



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

**Albany Primary School
Albany Road
Roath
Cardiff
CF24 3RR**

Date of inspection: November 2012

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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Context

Albany Primary School is a large primary school situated close to the city centre of Cardiff. The area the school serves is a vibrant multi-cultural community.

There are 450 pupils aged three to eleven years in the school, including 57 part-time nursery children. Pupils are organised into 16 single-age classes. Almost three-quarters of pupils come from a range of ethnic backgrounds; well over a half of these pupils have English as an additional language, of whom half are new to English or at an early stage of acquisition of the language. No pupil speaks Welsh at home. The percentage of pupils entitled to free school meals has increased over the last few years and is now 30%. This is above the local authority and all-Wales average. The school has identified 16% of pupils with additional learning needs, including a very few pupils with a statement of special educational needs.

Since the last inspection in 2006, the senior management team has changed and a new deputy headteacher recently appointed. The current headteacher has been in post since January 1999.

The individual school budget per pupil for Albany Primary School in 2012-2013 means that the budget is £3,223 per pupil. The maximum per pupil in the primary schools in Cardiff is £12,307 and the minimum is £2,873. Albany Primary School is 80th out of the 99 primary schools in Cardiff in terms of its school budget per pupil.

Summary

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

Current performance

Albany Primary is a good school because:

- many pupils achieve good standards and make good and often very good progress in their learning as they move through the school;
- data is used effectively to identify extra support for pupils with literacy difficulties and pupils with English as an additional language;
- almost all pupils have a very positive attitude to their work;
- learning experiences are exciting and successfully engage most learners;
- teaching is good;
- a very caring ethos ensures that pupils feel safe and secure and ready to learn; and
- behaviour is very good.

Prospects for improvement

The prospects for improvement in Albany Primary are good because:

- the headteacher, new senior leadership team and governors have an appropriate vision and clear aims and are strongly committed to raising standards;
- the school is a highly inclusive community where pupils benefit greatly from its diverse cultural nature. As a result, pupils are tolerant and caring of each other and the school is a calm, orderly place to learn;
- governors are well informed to act as the school's critical friend;
- there is a strong sense of teamwork amongst all the staff; and
- recent initiatives have brought about improvements in many pupils' reading standards, phonic skills and attendance.

Recommendations

- R1 improve pupils' writing across the curriculum and standards in speaking and listening, reading and writing in Welsh second language;
- R2 make better use of marking and target setting so that pupils are clear about what they need to do to improve;
- R3 ensure that thematic work provides better opportunities for pupils to apply their numeracy and information and communication skills more effectively;
- R4 improve the quality of school development planning;
- R5 ensure that all relevant pupils attend daily collective worship; and
- R6 address the health and safety issue identified during the inspection.

What happens next?

The school will draw up an action plan which shows how it is going to address the recommendations. The local authority will monitor the school's progress.

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

Overall, most pupils make good or very good progress as they move through the school, whatever their needs or family circumstances. By the end of key stage 2, many pupils are confident, independent learners.

Most pupils' speaking and listening skills are developing well. For example, in the Foundation Phase, older pupils listen carefully and share ideas with their friends when making a musical instrument, while younger pupils discuss confidently how to rescue a cat in the 'Albany Street' small world area. In key stage 2, older pupils listen well and speak confidently when taking the role of judge and defendant in the Court of Henry VIII and when discussing their designs for making an item for a celebration.

In the Foundation Phase, the early reading skills of the younger pupils are developing appropriately. They understand that sounds have meaning, show an interest in books and the written word and enjoy experimenting with sounds and shapes to convey meaning. For example, they write letters to the Queen and send postcards to their friends. By the end of the phase, many abler pupils read with a good degree of accuracy and understanding. These pupils also write short pieces independently, although handwriting can sometimes be overly large and untidy.

In key stage 2, older and more able pupils read with fluency and expression and show good understanding of what they have read. Most pupils are competent writers with good basic skills, although they do not always apply these skills well enough across the curriculum or write extended pieces of work.

In both key stages, pupils apply their numeracy and information and communication technology skills reasonably well. For example, young pupils in the Foundation Phase use a computer programme to make postage stamps, while pupils in key stage 2 apply their numeracy skills appropriately to work out the percentage of people in the world who speak different languages.

Many pupils make good progress by the end of key stage 2 in acquiring a range of sentence patterns and new vocabulary in Welsh. They use greetings confidently and readily engage in a simple dialogue. They also listen well and take care with pronunciation. Pupils' reading and writing skills in Welsh are developing less well.

