



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

**Gladstone Primary
Whitchurch Road
Heath
Cardiff
CF14 3JL**

Date of inspection: February 2014

by

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

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

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

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

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

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

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

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Context

Gladstone Primary School is in the inner city area of Cathays in Cardiff. In 2000, the former infant and junior schools merged to become a primary school. In 2004, the adjacent infant building became the separate St Monica's Church in Wales School.

The majority of pupils come from the surrounding area. Currently there are 266 pupils on roll, organised into seven single-age classes and two part-time nursery classes.

Around 32% of pupils are entitled to free school meals, which is well above the national average. The school has identified around 21% of pupils as having additional learning needs, which is broadly in line with the national average. A very few pupils have statements of special educational needs. There are currently a few pupils who are from asylum-seeker families.

The school is a multi-cultural community. The largest ethnic group is Asian (38%). Around 24% of pupils are of White British heritage. About two-thirds of pupils speak English as an additional language. There are 19 different languages spoken by pupils, although very few speak Welsh at home.

The headteacher was appointed in September 2012. The school was last inspected in 2008.

The individual school budget per pupil for Gladstone Primary in 2013-2014 means that the budget is £3,720 per pupil. The maximum per pupil in the primary schools in Cardiff is £7,890 and the minimum is £2,856. Gladstone Primary is 45th out of the 96 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's overall performance is adequate because:

- many pupils develop good speaking and listening skills;
- the school's recent focus on improving standards in science has raised standards effectively;
- many pupils who receive additional help make rapid progress, for example those who are learning English as an additional language;
- most pupils behave well in lessons and around school; and
- nearly all pupils enjoy school and feel safe.

However,

- many pupils do not apply their reading, writing, numeracy and information and communication technology (ICT) skills well enough;
- pupils have too few opportunities to make choices in their learning; and
- more able pupils are not consistently challenged to achieve their best.

Prospects for improvement

Prospects for improvement are good because:

- the new headteacher has high expectations and a well-defined vision for the future development of the school;
- the school benefits from purposeful leadership and strategic direction;
- self-evaluation is honest and identifies the right priorities for improvement;
- recent actions by leaders have improved standards at the higher-than-expected level 5; and
- effective partnerships with parents support improved pupil outcomes, for example in attendance.

Recommendations

- R1 Raise standards of pupils' skills in reading, writing, numeracy and ICT
- R2 Provide more opportunities for pupils to make choices in their learning
- R3 Ensure that teaching consistently challenges more able pupils
- R4 Develop systems and strategies to enable the governing body to act more rigorously as a critical friend

What happens next?

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

Main findings

Key Question 1: How good are outcomes?

Adequate

Standards: Adequate

Pupils join the school with a particularly wide range of skills. A minority of nursery pupils have very well-developed communication skills, although a minority start school not able to speak or understand English. Most pupils make sound progress over their time at school. Pupils who learn English as an additional language often make rapid progress.

Many pupils have appropriate oracy skills. Older pupils speak confidently and clearly. They are keen to share their opinions and explain what they enjoy doing at school. Pupils who speak English as an additional language also speak with growing confidence. Most pupils listen appropriately in their lessons, although a few need occasional timely reminders from their teachers to help them to listen better.

Many pupils develop sound reading skills. In the Foundation Phase, pupils are able to use their knowledge of the sounds that letters make to work out unfamiliar words. A majority are able to explain the meaning of a simple text they have read. They talk about their favourite authors and genres enthusiastically. By the end of key stage 2, many pupils are able to read effectively. They know how to skim and scan a text to find information quickly. More able pupils read confidently with fluency, accuracy and understanding. The majority read widely for pleasure at home, but a minority of good readers remain on the same level of the reading scheme for too long and this holds them back unduly. Pupils who need support to develop their reading skills often make good progress through the reading intervention programmes, and catch up with their peers. Nevertheless, a few pupils do not develop good enough skills in reading.

