



*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**

**Allensbank Primary School  
Llanishen Street  
Heath  
Cardiff  
CF14 3QE**

**Date of inspection: December 2013**

**by**

**Estyn, Her Majesty's Inspectorate for Education  
and Training in Wales**

During each inspection, inspectors aim to answer three key questions:

**Key Question 1: How good are the outcomes?**

**Key Question 2: How good is provision?**

**Key Question 3: How good are leadership and management?**

Inspectors also provide an overall judgement on the school's current performance and on its prospects for improvement.

In these evaluations, inspectors use a four-point scale:

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

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

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**Publication date: 07/02/2014**

## Context

Allensbank Primary School is on the outskirts of Cardiff. There are 285 full time pupils on roll aged between four and 11 years. They are organised into nine classes. The school also provides part-time nursery facilities for 48 three and four-year-olds and a specialist resource base for pupils with specific complex speech and language needs from across Cardiff.

The last inspection was in November 2007. The current headteacher took up her post in September 2013.

Thirty-three per cent of pupils are entitled to free school meals, which is above the national average of around 19%.

Sixty-eight per cent of pupils have English as an additional language. No pupils speak Welsh as a first language. Around 22% of pupils have additional learning needs, which is around the national average. A few pupils have statements of special educational needs. There are a very few very pupils who are looked after by the local authority.

The individual school budget per pupil for Allensbank Primary School in 2013-2014 means that the budget is £3,999 per pupil. The maximum per pupil in the primary schools in Cardiff is £7,890 and the minimum is £2,856. Allensbank Primary School is 30th out of the 96 primary schools in Cardiff in terms of its school budget per pupil.

## Summary

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

### Current performance

The school's current performance is adequate because:

- many pupils' speaking and listening skills are developing well;
- relationships between staff and pupils are positive;
- almost all pupils have high standards of behaviour and wellbeing; and
- the standard of pupils' reading has improved recently.

However:

- many pupils in both key stages do not apply their literacy and numeracy skills well enough across the curriculum;
- pupils in older Foundation Phase classes receive formal tasks for inappropriately long periods;
- there is no consistent trend of improved performance at the end of key stage 2 and too few pupils attain the higher-than-expected levels; and
- pupils' attendance is too low.

### Prospects for improvement

The school's prospects for improvement are adequate because:

- the recently appointed headteacher has motivated staff and governors successfully and worked hard to ensure that they understand the changes necessary to move the school forward; and
- recent initiatives focusing on raising standards in literacy and numeracy are starting to impact positively on pupils' standards;

However:

- the curriculum has some significant aspects that require improvement;
- monitoring is not always effective in identifying the impact of initiatives or in ensuring that there is a consistency in approaches;
- data is not yet used well enough to support school improvement, by informing the strategic direction of the school through prioritising actions and initiatives; and
- recent positive changes have not yet had time to impact on overall standards.

## Recommendations

- R1 Improve outcomes at the end of both key stages
- R2 Improve attendance
- R3 Plan for the progressive development of skills, in particular literacy and numeracy, across the curriculum
- R4 Improve provision for pupils in the Foundation Phase, including the use of the outdoors
- R5 Use data and tracking systems effectively to evaluate and plan for the progress of all pupils
- R6 Use the outcomes of self-evaluation to prioritise clear and measureable targets for school improvement linked accurately to pupil outcomes

### What happens next?

In accordance with the Education Act 2005, HMCI is of the opinion that this school is in need of significant improvement. The school will draw up an action plan, which shows how it is going to address the recommendations. Estyn will monitor the school's progress about 12 months after the publication of this report.

## Main findings

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

Adequate

#### Standards: Adequate

On entry, pupils' skills, knowledge and understanding vary considerably. The majority make sound progress from their differing starting points as they move through the school. The progress of pupils with additional learning needs, including those in specialist classes, is inconsistent. Pupils who receive support for English as an additional language make appropriate progress in acquiring English language skills that enable them to access the curriculum.

Throughout the school, most pupils listen very well. Many pupils speak confidently in a wide range of situations to staff, visitors and each other. They are able to sustain their concentration for appropriate lengths of time in lessons.

