.uk/index.html?lang=eng>

Appendix 2

Stakeholder satisfaction report

Responses to learner questionnaires

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	102 98%	2 2%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	99	94 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.	104	102 98%	2 2%	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	104 100%	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.	104	103 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	102	101 99%	1 1%	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	104 100%	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.	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.	104	102 98%	2 2%	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	103 99%	1 1%	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.	98	71 72%	27 28%	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	101	96 95%	5 5%	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.	89	54 61%	31 35%	3 3%	0 0%	1	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	89	64 72%	22 25%	3 3%	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.	88	64 73%	18 20%	4 5%	1 1%	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.	89	51 57%	33 37%	4 4%	0 0%	1	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	89	39 44%	43 48%	3 3%	0 0%	4	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	45%	4%	1%		
Teaching is good.	89	51 57%	32 36%	2 2%	0 0%	4	Mae'r addysgu yn dda.
		60%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	89	56 63%	28 31%	2 2%	0 0%	3	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		63%	33%	1%	0%		
The homework that is given builds well on what my child learns in school.	89	42 47%	27 30%	5 6%	3 3%	12	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.	89	52 58%	28 31%	4 4%	2 2%	3	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		58%	33%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	89	49 55%	35 39%	3 3%	0 0%	2	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.	88	52 59%	33 38%	0 0%	0 0%	3	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'.	86	40 47%	19 22%	4 5%	3 3%	20	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.	88	35 40%	40 45%	9 10%	4 5%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		49%	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.	89	46 52%	33 37%	4 4%	4 4%	2	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.	87	34 39%	27 31%	11 13%	4 5%	11	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		45%	39%	7%	2%		
The school helps my child to become more mature and take on responsibility.	89	55 62%	30 34%	1 1%	2 2%	1	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		56%	38%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	84	33 39%	24 29%	1 1%	2 2%	24	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		42%	33%	4%	1%		
There is a good range of activities including trips or visits.	86	41 48%	38 44%	4 5%	0 0%	3	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	38%	5%	1%		
The school is well run.	89	56 63%	27 30%	4 4%	0 0%	2	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	32%	3%	2%		

Appendix 3

The inspection team

Mr Richard Hawkley	Reporting Inspector
Mr David Kenneth Davies	Team Inspector
Mrs Jane Mccarthy	Team Inspector
Mrs Rhiannon Mary Boardman	Lay Inspector
Mrs Debbie Woodward	Peer Inspector
Mrs Catherine Anne Barnett	Peer Inspector
Mrs Elizabeth Counsell	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.