



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

**Holton Primary School
Holton Road
Barry
Vale of Glamorgan
CF63 4TF**

Date of inspection: September 2013

by

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

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

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

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

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

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 Section
Estyn
Anchor Court, Keen Road
Cardiff
CF24 5JW or by email to publications@estyn.gov.uk

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Context

Holton Primary School is in the centre of Barry in the Vale of Glamorgan.

There are just over 390 pupils aged 3 to 11 years at the school, including just over 50 children in the nursery. There are 14 single-age classes, plus a nursery class in the morning and afternoon.

Around 32% of pupils are entitled to free school meals. This is well above the average for primary schools in the local authority and in Wales.

The school has identified about 27% of pupils as having additional learning needs. This is slightly above the average for primary schools in Wales. No pupil has a statement of special educational needs. There were no exclusions of pupils in the last 12 months.

Pupils' ethnicity is largely white British (90%). The remainder are mainly Asian or of mixed ethnicity. Just under 10% of pupils speak English as an additional language. No pupil speaks Welsh as a first language at home.

The last inspection was in November 2007. The current headteacher was appointed in January 2006.

The individual school budget per pupil for Holton Primary School in 2013-2014 means that the budget is £3,320 per pupil. The maximum per pupil in the primary schools in the Vale of Glamorgan is £7,758 and the minimum is £2,718. Holton Primary School is 34th out of the 48 primary schools in the Vale of Glamorgan in terms of its school budget per pupil.

Summary

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

Current performance

The current performance of the school is good because:

- pupils make good progress from generally low starting-points as they move through the school;
- standards have improved significantly at the end of key stage 2 in mathematics, science and the core subject indicator;
- initiatives aimed at improving the quality of writing, numeracy skills and investigative work in science have had a positive impact on performance outcomes, especially in extended writing;
- the provision of care, support and guidance, including the nurture groups, is a strong feature that supports pupils' wellbeing effectively;
- the planning of the curriculum is thoughtful and detailed and takes good account of local and national priorities; and
- the tracking of pupils' progress is very good and pupils receive appropriate support as a result, especially those who are struggling to make the expected level of progress.

Prospects for improvement

The prospects for improvement of the school are good because:

- the headteacher and senior management team have established a clear, strategic direction for the school;
- there is a good track record of recent improvements;
- there is careful implementation and evaluation of new initiatives to ensure they have a positive impact on raising standards and improving quality;
- the procedures for monitoring and evaluating the quality of provision are thorough and detailed;
- there is effective teamwork and communication at all levels;
- there is a very strong partnership with parents and the local community;
- the school engages well with other schools and with the local authority to take forward appropriate initiatives and to improve its own practices; and
- the school manages its resources well.

Recommendations

- R1 Improve standards in Welsh, especially in key stage 2
- R2 Improve pupils' attainment at the higher-than-expected levels
- R3 Improve attendance
- R4 Improve pupils' listening skills
- R5 Develop more measurable targets within the school improvement plan

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

The majority of pupils start school with skills that are lower than those expected for pupils of a similar age. As they move through the school, the quality of pupils' work improves significantly, and by the end of key stage 2 most pupils attain the standards expected for their age. Pupils with additional learning needs make particularly good progress as a result of effective nurture and support groups.

In the Foundation Phase, most pupils speak confidently and use a suitable range of vocabulary to communicate their ideas or to respond to questions from the teacher. Pupils in Year 1 for example generate a good range of words to describe the movements of elephants and perform the resulting group poem well. In key stage 2, pupils discuss topics well with their teachers and with each other. Many pupils across the school speak confidently, but they do not always listen to the teacher or to each other as well as they could.

Pupils' reading skills develop reasonably well. By the end of the Foundation Phase, most pupils enjoy reading stories. Many can talk about their favourite characters and books, but few read books at home. Most use appropriate strategies to tackle unfamiliar words and have a reasonable knowledge of letters and sounds. In key stage 2, pupils read a suitable range of fiction and non-fiction books, including using information and communication technology (ICT). They use their reading skills well to research topics, for example on the solar system in Year 6. Most can discuss favourite authors and books, but a few are reluctant readers and do little reading for pleasure.

Throughout the school, pupils' writing skills develop well. Their early writing and mark-making improves quickly. By the end of the Foundation Phase, many pupils use writing reasonably effectively to describe events and to write simple accounts and stories. During key stage 2, many pupils write in a wide variety of forms and can use a suitable range of stylistic techniques. The more able pupils can write with a great deal of individual flair. Pupils use their writing skills well across the curriculum, for example in science, history and geography. Overall, the whole-school emphasis on developing pupils' writing over the last couple of years has had a positive impact on the standards that pupils currently achieve.