In 2012, pupils attainment at the expected level at seven and eleven years old, with the exception of mathematical development in the Foundation Phase, is generally in line with or better than in other similar schools. However, pupils attain less well than pupils do in the family at the higher level. The relative performance of boys and girls generally reflects the national picture, whereby boys achieve less well than girls. The exception is in science in key stage 2, where boys consistently outperform girls.

Over time, pupils entitled to free school meals, pupils with English as an additional language and pupils with additional and/or special needs make good progress so that by the end of key stage 2 almost all achieve in line with their targets.

Wellbeing: Good

Pupils' wellbeing is very good. Nearly all pupils are highly motivated and engage well in their learning. They are polite and friendly and relate well to adults and to each other. Older pupils readily accept responsibility and this has a positive effect on the life of the school. Members of the school council take their responsibility seriously and play an active part in making decisions about improvements to learning and to the environment. Nearly all pupils show care and concern for others and have the necessary skills to work well together. Pupils' thinking and problem-solving skills are good. They are well prepared for the next stage in their learning.

Pupils feel very safe and have a good understanding of how to develop a healthy lifestyle. In lessons, pupils demonstrate a high level of concentration and enthusiasm towards their learning. Behaviour throughout the school is very good.

Attendance, at around 91%, is in line with that of other similar schools. While most pupils arrive punctually in the mornings, a very few are regularly late.

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

The school provides a good range of high-quality learning experiences for pupils, which meet the needs of most pupils successfully. In the Foundation Phase, for example, there is a strong emphasis on first-hand learning and use of the outdoors. In key stage 2, teachers plan structured afternoon sessions to encourage independence in learning through research and project work.

The provision for the development of pupils' skills in literacy, numeracy and information and communication technology skills is generally good. However, pupils do not always have enough opportunities to apply these skills across all curriculum areas.

The school promotes pupils' understanding of Welsh culture and traditions appropriately through visits in the locality, the study of Welsh artists and its annual Eisteddfod. Provision for Welsh language development, however, is largely underdeveloped.

The school provides high quality provision for pupils with literacy and English as an additional language needs, and consequently these pupils make good and often very good progress. The planning for pupils withdrawn from classes for additional support is appropriate; however, these pupils sometimes miss collective worship as a result.

The school provides a good range of clubs and extra-curricular activities, which play a significant part in developing pupils' personal and social skills.

The school successfully promotes pupils' understanding of sustainability and their role in the wider world.

Teaching: Good

The quality of teaching is good. Teachers plan, prepare and organise well for all lessons and deliver them at a good pace. They generally differentiate tasks appropriately and provide a good range of interesting and stimulating learning experiences. However, on occasions, teachers' expectations of what pupils can achieve, particularly the more able, are not high enough. Teaching assistants work effectively with groups and individuals, making a significant contribution to pupils' learning and wellbeing. Relationships between pupils and staff are excellent. There is a high level of mutual respect and regard. Staff manage pupils' behaviour skilfully and sensitively. As a result, there is a calm, purposeful ethos in classes.

Teachers effectively assess the performance of individual pupils over time and generally use assessment information appropriately to inform future planning. Teachers and teaching assistants provide suitable oral feedback to pupils on their work, which enable pupils to improve what they are doing. Written marking of pupils' work, however, does not always give pupils enough guidance on what they need to do to improve. Pupils' targets are generally not specific enough or updated quickly enough to be useful tools in moving pupils' learning on. Teachers are beginning to use a range of assessment for learning strategies appropriately. End-of-year reports are informative and provide parents and carers with a clear picture of their child's progress.

Care, support and guidance: Good

The development of and support for pupils' health and wellbeing is a strength of the school. All staff have an excellent shared understanding and responsibility for the care, support and guidance of all pupils. As a result, pupils feel very safe and secure and ready to learn.

The school provides good opportunities for pupils to take responsibility and to develop a clear understanding of living and working together in a community. The successful promotion of pupils' personal and social skills is an integral part of the school curriculum, including its good extra-curricular provision. This provision has a significant impact on pupils' self-esteem and confidence.

Despite a health and safety issue identified during the inspection, the school's arrangements for safeguarding pupils meet requirements and give no cause for concern.

Arrangements for the identification and monitoring of pupils with special and additional learning needs are clear and comprehensive. Staff identify pupils' individual learning needs, including any personal and social needs that may hinder their readiness to learn early on and make sure that these needs are met. A wide range of strategies are in place to help pupils access the whole curriculum. Learning support assistants and bilingual support assistants provide high quality support for pupils. This support impacts significantly on the progress of these pupils. The school has established strong and effective links with an extensive range of outside agencies to support pupils' wellbeing and learning.

