



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

**Glan-Yr-Afon Primary
Browing Close
Llanrumney
Cardiff
CF3 5NJ**

Date of inspection: January 2015

by

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

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

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

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

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

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

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

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Publication date: 31/03/2015

Context

Glan-Yr-Afon Primary School is situated in the eastern part of Cardiff and caters for pupils between the ages of 3 to 11. There are 203 pupils on roll, including 40 part-time nursery pupils. Around 58% of pupils are eligible for free school meals. This is well above the average for schools in Wales.

Around 15% of pupils are from minority ethnic backgrounds and have English as an additional language. No pupil speaks Welsh at home. The school identifies 47% of pupils as having additional learning needs, which is well above the average for schools in Wales. Very few pupils have a statement of special educational needs. The last inspection of the school was in March 2010. The headteacher took up his post in September 2012.

The individual school budget per pupil for Glan-yr-Afon Primary School in 2014-2015 means that the budget is £5,562 per pupil. The maximum per pupil in the primary schools in Cardiff is £6,523 and the minimum is £2,908. Glan-yr-Afon Primary School is third out of the 95 primary schools in Cardiff in terms of its school budget per pupil.

Summary

The school's current performance	Adequate
The school's prospects for improvement	Good

Current performance

The school is adequate because:

- Many pupils across the school make good progress from a very low starting point
- Most pupils with additional learning needs, including those eligible for free school meals, make consistently good progress
- The working relationships between staff and pupils are very positive
- Nearly all pupils have good standards of behaviour and wellbeing
- A very caring ethos ensures that all pupils feel safe and secure and ready to learn

However:

- Standards at the end of the Foundation Stage and key stage 2 are below those of many similar schools
- Standards in Welsh are underdeveloped
- Attendance is low when compared with the average for similar schools
- Pupils have too few opportunities to develop their independent learning skills and, in the Foundation Phase, there is not always an appropriate balance between child-led activities and those directed by the teachers

Prospects for improvement

The school's prospects for improvement are good because:

- The headteacher, senior management team and governors have a clear vision and aims and are strongly committed to raising standards
- Monitoring is effective in identifying the school's strengths and areas for improvement
- The development plan has appropriate priorities that link well to the outcomes of self-evaluation
- Recent initiatives, which focus on raising standards in literacy and numeracy, are starting to have a positive impact on pupils' standards
- There are effective partnerships that contribute significantly to pupils' wellbeing

Recommendations

- R1 Continue to improve pupils' literacy skills across the school
- R2 Improve standards in Welsh as a second language and pupils' bilingual skills
- R3 Improve attendance
- R4 Make sure that staff provide sufficient opportunities for older Foundation Phase pupils to take part in child-led learning and offer greater opportunities for pupils to make choices in their learning
- R5 Make better use of marking and target setting so that pupils are clear about what they need to do to improve

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?

Adequate

Standards: Adequate

Most pupils enter the school with skill levels that are considerably lower than average. As they progress through the school, many pupils make at least appropriate and often good progress by the end of key stage 2.

Many pupils have a good recall of previous learning. They work co-operatively and respond well to tasks set by their teacher. However, pupils' skills to enable them to take responsibility for their own learning are underdeveloped.

The majority of pupils across the school make appropriate progress in developing their speaking and listening skills. They respond well to questioning, and communicate sensibly with others when discussing their work. However, a minority of younger pupils in key stage 2 lack a range of sentence patterns to engage in conversation of an appropriate length.

The majority of pupils in the Foundation phase recognise familiar words in simple texts from an early age. They use their knowledge of letters and sounds to read words and to establish meaning when reading aloud. In Year 2, many read simple texts accurately and show good knowledge of what they have read. In key stage 2, the majority of pupils respond well to a range of texts, showing understanding of the content of books and the features of different genres. They use their reading skills effectively to access information in other areas of learning. By the end of key stage 2, the majority of pupils, particularly the more able, discuss books they enjoy and enthusiastically discuss authors or types of stories they like.

