



*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**

**Cadle Primary School  
Middle Road  
Fforestfach  
Swansea  
SA5 5DU**

**Date of inspection: June 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:

<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: 19/08/2014**

## Context

Cadle Primary School is on the outskirts of Swansea and serves the surrounding area of Fforestfach.

The school caters for children aged three to eleven years. There are 385 pupils on roll, including 52 part-time pupils in the nursery and eight pupils with moderate to severe learning difficulties who attend the special teaching facility on the school site. There are a very few children looked after by the local authority.

A few pupils have English as an additional language and no pupils speak Welsh as a first language. Fourteen per cent of pupils are from minority ethnic backgrounds, with eleven per cent speaking English as a second or additional language.

The school has identified around 52% of pupils as having additional learning needs. A very few pupils have a statement of special educational needs, with a minority educated in the special teaching facility. Around 39% of pupils are eligible for free school meals, which is well above the national average.

The individual school budget per pupil for Cadle Primary School in 2013-2014 means that the budget is £3,650 per pupil. The maximum per pupil in the primary schools in Swansea is £15,824 and the minimum is £2,673. Cadle Primary School is 28th out of the 80 primary schools in Swansea 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 current performance of the school is adequate because:

- many pupils make good progress in developing their literacy skills;
- most pupils make good progress in developing their use and understanding of the Welsh language;
- most pupils behave well in lessons and at other times in the school day;
- pupils have good opportunities to make decisions about what they would like to learn;
- teachers use a suitable variety of teaching strategies; and
- the school provides a welcoming and inclusive environment for pupils.

However:

- pupils' performance in mathematics has declined;
- pupils do not make enough progress in developing their numeracy skills across the curriculum;
- pupils do not use paragraphs and punctuation well enough; and
- more able pupils do not always achieve as well as they could.

### Prospects for improvement

The school's prospects for improvement are adequate because:

- the headteacher has successfully developed a strong vision for the school that all staff and governors share;
- the senior leadership team works effectively with the headteacher to put initiatives in place to raise standards and to improve provision;
- the governing body is well informed and supportive of the school;
- the school works well with a wide range of partners to improve pupils' outcomes and to support their wellbeing; and
- the school manages its staff and resources well.

However:

- the school's self-evaluation is not always evaluative enough and does not fully reflect the strengths and shortcomings in the school;
- the school's strategic plan does not link clearly with the outcomes of the self-evaluation report;
- there is not enough use of performance data to set specific and measurable targets for improvement in the school's strategic plan; and
- the co-ordination and monitoring of school improvement groups are ineffective overall.

## Recommendations

- R1 Raise standards in numeracy
- R2 Improve the performance of more able pupils, particularly in mathematics across the school and in science at key stage 2
- R3 Make sure that the annual governors' report to parents meets statutory requirements
- R4 Improve the quality of self-evaluation
- R5 Improve the quality of the strategic plan so that it is effective in securing improvement
- R6 Improve pupils' attendance

### **What happens next?**

The school will draw up an action plan that shows how it will address the recommendations. Estyn will monitor the school's progress.

## Main findings

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

Adequate

#### Standards: Adequate

Many pupils on entry to school have below average skills for their age.

Most pupils across the school have good listening skills. In the Foundation Phase, most pupils speak confidently and use a suitable range of vocabulary effectively to communicate their ideas and to respond to questions and instructions. By the end of the Foundation Phase, many are able to discuss their ideas in more detail with a few more able pupils using extended vocabulary to good effect. In key stage 2, many pupils have good oral skills and discuss topics confidently, justifying their opinions, for example on whether they would prefer a million pounds or eternal life.

In the Foundation Phase, many pupils read with fluency and use a range of strategies effectively when reading unfamiliar words. By the end of the Foundation Phase, a majority of pupils discuss the content of their reading well and refer to characters and events appropriately in the books they read. Many pupils make good progress in their writing. By the end of the Foundation Phase, they produce work that is well organised and contains imaginative vocabulary. A few more able pupils extend their ideas well, using a wide range of punctuation and vocabulary effectively. Many use a joined script to produce well-presented pieces of work.