Many pupils write well in a good range of genres. In Year 2, for example, more able pupils imagine that they are Guy Fawkes in order to write a diary entry early in November. Younger pupils enjoy writing an information booklet about a minibeast. Older pupils write a wider range of texts, usually related to the subjects they are studying. For example, Year 6 pupils wrote a report of their visit to Cardiff Bay and their design ideas for a new building. However, a minority of pupils do not write well enough in other subjects. This is because they do not have consistent and frequent enough opportunities to write at length across the different areas of the curriculum. As a result, each year, a few pupils with the potential to do so fail to reach the expected standard in writing by the end of Year 6.

In mathematics, many pupils in the Foundation Phase make sound progress. By the end of Year 2, most are able to add together two-digit numbers and place numbers up to a thousand in ascending and descending order. They solve simple problems and write problems for their friends to solve. By the end of Year 6, most pupils are able to use their times tables effectively, for example to calculate the areas of rectangles. They know how to multiply larger numbers together and calculate equivalent fractions. They survey the local traffic to develop their data handling skills, and investigate odd and even numbers. A few more able pupils are able to apply the

skills they learn in mathematics well to solve problems, for example to use their times tables knowledge to multiply decimals together mentally to calculate the area of the stairwell. However, although most pupils make suitable progress over time, progress is not consistently good in all classes. A small minority of pupils are not challenged well enough in their work, and consequently do not achieve the levels they could, particularly when using their numeracy skills in subjects other than mathematics.

Most pupils use the recently purchased tablet computers competently to research information, take photographs and play educational games. Many use word processing and presentation software effectively. However, too few pupils develop good enough skills in using spreadsheets and databases, or in control and modelling, to use in other subjects, such as science, numeracy and geography.

The school has recently focused on improving pupils' standards in science by adopting a more rigorous approach to teaching the subject. As a result, pupils' achievement in science has improved and this has led to a small improvement in the proportion of pupils who have achieved the core subject indicator at the end of key stage 2.

Many pupils in the Foundation Phase make good progress in gaining Welsh language skills. They use their Welsh vocabulary well, both within Welsh activities and in role-play. Throughout the school, most pupils make appropriate progress in their oracy skills. However, pupils' written skills are at an early stage of development. Very few pupils in key stage 2 use their Welsh language skills beyond their Welsh lessons.

In the Foundation Phase in 2013, in literacy and mathematical development, standards at both the expected outcome 5 and the higher-than-expected outcome 6 place the school in the lower 50% compared with similar schools. However, performance in the Foundation Phase indicator places the school in the upper 50% in both 2012 and 2013.

In key stage 2, pupils' standards at the expected level 4 in all subjects place the school in the bottom 25% compared with similar schools over the past four years. Results in the core subject indicator place the school consistently in the lower 50%. At the higher-than-expected level 5, the performance of pupils in 2010 places the school in the lower 50% for mathematics and science, and in the bottom 25% in English. However, in 2013, pupils' results place the school in the upper 50% compared with similar schools for English and mathematics, and in the top 25% for science.

Wellbeing: Good

Most pupils develop good relationships with each other and with adults working in the school. Pupils behave well around the school and in lessons. However, a few pupils are overly boisterous on the playground. The school's 'buddy' system promotes friendship between pupils successfully. Older pupils are especially caring towards younger pupils and enjoy joint activities such as partner reading.

Nearly all pupils feel safe in school. They are confident that when they approach adults with problems, adults respond quickly and fairly. Most pupils have a good understanding of the need to eat healthily and to take regular exercise. However, too few pupils have a clear understanding of how to keep safe online.

The school has recently introduced a wide range of strategies to promote better attendance. As a result, attendance figures have placed the school in the upper 50% compared with similar schools for last year, and this year attendance to date is above 94%. This represents a significant improvement on previous years, when the school was placed in the bottom 25% compared to similar schools.

The school council and the eco committee make a positive contribution to school life, for example in introducing 'worry boxes' and organising fundraising activities. However, their role in contributing specifically to decisions about school activities and their education has not developed fully. Currently, pupils have too little opportunity to make choices about what and how they learn, for example in presenting their work or selecting reading books for personal interest.

Key Question 2: How good is provision?