Learning experiences promote pupils' spiritual, moral, social and cultural development well. As a result, pupils show a great deal of courtesy, respect and consideration for each other and all adults.

Learning environment: Good

This is a very inclusive and caring school. Individuals are treated fairly, sensitively and with respect. The curriculum and the day-to-day operation of the school positively encourage the celebration of diversity, equality and cultural difference. Pupils learn to respect the backgrounds, beliefs and cultures of others within the school and outside the school. As a result, there is a clear sense of community cohesion, which has a significant impact upon pupils' wellbeing and progress in learning.

The use of the community to enrich pupils' learning experiences is a strong feature. For example, pupils in Year 4 have worked with a local artist to design scarves for sale in a large department store in London. The use of the outdoors in the Foundation Phase provides a valuable source of material for developing pupils' speaking and listening skills, physical and problem solving skills.

The school's resources for learning are plentiful and well matched to pupils' learning needs. The school site is well maintained and secure and the interior space is creatively utilised to create interesting learning areas. Pupils' work and the multi-cultural nature of the school are celebrated very well in high quality displays throughout. The outside areas are attractive and well used to support the curriculum. However, the size of the playgrounds restricts some activities, particularly at break and lunchtimes.

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

The headteacher has a strong vision for leading a highly inclusive school where all pupils matter and learn to succeed. Staff and governors share this vision. The school has a well-established team ethos where staff are highly valued and great store is given to developing staff in their roles. Senior leaders provide the school with a clear sense of purpose. They ensure that learners are well motivated, their enjoyment of learning is high and they make good progress. Staff work together with a keen sense of purpose on the school's priorities for improvement. The newly appointed deputy headteacher was until recently the Foundation Phase leader and in this role made a valuable contribution to improvements within the school, such as the introduction of daily, structured phonic sessions.

Governors are very supportive of the school and have a clear understanding of pupils' achievement. The governing body is well informed about how the school performs in comparison to other schools and are willing to challenge the school about how well it does and how it uses resources.

The school is successful in meeting local and national priorities, for example in ensuring that standards of reading improve and the Foundation Phase provides purposeful activities for young learners.

Improving quality: Adequate

The school uses a good range of first hand evidence to identify strengths and areas for improvement. Subject leaders regularly look at pupils' books and spend time talking to them about what they do. However, core subject co-ordinators do not yet use data well enough to evaluate improvements in their subject. New data systems are allowing senior leaders to use data more effectively to identify pupils who are under attaining, particularly at the higher levels, and to track groups of pupils. For instance, rigorous analysis of attendance data identified certain groups of pupils with attendance issues and strategies were put in place to work with these families to encourage their better attendance. Performance data is generally used well to plan for future improvement.

The outcomes of self-evaluation are used appropriately to identify targets for school improvement. However, planning for improvement is not as good as it should be. The lack of measurable success criteria for all targets means that it is difficult for senior managers to monitor progress in terms of pupil outcomes. As a result, progress in achieving targets has, on occasions, been slower than expected with targets repeated. The school has, however, successfully made gains in improving pupils' reading and phonic skills and maintained its good standards, at the expected level, for many pupils, despite a high transient pupil population.

Partnership working: Good

Partnerships with parents and the community are exceptionally strong. Parents regularly support learning in classes and the school liaises with parents, when relevant, about important school issues. For example, the school consulted parents about its new Single Equality Plan. The family 'Food and Fitness' Club has a high take up from parents and their children and is successful in making them aware of healthy lifestyle choices. The open door policy of the school and the readiness of the headteacher and staff to listen to parents and their concerns has built -up, over many years, a high level of trust.

Pupils regularly visit various places in and around the school or welcome individuals from the community to speak to them at school. These experiences make a positive contribution to enriching their learning and their awareness of their locality.

The school has developed a good partnership with a local initial teacher training provider through its support of trainee teachers as part of the Graduate Teacher Programme.

Partnership arrangements between the school and the local high school are effective in ensuring a smooth transition from primary into secondary education.

The school works well with the school-based Ethnic Minority and Travellers Achievement Team (EMTAS) to provide joined-up programmes for groups of pupils to improve their outcomes and wellbeing.

Resource management: Good

The school makes good use of its available finance and generally manages its budget well. The school currently has a large reserve of money in its budget but has a clear spending plan in place to use this money. The school's priorities for improvement are costed appropriately and spending is closely linked to targets for improvement. The school has made good use of sponsorship to enhance the outdoor area for the Foundation Phase.