At the lower end of key stage 2, most pupils develop their ideas imaginatively and write in a suitable range of genres. A few more able pupils develop their skills further by using paragraphs and descriptive vocabulary. By the end of key stage 2, most pupils adapt their writing for different purposes, for example when designing a leaflet to advertise a nearby attraction. However, a minority of pupils do not use paragraphs consistently in their work and their punctuation skills are limited. Overall, the quality of spelling is good, although the presentation of a few pupils' work is often untidy. By the end of key stage 2, most pupils read a suitable range of fiction and non-fiction books with fluency and accuracy. Many have well-developed higher-order reading and research skills.

Across the school, most pupils make appropriate progress in their numeracy skills. In the Foundation Phase, many pupils are beginning to develop their numeracy skills well across the areas of learning. By the end of the Foundation Phase, many pupils use their knowledge of numbers well to solve problems involving money, shape and measurement. They use a range of practical apparatus appropriately to support them in their calculations and they record their results accurately. In key stage 2, pupils complete work at an appropriate level in mathematics lessons. However, the pupils' ability to apply their numeracy and reasoning skills to solve problems in other curriculum areas is less well developed.

Nearly all pupils in the Foundation Phase display positive attitudes to learning Welsh and make good progress in their use and understanding of the Welsh language. They speak confidently about familiar topics and follow basic instructions in Welsh

very well. By the end of key stage 2, most pupils speak about themselves and a wide range of familiar topics with accuracy and good pronunciation. Most pupils read appropriately for their age and write to a good standard in a suitable range of styles and contexts.

Over the past two years, pupils' performance at the end of the Foundation Phase at the expected outcome 5 has varied. In 2013, pupils' performance places the school in the lower 50% of similar schools in literacy and in the bottom 25% in mathematical development. In 2013, the performance of pupils at the higher-than-expected outcome (outcome 6) in literacy places the school in the lower 50% of similar schools and in the bottom 25% in mathematical development.

At the end of key stage 2, performance at the expected level 4 has varied considerably over the last four years when compared to that of similar schools. Performance in English has varied, moving the school between the top 25% and the bottom 25% of similar schools. Performance in mathematics has declined over the past four years and the school has been in the bottom 25% of similar schools over the last two years. The performance of pupils at the higher-than-expected level (level 5) has also varied over the same period. Performance at level 5 in English has placed the school between the top 25% and the higher 50% when compared to similar schools. The performance at level 5 in mathematics has declined over the past four years and has placed the school in the bottom 25% of similar schools over the past two years. Pupils' performance in science has also declined over the past four years, but it improved last year to place the school in the lower 50% of similar schools.

### **Wellbeing: Adequate**

Pupils have a positive attitude to healthy living and understand the importance of making healthy food and lifestyle choices. Pupils know what to do if they feel unsafe in school.

Most pupils behave well in lessons and at other times in the school day. They are courteous and polite, and they interact well with one another. In lessons, most pupils concentrate, try hard and work well with their peers. They respond well to suitable opportunities to make decisions about what they would like to learn.

Pupils' overall attendance rate has placed the school in the bottom 25% when compared with similar schools in two of the past three years. However, the school's attendance has improved since the last inspection and most pupils are punctual.

There is an established school council. They take pride in their achievements and are effective in promoting positive attitudes to healthy eating. They consult well with other pupils about their plans and projects. For example, the Children's Rights Ambassadors developed the effective 'Rights Respecting and Values' project at the school and have spoken to audiences at local and national conferences on the subject.

Many pupils make a positive contribution to their local community through links with chapels, businesses and community organisations. A few have developed their skills

by working alongside retailers at the local retail park to raise funds for local and national charities. Many pupils have contributed well to local community events, for example singing at the local chapel.

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

The school provides a good range of stimulating learning experiences that interest and engage pupils well. Teachers' planning provides effective opportunities to develop pupils' literacy skills across the curriculum. Teachers organise a suitable range of educational visits throughout the year, such as to local museums and a community farm, to enhance the curriculum and to enrich pupils' learning experiences effectively. The curriculum meets the requirements of pupils within the special teaching facility well and allows them to take a full and active part in the life of the school. The school offers a comprehensive range of extra-curricular activities, such as a dance club and gardening club, which many pupils attend.