By the end of the Foundation Phase, the majority of pupils communicate meaning appropriately through their writing and use simple punctuation correctly. As pupils progress through key stage 2, the majority of pupils are beginning to use paragraphs correctly in their work; spelling is generally accurate. Full stops, capital letters and question marks are used appropriately and pupils are beginning to use punctuation within the sentence, including inverted commas for speech. The more able pupils write independently for a range of purposes and audiences, using a wide choice of vocabulary. However, most pupils' ability to plan, draft and edit their work is not fully developed. Presentation of work and the standard of handwriting of the majority of pupils are often untidy.

Overall, throughout the school, many pupils have a good knowledge of number facts and carry out calculations correctly for a range of purposes. In the Foundation Phase, most pupils develop their knowledge and understanding of shape and space well. In Year 2, many pupils have a secure knowledge of number bonds and how to double and halve whole numbers. Most pupils measure accurately using non-standard and standard units. They use money accurately when buying items from the shop and give correct change from a pound.

By the end of key stage 2, many pupils have a good understanding of large numbers from investigating sizes of planets and their distance from the sun. They add and subtract decimals consistently accurately to two places. They use fractions with a sound understanding and convert simple fractions to decimals and percentages correctly. The majority of pupils develop strategies for problem-solving and present information and results in a systematic way, for example in calculating a budget for a space trip. Most pupils apply the numeracy strategies they learn in mathematics lessons to a similar standard in other subjects particularly in science.

As pupils move through the school, many make slow progress in developing their Welsh oral skills. Most respond to instructions and display a reasonable understanding of Welsh used by teachers in Welsh lessons. However, most pupils do not make enough progress in using Welsh in their work in other subjects and in less formal situations at school. In the Foundation Phase and in key stage 2, a majority of pupils' reading and writing skills in Welsh are at an early stage of development.

Many pupils with English as an additional language and pupils with additional learning needs make good progress in relation to their age and ability.

Over the past three years, when compared with similar schools, pupils' performance at the expected outcome at the end of the Foundation Phase has generally placed the school in the lower 50% or bottom 25% in literacy and mathematical development. However, performance in mathematical development in 2012 placed the school in the higher 50%. Similarly, over the same period, pupil performance at the higher-than-expected outcome has placed the school in the lower 50% and bottom 25% in literacy and mathematical development.

When compared with similar schools over the past four years, pupil performance in key stage 2 at the expected level 4 has generally placed the school in the lower 50% or bottom 25% in English, mathematics and science with the exception of 2012 when the school was placed in the higher 50% in all subjects. Over the same period, pupil performance at the higher-than-expected level in English has placed the school either in the bottom 50% or lower 25%. In mathematics, pupil performance has varied, moving the school between the bottom 25% to the higher 50%. In science, pupils' performance has placed the school in the higher 50% each year with the exception of 2012 when the school was placed in the lower 50%.

In the Foundation Phase, pupils who are eligible for free school meals perform less well than their peers in all areas. In key stage 2, the gap has narrowed in English and notably so in mathematics and science. However, pupils eligible for free school meals tend to perform less well than their peers, particularly at the higher than expected outcomes and levels. Girls in the Foundation Phase and in key stage 2 regularly perform better than boys in all areas.

Wellbeing: Adequate

Across the school, nearly all pupils have a good understanding of the importance of a healthy lifestyle. They understand the benefits of regular exercise and a healthy diet. Many participate in the good variety of extracurricular clubs that enhance their wellbeing.

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 including visitors. Pupils feel safe and secure in school.

Most pupils demonstrate a good level of concentration and enthusiasm towards their learning and work well with others in their groups. Older pupils develop social skills well and undertake their responsibilities seriously, for example when looking after younger pupils at break times.

Most pupils have the necessary skills to work together co-operatively and work well independently under the direction of class teachers. However, most pupils have not developed the skills necessary to take responsibility for their own learning, particularly in key stage 2. Many pupils across the school do not have a secure knowledge of how well they are doing and what they need to do to improve their work.

The school council is proud to represent other pupils and members carry out their tasks with enthusiasm. They have recently helped to improve play equipment during break times. The eco committee are equally enthusiastic and take their role of recycling and keeping the school grounds free from litter seriously.