Teaching and non-teaching staff are effectively deployed to support pupils' learning. The performance management of staff meets statutory requirements and there is very good support and development for staff to progress and improve their skills. For example, one teaching assistant from the school has qualified as a teacher, while two others are completing their qualifying year. There are good arrangements in place for teachers' planning, preparation and assessment time.

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

The school is developing as a strong learning community. Staff plan together regularly and the sharing of ideas and ways of working is a strength. The school hosts visits from other schools that come to learn about their reading support programmes and their work with trainee teachers, which are both considered as examples of good practice.

In view of the fact that pupils' outcomes are good and there are many strengths in provision, the school provides good value for money.

Appendix 1

Commentary on performance data

Pupils' performance in the Foundation Phase Outcome Indicator in 2012 (the expected level in language, literacy and communication skills, mathematical development and personal and social development, wellbeing and cultural diversity) is above family averages. Pupils' performance in the individual areas of learning at the expected level (outcome 5) and above the expected level (outcome 6) is more mixed. Pupils' attainment in personal and social development, wellbeing and cultural development and language, literacy and communication skills at the expected level is above family averages. The school does significantly less well than other schools in the proportion of pupils attaining above the expected level in each of these areas of learning. Mathematical development is the weakest area of learning with pupils attaining below the levels attained by pupils in other schools in the family at the expected level and above.

In 2012, when compared to the results of pupils in schools in similar circumstances across Wales, pupils' results in the Foundation Phase, at the expected level in personal and social development, wellbeing and cultural diversity, are in the higher 50% but not the highest 25%. Pupils' performance in language, literacy and communication skills placed the school in the lower 50% of similar schools and in mathematical development in the lowest 25%. Pupils' results at above the expected level in each area of learning placed it in the lowest 25% of similar schools. Girls outperformed boys in the school at the expected level in each of the three areas of learning and in personal and social development, wellbeing and cultural diversity at the higher level. No girl attained above the expected level in mathematics in 2012.

In key stage 2, pupils' performance overtime in the core subject indicator, the expected level in English, mathematics and science, is better than family, local and national averages and shows an improving trend. Standards overtime at the expected level (level 4) in each individual core subject are generally similar to or better than the family, local and national averages. Pupils' performance at above the expected level (level 5) in each core subject is generally below family averages. Gender performance is variable but generally girls outperform boys in the school in English at the expected level and above. Boys' performance is particularly strong in science at both the expected level and above.

In 2012, when compared to performance levels in schools in similar circumstances across Wales, pupils' results in key stage 2 at the expected level placed the school amongst the top performing schools for English and mathematics and in the higher 50% of schools for science. With the exception of mathematics in 2011, pupils' results consistently place the school in the higher 50% of similar schools. In 2012, pupils' results above the expected level did not compare well with those of similar schools and placed it in the lower 50% for English and science and amongst the lowest performing schools for mathematics. However, trends overtime at the higher level show above average performance in English and science.

Over time, pupils entitled to free school meals, pupils with English as an additional language and pupils with additional and or special needs make good progress so that by the end of key stage 2 almost all achieve in line with their targets.

Appendix 2

Stakeholder satisfaction report

Parent Questionnaire / Arolwg Rhieni

Albany Primary School

denotes the benchmark - this is a total of all the responses received to date from parents of pupils in primary schools inspected since September 2010.