Planning for the development of Welsh as a second language is good. Almost all staff use Welsh regularly in lessons and for daily routines. Provision for the development of pupils' Welsh oracy skills in the Foundation Phase and key stage 2 is very effective. The school uses a range of strategies successfully to develop pupils' reading and writing skills, such as encouraging key stage 2 pupils to write a Welsh diary. Staff provide appropriate opportunities for pupils to learn about the history and culture of Wales, for example in work on the Aberfan disaster and through the annual eisteddfod.

Pupils participate in a comprehensive range of initiatives that increase their knowledge of sustainability well, such as growing and eating their own vegetables. Many pupils have a sound knowledge of the principles of recycling, saving water and reducing energy consumption. A walk to school week promotes the importance of reducing pupils' carbon footprint well. Pupils have good opportunities to learn about other cultures and to develop their understanding of the wider world, for example through studies of Egypt and Scotland and a cultural diversity day.

### **Teaching: Good**

Teaching in most of the lessons is good across the school. Support staff play an effective role in supporting learning across the school.

Teachers use a suitable variety of teaching strategies that ensure pupils of all abilities achieve appropriately for their age and ability. The work in most lessons is interesting and engages nearly all pupils. In the best examples, pupils build appropriately on their knowledge and skills from previous lessons. Teachers set learning objectives at the beginning of nearly all lessons and review progress in plenary sessions. Effective questioning in most lessons helps to develop pupils' thinking skills well. In a majority of lessons, teachers adapt tasks to suit the age and ability of most pupils well, but they do not always challenge more able pupils enough.

Many teachers provide valuable oral feedback for pupils. They mark pupils' work



regularly and, in the best examples, provide constructive comments linked to success criteria that show pupils the next steps to take in their learning. In a majority of classes, pupils have useful opportunities to reflect on their own work and that of their peers. However, pupils' role in the process of setting targets to improve their work is at an early stage of development.

The school has thorough procedures for assessing and tracking pupils' progress using standardised tests and teachers' assessments. Teachers understand pupils' needs well and use the information to set specific targets and to provide appropriate tasks for them to move forward to the next stage in their learning.

Annual reports to parents provide useful information about pupils' progress and meet statutory requirements.

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

The school provides a safe and secure environment for pupils and promotes pupils' confidence and self-esteem well. Learning experiences provide pupils with worthwhile opportunities to develop their spiritual, moral, social and cultural understanding. The school's arrangements for safeguarding pupils meet requirements and give no cause for concern.

Teachers set high standards of behaviour and are consistent in their expectations of how pupils should behave. The school deals with any incidents of bullying quickly and effectively. It has developed effective strategies to help vulnerable pupils. For example, the 'Playground Peacemakers' are effective in making sure that pupils are happy at break times and lunchtimes and help to resolve minor disagreements effectively.

The school makes appropriate arrangements for promoting healthy eating and drinking. Pupils have daily access to a fruit tuck shop and water bottles in classes. The school has effective arrangements with a range of specialist services and outside agencies to provide very good levels of support and guidance for pupils and families. Pupils benefit and make good progress from the personalised support they receive.

Provision for pupils with additional learning needs is very good. The school has well-developed procedures to identify pupils with additional learning needs at an early stage. The additional learning needs team makes sure that pupils receive appropriate and effective support, monitoring pupils' progress closely and adapting the support provided accordingly. Individual education plans are of good quality and pupils and parents take part in setting and reviewing targets appropriately. Many pupils with additional learning needs make good progress in both the mainstream and the special teaching facility.

### **Learning environment: Good**

The school provides a welcoming and inclusive environment for pupils. It is effective in placing a high importance on respecting the rights of the whole school community. The school is successful in involving families in the life and work of the school, for example the family literacy and numeracy programmes.

The school has a comprehensive range of resources of good quality that match pupils' learning needs well. Teaching areas are spacious and airy. The school has bright and colourful displays that celebrate pupils' work well and help pupils to learn. The large playing fields and playgrounds are complemented by stimulating outdoor learning areas, particularly in the Foundation Phase, which staff use effectively to promote pupils' learning. The school buildings and grounds are well maintained.