Attendance rates are showing clear signs of improvement. However, the school remains in the bottom 25% when compared to similar schools. Nearly all pupils are very eager to come to school and most are punctual.

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

The school meets statutory requirements for the National Curriculum and religious education. However, in the Foundation Phase there is not always an appropriate balance between child-led activities and those directed by the teachers. This is particularly true for older Foundation Phase pupils.

All teachers plan topics thoroughly and work collaboratively. This ensures that lessons build progressively upon pupils' previous learning. Planning for literacy and numeracy skills across the curriculum is developing well. Nearly all teachers provide good opportunities for pupils to extend their literacy and numeracy skills across a range of subjects and areas of learning. The planning for information and communication technology (ICT) skills is less well developed.

The newly introduced scheme of work for Welsh is beginning to be effective in developing pupils' oral skills. However, the planning for reading and writing is not effective. The school does not have clear policies and procedures in place to promote Welsh outside lessons. The school promotes pupils' understanding of Welsh culture and traditions appropriately through visits in the locality to Cardiff Castle, St Fagan's and Cardiff Bay.

The school promotes sustainability successfully and, as a result, most pupils have a good understanding of its importance and the responsibility they have to protect the environment. The school has a clear system in place to recycle waste material.

During the school's Fair Trade week, each class studies an aspect of Fair Trade and they identify countries that source different foods, culminating in a Fair Trade assembly. This is beginning to develop pupils' understanding of global citizenship.

Teaching: Adequate

Across the school, successful co-operation between teachers and teaching assistants provides good support to specific pupils and groups of pupils. All adults manage behaviour positively, safely and effectively in classrooms and around the school. Working relationships between adults and pupils are very good.

Most teachers share the lesson objectives clearly and use appropriate resources to support learning and teaching. Presentations to the class are lively and lessons progress at a good pace with effective questioning by the teacher. In a minority of lessons, teachers do not provide pupils with sufficient opportunities to develop independent learning skills and to make choices in their learning. Teachers do not always set challenging enough tasks to meet the needs of pupils' different abilities.

The school gathers a wide range of assessment data and has recently introduced a new whole-school tracking system. This effectively assesses the performance of individual pupils over time. Teachers provide useful oral feedback to pupils on their work, which enable them to improve what they are doing. Written comments in pupils' books do not regularly give pupils enough guidance on what they need to do to improve. In general, the targets that teachers set pupils are not specific enough to enable focused improvement.

Annual reports to parents contain clear information about the progress of each individual child and fulfil statutory requirements.

Care, support and guidance: Good

The school's provision for promoting pupils' general wellbeing is a strength of the school. All staff show great care, support and guidance for all pupils. Many pupils make very good use of the school lunchtime counselling service and are confident in self-referring.

All staff set clear expectations of pupils' behaviour and provide useful opportunities for pupils to resolve conflict and disputes for themselves. Staff ensure that pupils understand the possible issues that may arise from their actions. The school promotes pupils' spiritual, moral and cultural development well, particularly through acts of collective worship and visits to the local community.

The school makes appropriate arrangements to promote healthy eating and drinking. It regularly encourages pupils to eat healthily and to take part in physical activities.

The school has a clear, well-managed system for identifying and meeting the needs of pupils with additional learning needs. Teachers and support staff use a wide range of appropriate intervention programmes to help pupils. They use pupils' individual educational and behaviour plans effectively to set clear targets, which they review regularly. They involve parents appropriately in the process.

The school works effectively with a number of outside agencies, such as social services, the speech and language service and the education welfare officer, to provide good quality support and guidance for pupils.

The school monitors and tracks pupil attendance well and this is beginning to result in improvements in attendance. The school operates a 'walking bus' and also utilises its mini-bus effectively to target pupils whose attendance and punctuality is poor.

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

Learning environment: Good

The school is a happy community, which treats pupils equally and with respect. There is a clear emphasis on recognising, respecting and creating an ethos that fosters care and tolerance. Pupils attending the special resource base are successfully involved in school life. All pupils have equal access to the curriculum and to extra-curricular activities.