Individual pupils throughout the school respond well to the recently introduced guided reading strategies. As a result, there has been a marked improvement in reading skills. Many Foundation Phase pupils read at an appropriate standard for their age. They confidently discuss books they enjoy and retell stories correctly. Many younger pupils use a suitable range of strategies to read familiar and unfamiliar words well. By the end of key stage 2, most pupils read clearly and with understanding, and make effective use of punctuation or expression to aid fluency. A majority of pupils show a good understanding of different characters, and discuss enthusiastically authors or types of stories they like. Pupils whose first language is not English show suitable progress in their reading. The more able key stage 2 pupils are able to skim a passage to gain its meaning and to gather information.

A majority of pupils in the Foundation Phase produce short pieces of independent writing. They use capital letters and full stops accurately when punctuating their work. A few pupils that are more able are beginning to write at length and to use a variety of vocabulary to sustain the reader's interest. By the end of key stage 2, a majority of pupils achieve appropriate standards in their writing. In formal literacy focused lessons, a minority of pupils produce extended pieces of writing with a clear structure and use interesting word choices. Overall, the recent whole-school focus on developing pupils' literacy skills is beginning to have a positive impact on the standards that pupils currently achieve. However, they do not use their literacy skills well or at a high enough level in subjects other than English. Writing across the curriculum is at an earlier stage of development. Although presentation has improved this term, overall a majority of pupils fail to present their work neatly.

A majority of Foundation Phase pupils make a sound start in developing their Welsh language skills. They understand and respond correctly to simple classroom commands and use an appropriate range of vocabulary when writing simple sentences based on familiar topics. By the end of key stage 2, standards in Welsh are good. Year 6 pupils ask and answer questions confidently and sustain a conversation well, using a range of sentence patterns. They offer simple

explanations and write competently, using a range of tenses and topic-based vocabulary.

Many pupils have suitable standards of mathematical development. They make effective use of their number and data handling skills in mathematics lessons, but their measuring skills are less well developed. For example, many Year 2 pupils successfully use their knowledge of numbers up to ten to solve problems involving money. More able Foundation Phase pupils use their problem solving skills well to decide the best way to present information from questionnaires about their favourite pets. A majority of more able key stage 2 pupils solve written number problems well and apply their knowledge of fractions and different strategies for computation successfully. However, many pupils are only just beginning to apply their numeracy skills well in other areas of learning and at a high enough level compared to their work in mathematics.

Over the last two years, performance in the Foundation Phase, at the expected outcome 5, in literacy and mathematical development has varied, placing the school between the top 25% and the lower 50% of similar schools. At the higher outcome 6, performance over the last two years has consistently placed the school in the top 25% of similar schools for both areas of learning.

In key stage 2, performance in English, mathematics and science over the last four years at the expected level 4 has generally remained the same, with the school performance placing it in the bottom 25% of similar schools. Over the same period at the higher level 5, performance in English, mathematics and science when compared to that of similar schools has varied between the top 25% and the bottom 25%. However, because of recently introduced strategies, the good quality of teaching seen and the improved quality of work in pupils' books, there is a steady and clear trend of improvement in overall standards.

### **Wellbeing: Adequate**

Nearly all pupils are polite and courteous. Their behaviour in and around the school is of a high standard. Pupils are considerate and relate well to each other and to adults. Nearly all pupils feel safe in school. The school "Buddy Base" system ensures that during break and lunchtime pupils are involved in activities. This supports pupils' wellbeing effectively as it encourages pupils to play together, thus promoting good social skills. The cookery club actively promotes healthy eating by showing pupils how to make healthy recipes. This is having a positive impact on their understanding of how to keep active and healthy

The eco committee is beginning to make a beneficial contribution to school life, for example through their role in developing action plans to decrease energy usage and in improving the use of recycling bins in the school. However, in the school council the pupil voice is at an early stage of development. Pupils have not yet fully developed their decision-making role and meetings are very adult led.

Rates of attendance show a gradual sign of improvement. However, the school remains in the bottom 25% when compared to similar schools. Despite this, the

proportion of pupils who are regularly absent has decreased significantly recently. Nearly all pupils arrive punctually in school.

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

The school's long-term planning covers all statutory requirements. However, teachers do not always reflect this in their short-term planning or in the daily learning experiences of pupils. As a result, the school does not always ensure full coverage of the curriculum.

Nursery and reception pupils receive appropriate Foundation Phase experiences across all areas of learning. However, older Foundation Phase classes do not always provide pupils with the same opportunities. In these classes, pupils concentrate on quite formal tasks for very long periods and this is not appropriate for such young pupils.