Adequate

Learning experiences: Adequate

The curriculum meets many pupils' needs appropriately. In the Foundation Phase, teachers' planning takes relevant account of the small steps that younger learners need, especially those new to English. Teachers adapt aspects of the Foundation Phase curriculum well, for example developing enhanced provision in the 'sharing room'. However, the use of the outdoors is currently underdeveloped, partly because of the constraints of the school building.

In key stage 2, pupils study the different subject areas of the National Curriculum. Teachers link relevant subjects together to form appropriate projects, for example combining elements of history, geography and design technology to study 'The future of Cardiff Bay'. The school shares facilities at the local high school in order to deliver the physical education curriculum effectively. Pupils undertake a good number of trips, for example to Cog Moors and Cardiff Castle, and teachers undertake a wide range of after school clubs. These make a positive contribution to pupils' wellbeing and learning experiences.

Teachers highlight suitable opportunities for pupils to develop their writing and numeracy skills in different subjects. Occasionally, teachers' plans identify opportunities for pupils to develop their ICT, thinking and problem-solving skills across the curriculum. However, these opportunities are sporadic, rather than regular and systematic. As a result, pupils do not always receive consistently good provision to develop their skills in all classes.

Teachers generally develop pupils' Welsh language skills appropriately in lessons. However, they provide too few opportunities for pupils to use Welsh language skills elsewhere. Teachers develop pupils' knowledge of the history and culture of Wales appropriately.

Pupils learn about the importance of conserving energy, recycling and reusing materials so that their actions do not cause harm to the environment. A display to illustrate where in the world pupils' families come from helps pupils to understand their role as global citizens in the wider world.

Teaching: Adequate

In the majority of classes, exciting teaching engages pupils' interest well and ensures that they make rapid progress. Teachers ask well-chosen questions to probe and extend pupils' understanding. They plan tasks at just the right level to match pupils' learning needs. Teaching assistants make a valuable contribution to help pupils to learn.

However, in a minority of classes, the challenge presented to more able pupils is not rigorous enough. Here, teachers' expectations of what pupils can achieve are too low. In many classes, there is an over-reliance on the use of worksheets and this limits opportunities for pupils to produce extended pieces of writing or to make decisions about how to present their work.

Most teachers evaluate their pupils' progress effectively and use this information well, for example in providing additional support for pupils who need more help with their learning. In a few classes, pupils are becoming proficient at assessing their own work. Teachers generally mark pupils' work regularly. They often give positive comments and praise pupils' efforts. In a few classes, teachers identify the next steps for their pupils to improve their work. However, this good practice is not consistent across the school.

The school has a comprehensive tracking system, which leaders use well to identify where progress is slowing and take remedial action. In a minority of classes, teachers use this information effectively to inform their teaching activities, although this is not consistently the case in all classes. Teachers' assessments of pupils' achievements at the end of each key stage are broadly accurate. However, assessments in English at the end of key stage 2 do not always fully reflect the breadth of the subject. Reports to parents meet statutory requirements, although teachers' comments are too generic on occasions.

Care, support and guidance: Good

The school makes good provision for pupils' spiritual, moral, social and cultural development. Regular acts of collective worship allow pupils time for personal reflection.

Support for pupils with additional learning needs is good. The school identifies pupils in need of support early, through analysis of performance information and discussion between staff and the special educational needs co-ordinator. Well-trained teaching assistants deliver targeted, effective intervention programmes, for example to support pupils who learn English as an additional language. As a result, many of these pupils make rapid progress. Most teachers provide individual education plans that set clear, specific and measurable targets. Teachers monitor and evaluate the plans regularly.

The school works successfully with a range of external agencies, including educational psychologists, the family engagement officer and health professionals. They provide beneficial help, support and guidance to staff, pupils and parents, particularly those families who are new to Wales and the English language.

Provision for pupils' health and wellbeing is effective. The school makes appropriate arrangements for promoting healthy eating and drinking. The school implements behaviour and anti-bullying policies consistently well.

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

Learning environment: Good

The school is an inclusive environment where all pupils have equal access to the educational and extra-curricular provision. There is a strong emphasis on recognising and celebrating the multicultural backgrounds of pupils and of the wider community. The school community celebrates religious festivals of many faiths successfully. The school promotes equality and respect for religious diversity well.