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

The headteacher has successfully developed a strong vision for the school that staff and governors share. The headteacher distributes leadership roles among staff appropriately. Staff understand their roles well and undertake them conscientiously. They have appropriate job descriptions and work well together on the school's priorities for improvement. The senior leadership team works effectively with the headteacher to put initiatives in place to raise standards and to improve provision. Members of the team regularly conduct useful monitoring activities and contribute appropriately to setting strategic priorities.

The governing body is well informed and supportive of the school. Governors understand their role as critical friends and have challenged the school about its use of resources. Governors have a good understanding of their roles and responsibilities and attend relevant training events. However, the governors' annual report to parents does not meet statutory guidance in all respects, for example the lack of information on targets.

There has been good progress in addressing local and national priorities. For example, the Foundation Phase is well established and the school has focused its attention well on initiatives aimed at raising standards in literacy and Welsh.

**Improving quality: Adequate**

The school regularly conducts appropriate self-evaluation activities, for example scrutiny of pupils' books and observations of lessons. The school seeks the views of the whole school community well, for example through questionnaires to parents and pupils. The headteacher is aware of the school's strengths and weaknesses, but the self-evaluation report does not reflect them fully. The school's self-evaluation report is not always evaluative enough and does not focus clearly on the outcomes for pupils and the impact of initiatives and aspects of provision.

The school's strategic plan does not link clearly with the outcomes of the self-evaluation process. It identifies priorities and actions to achieve them, but it does not allocate staff responsibilities and resources or set timescales for the evaluation and completion of actions within the plan well enough.

New data systems allow teachers to use performance data more effectively to track groups of pupils. They analyse data appropriately and use the outcomes to identify pupils who require additional support and to inform future planning. However, they do not use it enough to set specific measurable improvement targets.

There are eight development groups in the school that focus appropriately on areas of school improvement and provision, for example information and communication technology (ICT) and e-learning. There are examples where these groups are successful in securing improvement. However, the co-ordination and monitoring of the groups are limited overall and the link of the work of the groups to school priorities is often unclear.

### **Partnership working: Good**

Partnerships with parents and carers are good. All staff work effectively with parents to engage them in their child's learning, for example classes to develop parenting skills and for helping their children at home. This has helped to improve attendance at parents' evenings and curriculum planning meetings. The Friends of Cadle have raised money for the school enabling them to purchase ICT equipment and a minibus.

Links with local secondary schools are effective in making sure that there is a smooth transition from primary into secondary education. These links work particularly well for more vulnerable pupils and the school works effectively with external agencies to assist transition, for example working alongside Flying Start.

The school collaborates effectively with a range of local businesses. This provides beneficial learning opportunities and experiences for many pupils, for example the Year 5 and Year 6 Dragons Den event. The school works alongside the neighbouring Community Farm to develop learning experiences for pupils.

The school participates regularly with local cluster schools to standardise and to moderate pupils' work. This is effective in ensuring that assessment levels are accurate and valid.

### **Resource management: Adequate**

The school manages its staff appropriately. There are a sufficient number of qualified teachers and support staff to teach the curriculum. The school deploys staff effectively. Teaching assistants support pupils' learning in classes and in intervention groups very well.

The headteacher and governing body manage the school's finances carefully and direct expenditure towards addressing the school's priorities, for example in improving the school's ICT resources. The school has a plan to manage the current deficit budget.

The school's performance management system sets appropriate targets for all members of staff. Targets relate to the priorities set out in the school's strategic development plan. Teachers share good practice within the school and learn well from each other. They also benefit from regular training opportunities linked to identified areas for school development.

As a result of the standards that pupils achieve, the school offers adequate value for money.

## Appendix 1

### Commentary on performance data

Over the past two years, performance in the Foundation Phase at the expected outcome 5 has varied. For performance in both literacy and personal development, the school remains in the lower 50% when compared with similar schools, while performance in mathematical development has declined and now places the school in the bottom 25%. When compared with schools in the same family, performance in 2013 is below the average in language, literacy and communication skills and mathematical development. Performance in personal and social development is slightly under the average for the family in 2013.