The classrooms are spacious and staff make good use of additional space for group work and intervention sessions. The school uses the outside space well for practical tasks and pupils grow their own vegetables for use in the cooking club. Not all areas of the school building are accessible to pupils with mobility needs; the school recognises this and has alternative arrangements in place if required.

There are enough resources of good quality to support teaching and learning in most areas except for ICT, although provision in this area has improved in the last 12 months. The school buildings and site are well maintained and cared for.

There are many purposeful displays throughout the school building, which include good examples of artwork for pupils to enjoy and appreciate.

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

The headteacher has a clear vision for the school's future and he communicates his intentions well to others. In the relatively short time since his appointment, he 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 clearly.

There are clear arrangements in place for managing the performance of all staff, who receive appropriately challenging personal development targets associated with priorities in the school development plan.

The senior management team is now working closely and effectively with the headteacher to put initiatives in place to raise standards and to improve provision. This is particularly evident in new strategies to improve skills in literacy and numeracy, which are beginning to have a positive effect. They hold regular meetings that focus well on school improvement.

In recent months, 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 areas for development. The school responds appropriately to local and national priorities, such as improving pupils' wellbeing and attendance. However, there has been limited progress in developing pupils' Welsh language skills.

Improving quality: Good

The headteacher, along with the senior management team, has put in place a comprehensive system to monitor and evaluate the school's performance. The self-evaluation report draws on a good range of first-hand evidence, including very detailed analysis of data, lesson monitoring, evaluation of teaching and scrutiny of pupils' books. It provides an accurate picture of the school's strengths and areas for development.

Subject co-ordinators carry out annual reviews that feed into the self-evaluation process effectively and are now clearer as to the school's priorities and their role in improving pupil's outcomes. All members of staff are involved in the self-evaluation process.

The school has appropriate arrangements for collecting the opinions of parents through questionnaires, and it gives suitable consideration to their comments and suggestions. The views of pupils have resulted in recent improvements to ICT and physical education equipment.

There is a clear link between the shortcomings identified in the self-evaluation report and priorities in the school improvement plan. The plan identifies four relevant priorities that arise directly from the outcomes of self-evaluation. Success criteria are measurable and focus well on pupils' 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.

Partnership working: Good

The school has a wide range of partnerships that have a beneficial effect on pupils' wellbeing and attainment. There are good relationships with most parents, and the school responds positively to their views. The family engagement officer organises regular curriculum related workshops for parents and these have contributed directly to improving attendance rates and attitudes to learning. Parents receive regular information about many aspects of school life through newsletters and social media.

There are good arrangements to support pupils' entry to the nursery class. These include well-organised visits to the local play group involving both parents and the pupils. This has a positive effect on improving parents' understanding of how children learn when they start school. There are appropriate arrangements for pupils' transfer to secondary schools, which prepare them well for the next stage in their learning.

The school works particularly hard with the education welfare officer to improve attendance. The community police officer is a regular visitor to the school and runs workshops that develop pupils' understanding of issues such as bullying and road safety. The school nurse and dentist work closely with the school to develop pupils' health and wellbeing.

The school uses the community well, and pupils visit local shops to support their learning. There are effective links with businesses as well as the local church.

The school works with other schools in the area to moderate pupils' work. This improves accuracy when assessing pupils' work at the end of key stage 2.

Resource management: Adequate

The school has sufficient, appropriately qualified and experienced teachers and teaching assistants to deliver the curriculum well and to ensure the wellbeing of all pupils. It deploys staff effectively and makes good use of individual strengths, particularly in supporting small groups of very vulnerable pupils.

There is good support and development for staff to progress and to improve their professional skills. There are appropriate arrangements for teachers' planning, preparation and assessment time.

The school manages its resources, accommodation and outside areas well. They are well maintained and used effectively to support pupils' learning and wellbeing.

The school is beginning to develop well as a learning community. Recent monitoring of teaching is improving consistency in practice across the school. The school has embarked on an initiative to improve standards in the Foundation Phase with another school in Cardiff, which has a similar intake. However, the sharing of good practice is at an early stage of development.