The school has adapted the outdoor area for the nursery pupils effectively to provide a stimulating learning environment where pupils achieve well. The main building provides spacious accommodation for most pupils. Displays around the school celebrate pupils' achievements and work positively. Resources are effective in supporting provision, and the school has recently invested in new technologies and improved reading materials.

However, the additional exterior buildings on the school site, which pupils use only occasionally, are in a poor state of repair. Inspectors brought a health and safety issue relating to these buildings to the headteacher's attention. The yard area has recently benefited from the addition of a beneficial range of colourful playground markings.

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

Since her appointment, the headteacher has promoted clear leadership. She has high expectations and a well-defined vision for the future development of the school. Recent priorities focus specifically on raising the standards of pupils' work and improving the school's management systems. However, many improvement strategies have not had sufficient time to ensure that all pupils achieve as well as they can.

The school distributes leadership roles appropriately. Members of the senior leadership team now have regular opportunities to take part in monitoring and evaluation activities. Staff with leadership responsibilities have sufficient non-contact time, linked appropriately to their strategic roles, and this is strengthening accountability in the school. However, it is still too early to see the full impact of these roles, for example in identifying and eradicating inconsistencies in the quality of

provision. All members of staff have relevant job descriptions that outline their roles and responsibilities appropriately.

Performance management meets statutory guidelines and has appropriate links to the school's priorities for improvement. This is beginning to improve pupils' standards in mental mathematics skills and reading. Recently extended performance management systems now include teaching assistants.

The school responds appropriately to local and national priorities, such as improving attendance and implementing the national literacy and numeracy framework.

Governors are supportive of the school and are committed to the welfare of its pupils. They have a growing understanding of performance data and the school's strengths and areas for improvement. However, their role as a 'critical friend' is not well enough developed to challenge the school about its performance or to hold it fully to account for the standards achieved.

Improving quality: Good

The headteacher has an accurate picture of the school's strengths and shortcomings. Self-evaluation is honest and critical, and it identifies the right priorities for improvement.

Senior leaders draw upon a thorough range of monitoring evidence to inform self-evaluation. They analyse performance data regularly, observe lessons and scrutinise pupils' books. They use findings from self-evaluation activities to plan effectively for whole-school improvement. However, evaluations of lesson observations often focus on actions taken by the teacher and do not always focus enough on improving pupil outcomes. The school has effective arrangements for collecting the opinions of parents and pupils through questionnaires, and it gives suitable consideration to their comments and suggestions.

There is a clear link between self-evaluation and priorities in the school improvement plan. Each target has an appropriate budget and staff responsibilities are clear. The plan also includes suitable success criteria and appropriate timescales for completing them. The school monitors progress against on-going targets effectively. The introduction of a structured approach to teaching mathematics, for example, has improved pupils' ability to apply a range of mental mathematical skills to problem solving.

Partnership working: Good

The school has a very constructive partnership with parents. This is strength of the school. Parents receive regular information about many aspects of school life through informative newsletters and text messages.

There are good arrangements to ensure a smooth induction into the nursery class. These arrangements include introductory sessions with parents and liaison with the local playgroup. There are appropriate arrangements for pupils' transfer to secondary schools, and the school takes care to support those pupils who may underachieve through suitable transition plans.

The school has recently employed a family engagement officer. This has led to regular sessions for parents, including adult craft lessons, a playgroup, coffee mornings and curriculum related workshops. This effective partnership contributes directly to pupils' improved attendance rates.

The school collaborates effectively with a range of external agencies, such as the educational psychologist, local authority and ethnic minority achievement service. They deliver support programmes and staff training, which impact positively on pupils' outcomes. The community police officer delivers workshops that develop pupils' understanding of topics such as bullying and road safety. The school nurse works closely with the school to develop pupils' health and wellbeing.

There are good links with other local organisations. For example, pupils visit the local high school each week to use the sports facilities, and a local sports club works with pupils to develop their athletic skills.