There is no long-term, progressive overview for the development of literacy, communication, numeracy and information and communication technology (ICT) skills. As a result, pupils do not have enough opportunities to develop and apply these skills across all areas of the curriculum. The school is developing an appropriate plan to implement the national literacy and numeracy framework in conjunction with its cluster of schools. This is still at an early stage of development.

The school acts in a sustainable way, recycling many items and helping pupils understand the need to conserve resources. The eco committee is very involved with this.

Visitors to the school and trips to local heritage sites contribute appropriately to expanding and enriching learning experiences. The school draws sensitively on its ethnically diverse school population to develop pupils' understanding of global citizenship, for example the 'Culture Club', which promotes an understanding of the festivals, cultures and beliefs from other countries well.

Provision for Welsh language development is comprehensive. A detailed scheme of work provides good support for teachers. Provision for developing pupils' knowledge and understanding of the culture and history of Wales is appropriate. It offers interesting opportunities that enrich the curriculum through visits to places of interest, such as Llancaiach Fawr.

### **Teaching: Adequate**

The strong partnership between teachers and support staff ensures that there are clear routines and a calm learning environment for pupils. Many teachers conduct lessons at a good pace and use a range of suitable teaching strategies, such as effective questioning, to interest and engage pupils. However, in many classes there is an over reliance on the use of worksheets and this limits the development of pupils' independent learning skills, especially those pupils who are more able. Where



teachers follow a more rigid approach, without enough flexibility, the activities do not always meet the needs of all the pupils in the group. Teaching and support staff are good language role models. For example, in the Foundation Phase, staff encourage pupils to answer in sentences during discussion time.

Most teachers mark pupils' work regularly. They celebrate what pupils have done well and clearly indicate what they need to do in order to improve. Opportunities to involve pupils in assessing their own and others learning are developing well. For example, the use of 'pair share' and 'time for talk' by most teachers is particularly effective. This results in a clearer understanding of the next steps for pupils.

Teachers are starting to monitor, measure and track pupils' progress carefully to identify clearly pupils in need of additional support. They use this information to help set targets for improvement and inform future planning. However, this is at an early stage and is yet to fully impact on standards. Until very recently, teachers have not fully understood or used the pupil data that is available in the school. As a result, teacher assessments at the end of Foundation Phase at the higher than expected level, outcome 6, are not always accurate.

Reports to parents are informative and meet statutory requirements.

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

The school is a very caring and welcoming community where staff place a high emphasis on the wellbeing of their pupils. There are appropriate arrangements in place to develop pupils' understanding of wellbeing and healthy lifestyles. The school makes suitable arrangements for promoting healthy eating and drinking.

The school makes effective use of professional support services, such as the speech and language therapist and the educational psychologist. The English as an additional language service provides good support and guidance to staff, pupils and their families. There are generally suitable interventions in place to support pupils with additional learning needs. However, staff have not tracked the progress of pupils on these programmes well enough in the past. As a result, staff do not know how effective these interventions are in meeting the needs of the pupils and in raising standards.

The school functions as a multi-cultural community and promotes these values effectively through acts of collective worship and in celebrating the beliefs of others in a sensitive and inclusive way. It works closely with the local community to develop cultural awareness and understanding. A recent consultation with parents resulted in a new relationships education plan that has proved successful in engaging parents from minority ethnic groups. The school encourages pupils to work well with each other and to show respect, care and concern for others. There are regular opportunities for pupils to reflect on their own beliefs and values. For example, parents and pupils enjoyed the visit by the local Imam and the recent celebration party for Eid.

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

### **Learning environment: Adequate**

Allensbank is a very inclusive school. It places a clear emphasis on recognising, respecting and celebrating the diversity within its own and wider multicultural community. The school treats pupils and staff equally, fairly and with tolerance and respect.

Pupils talk very positively about clubs and activities on offer to them and many take up additional learning opportunities outside of normal school hours through these.

There is a suitable range of equipment to support pupils' learning. For example, pupils use the recently purchased computer tablets well to support their research and develop their communication skills. Staff use many of the resources that are available to them effectively, to enhance learning activities. However, very few classes use the outdoor learning environment well enough and the use of new ICT equipment is limited.

Displays in classrooms and corridors are bright, show pupils' work well and enhance their learning. Given the age of the building, which is grade two listed, all areas are clean and generally well maintained. However, in the main, the outdoors is not in a good state of repair. This does not support its use as a learning effective environment.