Most pupils develop their numeracy skills well as they move through the Foundation Phase, for example when using a tally chart to generate a bar chart using multilink cubes. However, a few struggle to use numbers confidently in simple addition and subtraction problems, especially when tackling problems mentally. In key stage 2, standards in numeracy are sound overall. Pupils apply their skills well across the curriculum, for example when collating and presenting results from science experiments using tables and graphs. However, they do not always spend enough time interpreting their results or use their understanding of mathematics to decide themselves how to tackle work involving numbers in other subjects.

Pupils' speaking skills in Welsh are developing reasonably well by the end of the Foundation Phase. Pupils respond keenly to a range of simple instructions, greetings and questions in Welsh, and they can offer sensible basic responses. However, the quality of pupils' work does not develop enough throughout key stage 2. Pupils generally respond well in Welsh lessons, but their confidence in using the language at other times or beyond simple patterns is limited. The quality of pupils' reading is generally sound, but the books they read offer few challenges. They write reasonably well in simple sentences, following established patterns, using the present and past tense, but the amount they write is limited overall.

Overall, there is an improving picture in relation to pupils' attainment at the end of the Foundation Phase and at the end of key stage 2.

In 2013, the percentage of pupils who achieved the expected outcome (outcome 5) at the end of the Foundation Phase was generally above the average for the family of similar schools across most indicators. However, the school was in the lower 50% when compared with schools with a similar proportion of pupils entitled to free school meals for most indicators.

In 2013, the percentage of pupils who gained the expected level (level 4) at the end of key stage 2 was above the average for the family of schools in English, mathematics, science and the core subject indicator. When compared with schools with a similar proportion of pupils entitled to free school meals, the school's performance placed it in the upper 50% for mathematics, science and the core subject indicator. However, it was in the lower 50% for English, although attainment in writing at level 4 has improved significantly over the last three years.

The proportion of pupils attaining above the expected level at the end of the Foundation Phase (outcome 6) and key stage 2 (level 5) has generally improved in recent years, but it is still relatively weak overall.

Wellbeing: Adequate

Pupils feel safe and comfortable in school. They show a high level of care for each other and the school environment. Peer mentors support other pupils well when they face difficulties. Pupils display good levels of behaviour around the school and generally co-operate well with staff and each other. Pupils who feel anxious or vulnerable socially or emotionally develop stronger levels of confidence and wellbeing through a well-targeted support and nurture programme.

Pupils know a great deal about making healthy choices in terms of their diet, dental hygiene and the benefits of exercise. Many pupils engage in physical activity in the playground and in clubs after school and at lunchtime. For example, they take part in a range of dance clubs.

The school council and the eco committee are effective in providing pupils with opportunities to influence and to take part in decision-making at the school, for example in developing the outside areas of the school. Pupils feel that they have an influential voice and that staff listen well to their opinions. Pupils with responsibilities undertake their roles conscientiously.

Most pupils are keen to learn and they enjoy coming to school. In most cases, pupils try hard and persevere when they face difficulties. A few pupils struggle to listen and to concentrate for an appropriate length of time and a few do not complete tasks well without regular supervision.

The school's overall attendance rate last year was just over 92%. The overall attendance rate placed the school in the lower 50% when compared with schools with a similar proportion of pupils entitled to free school meals. Attendance has placed it in the lower 50% for the last five years, despite many efforts by the school to improve it.

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

The school gives pupils a broad and balanced curriculum and many interesting learning experiences. Teachers' planning ensures that lessons generally build well upon pupils' previous skills, knowledge and understanding. The school uses visits and visitors well to enhance the learning experiences of pupils. A wide range of extra-curricular activities contribute effectively to the school's overall provision.

Teachers' planning ensures that pupils develop their literacy and numeracy skills appropriately across the curriculum. At this early stage, it is in a good position to meet the requirements of the Literacy and Numeracy Framework.

There is good provision to develop Welsh language skills through formal lessons, but pupils have relatively few opportunities to use Welsh in broader contexts outside of formal lessons. Pupils receive a suitable range of opportunities to develop their knowledge and understanding of the history and culture of Wales.

The school provides pupils with a good range of opportunities to learn about sustainability. Activities investigating world issues, such as exploitation in the developing world, have enhanced pupils' knowledge of global citizenship appropriately.