Resource management: Adequate

The headteacher and staff manage resources effectively and the school monitors its expenditure regularly. The school deploys teaching and support staff appropriately. Leaders organise teachers' planning, preparation and assessment time well.

The school identifies the in-service training needs of staff in an appropriate way. Specific training for teaching assistants means that the school is now able to deliver a range of interventions effectively, for example specific language training to improve the skills of pupils who speak English as an additional language. However, the school has only recently developed networks of professional practice to improve the consistency of provision across the school. It is too early to see the full impact of this work in improving outcomes for pupils.

The school's spending decisions match the priorities in the school development plan well. Spending to improve the quality of reading material and ICT equipment has improved the school's provision. This ensures that pupils have more opportunities to read a wider range of books and to use ICT across the curriculum. In view of the overall standards that pupils achieve, the school provides adequate value for money.

Appendix 1

Commentary on performance data

In 2013, the proportion of pupils who achieved the expected level (outcome 5) at the end of the Foundation Phase in literacy, language and communication and in mathematical development places the school in the lower 50% compared with similar schools, and is below the average for the family of schools. However, in 2012, pupils' results in literacy and in mathematical development placed the school in the upper 50% compared with similar schools and were broadly in line with the family average. In both 2012 and 2013, results for literacy, language and communication are above those found nationally, and results for mathematical development are broadly in line with national averages. In personal and social development, pupils' achievement at the expected level in both 2012 and 2013 places the school in the lower 50% compared with similar schools, and is below the family and national averages.

In literacy, language and communication at the higher-than-expected level in Foundation Phase, pupils' achievement in 2013 and 2012 places the school in the lower 50% compared with similar schools, and is below the family and national averages. In mathematical development, pupils' achievement fluctuates, placing the school in the upper 50% and above family and national averages in 2012, but in the lower 50% and below family and national averages in 2013. In personal and social development, pupils' achievement placed the school in the lower 50% compared with similar schools in 2012, but it is placed in the bottom 25% in 2013.

In key stage 2, pupils' performance in the core subject indicator has fluctuated, moving the school from the upper 50% in 2010 to the lower 50% of similar schools in 2013. In English and mathematics, pupils' performance has moved the school from the lower 50% in 2010 to the bottom 25% in 2013. In science, pupils' results since 2009 have placed the school consistently in the bottom 25% compared with similar schools. Over the past four years, the proportion of pupils who gained the expected level (level 4) in English, mathematics, science has been consistently below the family and national average.

However, at the higher-than-expected level, compared with similar schools, pupils' performance has improved since 2010, so that in 2013 the school has moved from the bottom 25% to the upper 50% in English, from the lower 50% to the upper 50% in mathematics and from the lower 50% to the top 25% in science. In 2013, pupils' performance in English and mathematics at the higher-than-expected level has improved to place the school in line with national averages, and, in science, performance has improved to place the school above national averages. Since 2010, pupil results at the higher-than-expected level in English and science have also placed the school above the family average, although results in mathematics place the school consistently below it.

Although there are cohort variations, girls and boys as groups tend to achieve equally well in all areas except English at key stage 2, where boys achieve less well. Pupils entitled to free school meals tend to achieve less well than their peers.