	Nifer o ymatebion Number of responses	Nifer o ymatebion / Number of responses					Don't know Ddim yn gwybod	
		Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf			
Overall I am satisfied with the school.	19	15	4	0	0	0	Rwy'n fodlon â'r ysgol yn gyffredinol.	
		79%	21%	0%	0%	0%		
My child likes this school.	19	16	3	0	0	0	Mae fy mhientyn yn hoffi'r ysgol hon.	
		84%	16%	0%	0%	0%		
My child was helped to settle in well when he or she started at the school.	19	16	3	0	0	0	Cafodd fy mhientyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.	
		84%	16%	0%	0%	0%		
My child is making good progress at school.	19	15	4	0	0	0	Mae fy mhientyn yn gwneud cynnydd da yn yr ysgol.	
		79%	21%	0%	0%	0%		
Pupils behave well in school.	19	12	7	0	0	0	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.	
		63%	37%	0%	0%	0%		
Teaching is good.	19	17	2	0	0	0	Mae'r addysgu yn dda.	
		89%	11%	0%	0%	0%		
Staff expect my child to work hard and do his or her best.	19	15	4	0	0	0	Mae'r staff yn disgwyl i fy mhientyn weithio'n galed ac i wneud ei orau.	
		79%	21%	0%	0%	0%		
The homework that is given builds well on what my child learns in school.	19	11	6	2	0	0	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhientyn yn ei ddysgu yn yr ysgol.	
		58%	32%	11%	0%	0%		
Staff treat all children fairly and with respect.	19	15	3	1	0	0	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.	
		79%	16%	5%	0%	0%		
My child is encouraged to be healthy and to take regular exercise.	19	12	7	0	0	0	Caiff fy mhientyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.	
		63%	37%	0%	0%	0%		
My child is safe at school.	19	15	4	0	0	0	Mae fy mhientyn yn ddiogel yn yr ysgol.	
		79%	21%	0%	0%	0%		
My child receives appropriate additional support in relation to any particular individual needs.	16	9	6	1	0	0	Mae fy mhientyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.	
		56%	38%	6%	0%	0%		
I am kept well informed about my child's progress.	19	14	3	2	0	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhientyn.	
		74%	16%	11%	0%	0%		
I feel comfortable about approaching the school with questions, suggestions or a problem.	18	15	3	0	0	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.	
		83%	17%	0%	0%	0%		
I understand the school's procedure for dealing with complaints.	19	9	8	0	0	2	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.	
		53%	47%	0%	0%	2%		
The school helps my child to become more mature and take on responsibility.	19	15	3	0	0	1	Mae'r ysgol yn helpu fy mhientyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.	
		83%	17%	0%	0%	1%		
My child is well prepared for moving on to the next school or college or work.	16	6	6	1	0	3	Mae fy mhientyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.	
		46%	46%	8%	0%	3%		
There is a good range of activities including trips or visits.	19	18	1	0	0	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.	
		95%	5%	0%	0%	0%		
The school is well run.	19	17	2	0	0	0	Mae'r ysgol yn cael ei rhedeg yn dda.	
		89%	11%	0%	0%	0%		
		62%	33%	3%	1%			

Responses to learner questionnaires

Learner Questionnaire / Arolwg Disgyblion

All Pupils / Pob Disgybl

Albany Primary School

denotes the benchmark - this is a total of all the responses received to date from pupils in primary schools inspected since September 2010.

	Nifer o ymatebion Number of responses	Nifer o ymatebion / Number of responses		
		Agree Cytuno	Disagree Anghytuno	
I feel safe in my school.	68	67 99%	1 1%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	62	55 89%	7 11%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	67	65 97%	2 3%	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	67	65 97%	2 3%	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
		98%	2%	
There are lots of chances at school for me to get regular exercise.	67	63 94%	4 6%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	68	67 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.	67	66 99%	1 1%	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.	68	66 97%	2 3%	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.	62	58 94%	4 6%	Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol.
		90%	10%	
I have enough books, equipment, and computers to do my work.	65	61 94%	4 6%	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.	63	55 87%	8 13%	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	64	56 88%	8 13%	Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
		83%	17%	

Appendix 3

The inspection team

Bev Jenkins	Reporting Inspector
Helen Morgan-Rees	Team Inspector
Rhiannon Harris	Team Inspector
Edward Tipper	Lay Inspector
Nick Penn	Peer Inspector
Mr William Howlett	School Nominee

Copies of the report

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

Under the Independent School Standards (Wales) Regulations 2003, the school must provide copies of the report to all parents of the school. Where a pupil is subject to placement by a local authority, a copy of the report should be sent by the school to each relevant authority.

Year groups 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 LEAs.

The term 'Reception' (FPR) refers to the year group of pupils in a primary school who reach the age of five during the academic year. FYear 1 refers to the year group of pupils who reach the age of six during the academic year and so on. Year 13 is the year group of students who reach the age of 18 during the academic year.

Primary phase:

Year	FPR	FPY1	FPY2	Y3	Y4	Y5	Y6
Ages	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 four key stages cover the following year groups:

Foundation Phase	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

National Curriculum

Expected National Curriculum levels

- By the end of the key stage 1, at the age of seven, learners are expected to reach level 2 and the more able to reach level 3.
- By the end of the key stage 2, at the age of eleven, learners are expected to reach level 4 and the more able to reach level 5.

Core subject indicator in all key stages

The core subject indicator relates to the expected performance in English or Welsh first language, mathematics and science, the core subjects of the National Curriculum. Learners must gain at least the expected level in either English or Welsh first language together with mathematics and science to gain the core subject indicator.

All-Wales Core Data sets

Schools and local authorities may refer to performance relative to their family of schools. These families of schools have been created to enable schools to compare their performance to that of similar schools across Wales. Families include schools with similar proportions of pupils entitled to free school meals, living in 20% most deprived areas of Wales, having special education needs at school action plus or statemented and with English as an additional language acquisition less than competent.