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

The newly appointed headteacher has a clear vision for the school's future and she communicates her intentions well to others. In the short time since her appointment, she has motivated staff and governors successfully and worked hard to ensure that they understand the changes that are necessary to move the school forward. Staff and governors are committed to improving provision and outcomes for pupils. All staff have relevant job descriptions that outline their roles and responsibilities appropriately.

In recent months, regular meetings and phase team meetings focus well on school improvement issues and raising standards. Although the school gathers a significant amount of data on pupil performance, leaders have only recently begun to share this data with staff and to use it to identify strengths and weaknesses. As a result, middle level leaders and teachers are gradually developing a sound understanding of how they can use this knowledge about pupil performance to drive improvements in standards. Although these are positive developments, they are new and it is too early to measure their success.

Since the start of this term, the governing body has a better focus and a clearer direction. Members recognise that their work has not been strategic enough, but they are developing an appropriate understanding of their responsibilities as critical friends and are keen to develop this role fully. They now know the school's main

strengths and weaknesses, recognise the current priorities and appreciate that improvement will take time.

### **Improving quality: Adequate**

Leaders have recently developed a systematic approach to school self-evaluation and improvement planning that pays good attention to the careful analysis of pupil data to identify school priorities. The current self-evaluation report draws on appropriate, but limited and very recent first-hand evidence, including analysis of data, lesson monitoring, evaluation of teachers' planning and scrutiny of pupils' books. Annual subject leader reviews, although well established, have not always focused closely enough on standards and have not fed into school improvement planning effectively enough.

The newly written school improvement plan identifies four relevant priorities that arise directly from the outcomes of self-evaluation. Success criteria are measurable and focus well on pupil outcomes. There are specific steps to take and it is clear who is responsible for what. Timescales are realistic and there is a clear timetable in place for monitoring and evaluating progress.

Pupil outcomes in recent years have been poor and the school has not secured the improvements necessary to raise standards. Whilst self-evaluation processes and the improvement plan for the coming year are more appropriate and focus well on areas of weakness, they are very new. It is too early to judge how effective they will be in bringing about sustained improvement.

### **Partnership working: Adequate**

A limited range of useful partnerships exists that enhance provision in the school and benefit pupil outcomes in a few important areas, particularly wellbeing. These include relevant visits from the police and dental service that enrich the personal and social education programme. There is also a link with a multi-national electronics company, which contributes effectively to the science programme for Year 6 pupils.

Relationships with parents and the local community are generally positive, but there is a drive to improve these further. This is already having a positive impact through the greater involvement in school life of both groups. The governing body has recently appointed parent governors from under-represented groups in the school community and parents appreciate the move to invite a wider variety of faith leaders into the school.

Some quality assurance activities take place with the high school and other primary schools in the cluster, but this is limited to the statutory moderation of end of key stage 2 assessments. The use made of joint planning and resourcing is very limited.

### **Resource management: Adequate**

Appropriate processes are in place to ensure that the school makes sufficient use of its resources. Senior leaders deploy teachers effectively and, in nearly all classes,

teaching assistants support learning well, helping to guide and engage pupils, particularly those who have additional needs.

Staff have undertaken a range of specific training that has prepared them well to deliver many of the school's new initiatives and interventions, most significantly an intensive, whole-school literacy programme. However, performance management processes have not always been carried out systematically and rigorously and this means that leaders have not always identified the professional development needs of individuals well enough. Although a few common networks of professional practice exist with cluster schools, their use to support improvement in the school is at an early stage of development.

The governing body finance committee meets regularly and has been appropriately informed of budgetary matters. However, members of the committee are only now beginning to understand the financial needs of the school more fully. Recent spending decisions now relate more closely to school priorities. Governors understand the need to evaluate the effectiveness of spending in relation to pupil outcomes, but they have not yet developed effective procedures for doing this.

In view of the adequate standards that many pupils achieve, the school offers adequate value for money.

## Appendix 1

### Commentary on performance data

Compared to similar schools in 2013, pupils' performance at the end of the Foundation Phase for the expected outcome 5 placed the school in the lower 50% for language, literacy and communication and mathematical development, and in the higher 50% for personal and social development. In 2013, performance at outcome 5 was below the family average. Standards over the last two years have been below the family average in language, literacy and communication but above for mathematical development and personal and social development at outcome 5.