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.	122	120 98%	2 2%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	119	106 89%	13 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.	121	116 96%	5 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	121	112 93%	9 7%	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.	122	115 94%	7 6%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	118	113 96%	5 4%	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.	122	122 100%	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.	120	120 100%	0 0%	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.	117	107 91%	10 9%	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.	122	117 96%	5 4%	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.	114	82 72%	32 28%	Mae plant eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
		77%	23%	
Nearly all children behave well at playtime and lunch time	117	78 67%	39 33%	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.	52	21 40%	27 52%	2 4%	2 4%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	51	28 55%	21 41%	0 0%	2 4%	0	Mae fy mhentyn yn hoffi'r ysgol hon.
		72%	26%	1%	0%		
My child was helped to settle in well when he or she started at the school.	51	27 53%	21 41%	1 2%	2 4%	0	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		72%	26%	1%	0%		
My child is making good progress at school.	52	19 37%	27 52%	3 6%	2 4%	1	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	52	14 27%	31 60%	2 4%	2 4%	3	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	46%	4%	1%		
Teaching is good.	51	19 37%	30 59%	0 0%	2 4%	0	Mae'r addysgu yn dda.
		60%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	51	21 41%	26 51%	1 2%	2 4%	1	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		63%	34%	1%	0%		
The homework that is given builds well on what my child learns in school.	50	13 26%	30 60%	2 4%	3 6%	2	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhentyn yn ei ddysgu yn yr ysgol.
		47%	40%	6%	1%		
Staff treat all children fairly and with respect.	51	23 45%	20 39%	1 2%	2 4%	5	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		58%	34%	3%	1%		
My child is encouraged to be healthy and to take regular exercise.	51	20 39%	28 55%	1 2%	2 4%	0	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		59%	36%	2%	0%		
My child is safe at school.	51	32 63%	17 33%	0 0%	2 4%	0	Mae fy mhentyn yn ddiogel yn yr ysgol.
		66%	31%	1%	0%		
My child receives appropriate additional support in relation to any particular individual needs.	51	12 24%	28 55%	1 2%	2 4%	8	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		50%	35%	4%	1%		

	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 am kept well informed about my child's progress.	49	12 24%	23 47%	8 16%	4 8%	2	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		49%	41%	8%	2%		
I feel comfortable about approaching the school with questions, suggestions or a problem.	52	18 35%	27 52%	3 6%	4 8%	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.	52	13 25%	21 40%	9 17%	2 4%	7	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.	52	18 35%	28 54%	2 4%	2 4%	2	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		55%	39%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	48	9 19%	21 44%	3 6%	2 4%	13	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.	50	16 32%	26 52%	2 4%	5 10%	1	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	39%	5%	1%		
The school is well run.	52	17 33%	30 58%	3 6%	2 4%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		60%	33%	3%	2%		

Appendix 3

The inspection team

Fiona Arnison	Reporting Inspector
Eleri Hurley	Team Inspector
Deirdre Mary Emberson	Lay Inspector
Helen Woodford	Peer Inspector
Sally Brereton	Nominee

Copies of the report

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

Year groups, the Foundation Phase and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years of age. This system emphasises the importance of continuity and eases communication among schools, governing bodies, parents and local authorities.

The following table sets out the age ranges relevant to each year group. For example, Year 1 refers to the group of pupils who reach the age of six and Year 13 is the year group who reach the age of 18 during the academic year.

Primary phase:

Year	N	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	3-4	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The Foundation Phase and key stages cover the following year groups:

Foundation Phase	Nursery, Reception, Year 1 and Year 2
Key stage 2	Year 3 to Year 6
Key stage 3	Year 7 to Year 9
Key stage 4	Year 10 and Year 11

Glossary of terms – Primary

Foundation Phase indicator (FPI)

Progress in learning through the Foundation Phase is indicated by outcomes (from outcome 1 to outcome 6).

The Foundation Phase indicator (FPI) relates to the expected performance in three areas of learning in the Foundation Phase:

- literacy, language and communication in English or Welsh first language;
- mathematical development; and
- personal and social development, wellbeing and cultural diversity.

By the end of the Foundation Phase, at the age of seven, pupils are expected to reach outcome 5 and the more able to reach outcome 6.

Pupils must achieve the expected outcome (outcome 5) in the three areas above to gain the Foundation Phase indicator.

The core subject indicator (CSI)

Progress in learning through key stage 2 is indicated by levels (level 1 to level 5).

The core subject indicator in key stage 2 relates to the expected performance in the core subjects of the National Curriculum:

- English or Welsh first language;
- mathematics; and
- science.

By the end of the key stage 2, at the age of 11, pupils are expected to reach level 4 and more able pupils to reach level 5.

Pupils must gain at least the expected level (level 4) in the three core subjects to gain the core subject indicator.

All-Wales Core Data sets

Inspection reports may refer to a school's performance relative to a family of schools or to schools with a broadly similar proportion of pupils entitled to free school meals.

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

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