Teaching: Good

Most teachers use an appropriately wide range of strategies and approaches to engage the interest of pupils and to develop their skills. Teachers plan lessons carefully. Most sequence activities well and ask effective questions that encourage pupils to think carefully and creatively. Teachers organise practical lessons effectively and give clear instructions to pupils about what to do. In most cases, teachers move pupils' learning forward at an appropriate pace and set challenges that stimulate and stretch them. However, in a very few lessons, the level of expectation is too low and teachers do not always check that pupils are applying themselves to their work enough. Teachers plan work for support staff effectively, but do not always monitor pupils' learning in shared areas enough.

The tracking of pupils' progress is very good and has had a positive influence on improving the standards that pupils achieve and the quality of support they receive.

Teachers assess pupils' progress and record their assessments regularly on an electronic database. Teachers use this information well to inform their short-term and long-term planning and to set individual pupil targets.

Teachers mark pupils' written work regularly and supportively. Many make detailed and constructive comments, and generally provide targets to help pupils to improve their work next time. However, the approach to marking varies too much across classes. Teachers use assessment for learning techniques reasonably well in most classes.

Parents and carers receive appropriate information about their child's progress and attainment through regular parents' meetings and annual reports.

Care, support and guidance: Good

The school has the appropriate arrangements to promote healthy eating and drinking. Pupils learn how to keep safe and there are effective strategies to encourage good behaviour. Learning experiences promote pupils' personal development well, including their spiritual, moral, social and cultural development. Nurture sessions for identified pupils support their wellbeing in a highly effective way. The numerous and wide-ranging strategies adopted by the school to promote attendance have not had a noticeable impact on improving attendance levels overall.

Members of staff know pupils well and they use this knowledge to provide support and guidance of high quality for each individual pupil. The school liaises effectively with specialist agencies to access valuable support for pupils. Staff ensure that the information received from support services has a positive impact on the learning experiences of pupils.

Provision for pupils with additional learning needs is a strong feature of the school. Staff identify pupils with additional needs at an early stage. There is effective, targeted support for them through a wide range of intervention programmes. Targets in individual education plans are specific and clearly address each pupil's needs. Efficient systems are in place to monitor and assess pupils' progress. Teaching assistants provide good support for pupils with additional needs.

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

Learning environment: Good

The school is a caring and welcoming community where staff place a high emphasis on the wellbeing of their pupils. The school recognises and celebrates well the contributions that all pupils make to its life and work. As a consequence, pupils feel that they are valued as equal members of the school's community. The school has a wide range of appropriate policies and procedures that ensure fair treatment for all pupils and staff. It provides a suitable range of training events that support staff in implementing its equality policies effectively.

Most of the school's accommodation is in a good state of repair in spite of its age. There is a good range of learning resources available, including computers and interactive whiteboards. Teachers use these well to provide a stimulating learning environment for pupils. There are vibrant displays of pupils' work in classrooms and shared areas throughout the school. The school has adapted its accommodation well to meet the needs of the Foundation Phase.

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

The headteacher provides sound and effective leadership. Senior and middle managers work well together and have a strong understanding of their roles and their responsibility for improving all aspects of the work of the school. They ensure that all staff are fully aware of new initiatives through a programme of regular briefings and meetings.

Senior managers share clear aims for improving the quality of provision and standards. They have implemented carefully a selective range of initiatives that have had a positive impact on pupils' outcomes. They pilot approaches and monitor their effectiveness appropriately before extending them across the school. The school was a pilot for the introduction of the Foundation Phase and has refined its approach well in subsequent years. The initial planning for the implementation of the literacy and numeracy framework is sound.

The school has a good range of monitoring processes that focus appropriately on the performance of teachers. The headteacher observes all classes regularly, focusing on a particular theme for each round of observations. All teachers with a management responsibility monitor and report on the standards of pupils' work systematically. The use of an electronic system for tracking pupils' progress enhances managers' knowledge of the standard of pupils' work as well as the effectiveness of teachers' monitoring practices.

Managers provide the standards committee of the governing body with regular reports on pupils' outcomes across the school. They provide the committee with detailed reports on the implementation of new initiatives and the effectiveness of the school's intervention strategies. As a result, the members of the committee are well informed about the standards that pupils achieve. However, governors do not always challenge managers enough to improve standards further. The headteacher's regular reports to the governing body provide information about activities at the school, but do not provide enough analysis of the impact or effectiveness of initiatives.

Improving quality: Good

The school's managers have a very good knowledge of the strengths of the school and what needs to improve. The school has a well-established cycle of self-evaluation and improvement planning. The links between the two processes are clear, and staff and governors understand them well. The school takes good account of the views of pupils and parents through regular surveys.

Managers have comprehensive data on the performance of pupils. They record and analyse the information systematically and use it well to identify and to provide appropriate support for any pupils who are falling behind.