For the higher outcome 6, attainment has placed the school consistently in the top 25% of similar schools for language, literacy, communication, mathematical development and personal and social development. In 2013, performance in all three areas of learning was also above the family average.

In key stage 2, performance in English, mathematics and science over the last four years, at the expected level 4, has generally remained the same, with the school performance placing it in the bottom 25% of similar schools. In 2013, performance in all three subjects was below the family average.

In 2013 for the higher level 5, attainment placed the school in the bottom 25% for all three subjects and was significantly below the family average in all three subjects. Standards at the higher than expected level 5 have fluctuated over the last four years, with the school's performance generally placing it in the lower 50% of similar schools.

At the end of Foundation Phase, girls generally outperform boys at the expected outcome 5 and at the higher outcome 6, across all three areas of learning. In key stage 2, girls also outperform boys at the expected level 4 and at the higher level 5 in English, mathematics and science.

Pupils entitled to free school meals perform less well than their peers in the Foundation Phase and in key stage 2.

## 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.	100	91 91% 98%	9 9% 2%	Rwy'n teimlo'n ddiogel yn fy ysgol.
The school deals well with any bullying.	99	67 68% 92%	32 32% 8%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
I know who to talk to if I am worried or upset.	100	92 92% 97%	8 8% 3%	Rwy'n gwybod pwy i siarad ag ef/â hi os ydw i'n poeni neu'n gofidio.
The school teaches me how to keep healthy	101	97 96% 98%	4 4% 2%	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
There are lots of chances at school for me to get regular exercise.	100	79 79% 96%	21 21% 4%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
I am doing well at school	99	98 99% 96%	1 1% 4%	Rwy'n gwneud yn dda yn yr ysgol.
The teachers and other adults in the school help me to learn and make progress.	101	97 96% 99%	4 4% 1%	Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddsygu a gwneud cynnydd.
I know what to do and who to ask if I find my work hard.	100	96 96% 98%	4 4% 2%	Rwy'n gwybod beth i'w wneud a gyda phwy i siarad os ydw i'n gweld fy ngwaith yn anodd.
My homework helps me to understand and improve my work in school.	100	92 92% 91%	8 8% 9%	Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol.
I have enough books, equipment, and computers to do my work.	100	85 85% 95%	15 15% 5%	Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
Other children behave well and I can get my work done.	98	54 55% 78%	44 45% 22%	Mae plant eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
Nearly all children behave well at playtime and lunch time	100	56 56% 84%	44 44% 16%	Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.

## 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.	27	20 74%	7 26%	0 0%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	27	20 74%	7 26%	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.	26	22 85%	4 15%	0 0%	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.	27	20 74%	7 26%	0 0%	0 0%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	0%		
Pupils behave well in school.	27	11 41%	15 56%	1 4%	0 0%	0	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	46%	4%	1%		
Teaching is good.	27	20 74%	7 26%	0 0%	0 0%	0	Mae'r addysgu yn dda.
		60%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	27	18 67%	9 33%	0 0%	0 0%	0	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.	27	14 52%	13 48%	0 0%	0 0%	0	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.	27	22 81%	4 15%	0 0%	0 0%	1	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		58%	34%	3%	1%		
My child is encouraged to be healthy and to take regular exercise.	27	17 63%	8 30%	1 4%	0 0%	1	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		60%	36%	2%	0%		
My child is safe at school.	26	19 73%	7 27%	0 0%	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'.	27	16 59%	10 37%	0 0%	0 0%	1	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.	26	15 58%	10 38%	1 4%	0 0%	0	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.	27	14 52%	13 48%	0 0%	0 0%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		62%	31%	4%	2%		
I understand the school's procedure for dealing with complaints.	27	11 41%	12 44%	2 7%	0 0%	2	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.	27	16 59%	10 37%	0 0%	0 0%	1	Mae'r ysgol yn helpu fy mhentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		55%	39%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	25	9 36%	5 20%	2 8%	0 0%	9	Mae fy mhentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		42%	34%	4%	1%		
There is a good range of activities including trips or visits.	27	16 59%	10 37%	1 4%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	38%	5%	1%		
The school is well run.	27	17 63%	10 37%	0 0%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	33%	3%	1%		



## Appendix 3

### The inspection team

Susan Davies	Reporting Inspector
Sarah Morgan	Team Inspector
Julie Price	Lay Inspector
Clive Condon	Peer Inspector
Jenny Drogan	Nominee

## Copies of the report

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