The performance of more able pupils at outcome 6 places the school in the bottom 25% of similar schools in 2013 for mathematical development and personal and social skills. Performance has improved in literacy, language and communication skills, but the school remains in the lower 50% when compared with similar schools. When compared to other schools in the same family, performance in literacy, mathematical development and personal and social skills is below the family average in 2013.

In key stage 2, performance at the expected level 4 has varied considerably over the last four years when compared to that of similar schools. Performance in English has varied, moving the school between the top 25% and the bottom 25% of similar schools, with performance in mathematics and science moving it between upper top 50% and the bottom 25%. In 2013, when compared to that of other schools in the same family, performance in English is around the average while performance in mathematics and science is below.

The performance of more able pupils at level 5 has also varied over the same period. Performance in English has placed the school between the top 25% and the higher 50% when compared to similar schools. However, the performance of more able pupils in mathematics and science has varied, moving the school between the top 25% and the bottom 25% of similar schools. In 2013, performance in mathematics and science is considerably lower than the average for schools in the same family. Performance in English is higher than the family average for the same year.

Girls perform better than boys in the Foundation Phase at the expected outcome 5 in literacy and mathematical development. However, at the higher than expected outcome, boys outperform girls in mathematical development. In key stage 2, boys do not perform as well as girls at the expected level 4 in all three subjects. At the higher level 5, girls outperform boys in English. Overall, the gap in performance is greater than the average for the family and for Wales.

In the Foundation Phase, pupils who do not receive free school meals achieve better in language, literacy and communication and mathematical development. In key stage 2 over the past four years, pupils not in receipt of free school meals have generally outperformed their peers who receive free school meals, in all three subjects.

## 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.	93	93 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	89	82 92%	7 8%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	93	92 99%	1 1%	Rwy'n gwybod pwy i siarad ag ef/â hi os ydw I'n poeni neu'n gofidio.
		96%	4%	
The school teaches me how to keep healthy	93	92 99%	1 1%	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.	93	91 98%	2 2%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	89	87 98%	2 2%	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.	93	93 100%	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.	93	92 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.	91	84 92%	7 8%	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.	93	88 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.	78	67 86%	11 14%	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	92	83 90%	9 10%	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.	27	16 59%	10 37%	1 4%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	27	16 59%	10 37%	0 0%	0 0%	1	Mae fy mhlentyn 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	20 77%	6 23%	0 0%	0 0%	0	Cafodd fy mhlentyn 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%	6 22%	0 0%	1 4%	0	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	26	12 46%	11 42%	1 4%	1 4%	1	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	46%	4%	1%		
Teaching is good.	26	20 77%	5 19%	1 4%	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	20 74%	7 26%	0 0%	0 0%	0	Mae'r staff yn disgwyl i fy mhlentyn 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.	26	15 58%	8 31%	1 4%	0 0%	2	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhlentyn yn ei ddysgu yn yr ysgol.
		47%	40%	6%	1%		
Staff treat all children fairly and with respect.	26	16 62%	9 35%	0 0%	1 4%	0	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		58%	34%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	27	21 78%	6 22%	0 0%	0 0%	0	Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		59%	36%	2%	0%		
My child is safe at school.	26	21 81%	4 15%	0 0%	1 4%	0	Mae fy mhlentyn yn ddiogel yn yr ysgol.
		66%	31%	1%	0%		
My child receives appropriate additional support in relation to any particular individual needs'.	27	18 67%	6 22%	1 4%	0 0%	2	Mae fy mhlentyn 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.	27	16 59%	10 37%	1 4%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		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.	25	19 76%	4 16%	1 4%	1 4%	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.	26	14 54%	9 35%	1 4%	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.	25	16 64%	9 36%	0 0%	0 0%	0	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		56%	39%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	24	14 58%	9 38%	0 0%	0 0%	1	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		42%	34%	4%	1%		
There is a good range of activities including trips or visits.	27	14 52%	12 44%	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%	9 33%	0 0%	1 4%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		60%	33%	3%	2%		

## Appendix 3

### The inspection team

Kevin Davies	Reporting Inspector
Michelle Gosney	Team Inspector
Jane Rees	Team Inspector
Jeremy Turner	Lay Inspector
Roger Price	Peer Inspector
Jamie Richards	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.