The governing body finance committee meet regularly and recent spending decisions relate closely to school priorities. Governors understand the need to evaluate the effectiveness of spending in relation to pupil outcomes. The pupil deprivation grant is used effectively to support pupils and has resulted in significant improvements in their wellbeing, in particular in standards of behaviour.

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

Appendix 1: Commentary on performance data

6812310 - GLAN YR AFON PRIMARY SCHOOL

Number of pupils on roll	190
Pupils eligible for free school meals (FSM) - 3 year average	57.3
FSM band	5 (32%<FSM)

Foundation Phase

	2012	2013	2014
Number of pupils in Year 2 cohort	14	18	29
Achieving the Foundation Phase indicator (FPI) (%)	71.4	61.1	65.5
Benchmark quartile	2	4	4
Language, literacy and communication skills - English (LCE)			
Number of pupils in cohort	14	18	29
Achieving outcome 5+ (%)	71.4	66.7	65.5
Benchmark quartile	3	4	4
Achieving outcome 6+ (%)	0.0	16.7	10.3
Benchmark quartile	4	3	4
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	14	18	29
Achieving outcome 5+ (%)	85.7	66.7	69.0
Benchmark quartile	2	4	4
Achieving outcome 6+ (%)	0.0	16.7	17.2
Benchmark quartile	4	3	3
Personal and social development, wellbeing and cultural diversity (PSD)			
Number of pupils in cohort	14	18	29
Achieving outcome 5+ (%)	92.9	83.3	86.2
Benchmark quartile	2	3	3
Achieving outcome 6+ (%)	64.3	33.3	17.2
Benchmark quartile	1	2	4

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.

6812310 - GLAN YR AFON PRIMARY SCHOOL

Number of pupils on roll	190
Pupils eligible for free school meals (FSM) - 3 year average	57.3
FSM band	5 (32%<FSM)

Key stage 2

	2011	2012	2013	2014
Number of pupils in Year 6 cohort	20	16	15	20
Achieving the core subject indicator (CSI) (%)	75.0	62.5	66.7	75.0
Benchmark quartile	2	4	4	3
English				
Number of pupils in cohort	20	16	15	20
Achieving level 4+ (%)	80.0	68.8	66.7	75.0
Benchmark quartile	2	4	4	4
Achieving level 5+ (%)	10.0	12.5	26.7	25.0
Benchmark quartile	4	4	2	3
Welsh first language				
Number of pupils in cohort	*	*	*	*
Achieving level 4+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematics				
Number of pupils in cohort	20	16	15	20
Achieving level 4+ (%)	75.0	81.3	73.3	80.0
Benchmark quartile	3	2	4	3
Achieving level 5+ (%)	20.0	12.5	13.3	30.0
Benchmark quartile	2	4	4	2
Science				
Number of pupils in cohort	20	16	15	20
Achieving level 4+ (%)	75.0	87.5	80.0	80.0
Benchmark quartile	3	2	3	3
Achieving level 5+ (%)	25.0	18.8	33.3	30.0
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.	92	87 95%	5 5%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	92	90 98%	2 2%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	92	88 96%	4 4%	Rwy'n gwybod pwy i siarad ag ef/â hi os ydw I'n poeni neu'n gofidio.
		97%	3%	
The school teaches me how to keep healthy	92	92 100%	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.	92	91 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	90	89 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.	92	92 100%	0 0%	Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddsygu a gwneud cynnydd.
		99%	1%	
I know what to do and who to ask if I find my work hard.	90	89 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	81 89%	10 11%	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.	90	74 82%	16 18%	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.	92	59 64%	33 36%	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	91	49 54%	42 46%	Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
		84%	16%	

Responses to parent questionnaires

The number of responses received were fewer than 10. No data will be shown.

Appendix 3

The inspection team

Mervyn Jones	Reporting Inspector
Buddug Bates	Team Inspector
Alison Huckle	Lay Inspector
Bernadette Thomas	Peer Inspector
Kevin Thomas	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 eligible for free school meals.

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

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