The school improvement plan has appropriate priorities and staff implement the plan well. However, the targets within the plan are not always measurable and some actions are unclear. Teachers produce regular, termly reports on the progress of each year group. These provide a useful overview of issues that may affect the progress of individual pupils. However, they are not particularly evaluative or linked to the school's improvement priorities.

Overall, the school has made good progress in implementing the recommendations from the last inspection that relate to raising standards, particularly at the end of key stage 2. However, despite substantial effort, the school's overall attendance rate has not improved.

Partnership working: Good

The school works effectively with a wide range of partners to plan its provision. It maintains diverse links with parents to support pupils' learning, for example through initiatives such as Family First, the open learning centre and the Holton Family and Community centre. Parents volunteer regularly in a range of school activities and in fundraising projects. Extensive links with churches and local businesses in the community have a positive effect on pupils' learning experiences. Pupils benefit from a varied programme of visits and visitors to school.

Children in the pre-school playgroup visit the nursery class in the term before starting and settle into school very successfully as a result. Well-established transition arrangements with the receiving secondary schools ensure that pupils are confident to move on to the next stage in their education. Teachers in Year 2 and in Year 6 meet regularly with their colleagues in cluster schools to ensure a secure moderation of pupils' work. There are productive links with the local authority's support services and the local consortium's advisory services, for example in implementing initiatives linked to improvements in writing and mathematics.

Resource management: Good

The school manages its resources well and there are good levels of efficiency and cost-effectiveness. There are well-established procedures in place to ensure that the allocation of financial resources meets identified priorities. Senior managers and governors plan expenditure purposefully and take their monitoring responsibilities seriously.

There are sufficient qualified and experienced teachers to deliver the curriculum, and the school deploys them effectively. Arrangements for providing planning, preparation and assessment time for teachers are well organised. A wide-ranging programme for the continuous professional development of staff ensures a good quality of educational provision. Staff make a valued contribution to a large number of professional learning communities that have had a positive effect on the raising of standards. The school deploys classroom assistants well to support pupils' learning in each year group. Pupils make good progress as they move through the school as a result of effective provision. Overall, the school provides good value for money.

Appendix 1

Commentary on performance data

The school's proportion of pupils entitled to free school meals in 2013 placed it very close to the band with the highest proportion of pupils entitled to free school meals. Therefore, the school's performance benchmark positions need to be treated with a degree of caution due to the school's position so close to the border between two free-school-meal bands.

In 2013, the percentage of pupils who achieved the expected outcome (outcome 5) at the end of the Foundation Phase was above the average for the family of similar schools in literacy, language and communication, mathematical development and the Foundation Phase indicator. However, it was below the family average in personal and social development, wellbeing and cultural diversity.

When compared with schools with a similar proportion of pupils entitled to free school meals, the proportion of pupils who attained outcome 5 placed the school in the upper 50% for personal and social development, but in the lower 50% for literacy, language and communication, mathematical development and the Foundation Phase indicator.

The performance of girls is generally slightly better than that of boys, but boys tend to do better than the family average for boys. The performance of boys also tends to be better than the average for boys in schools with a similar proportion of pupils entitled to free school meals.

In 2013, the percentage of pupils who gained the expected level (level 4) at the end of key stage 2 was above the average for the family in English, mathematics, science and the core subject indicator.

When compared with schools with a similar proportion of pupils entitled to free school meals, the proportion of pupils who achieved level 4 placed the school in the upper 50% for mathematics, science and the core subject indicator. It was in the lower 50% for English, although attainment in writing at level 4 has improved significantly over the last three years.

The proportion of pupils attaining above the expected level at the end of the Foundation Phase and key stage 2 has generally improved since previous years, but it is still relatively weak overall.

The proportion attaining outcome 6 in the Foundation Phase in 2013 was above the family average in literacy, language and communication and personal and social development, but below the average in mathematical development. Compared to schools with similar proportions of free school meals, the school was in the upper 50% for mathematical development, but in the lower 50% for the other learning areas.

In 2013, at the end of key stage 2, the proportion of pupils gaining level 5 was lower than the family average across all subjects. The school's performance placed it in the lower 50% for mathematics and the bottom 25% for English and science.

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	Cytuno Agree	Anghytuno Disagree	
I feel safe in my school.	100	99 99%	1 1%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	100	93 93%	7 7%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	100	95 95%	5 5%	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	99	96 97%	3 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.	100	96 96%	4 4%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	100	98 98%	2 2%	Rwy'n gwneud yn dda yn yr ysgol.
		96%	4%	
The teachers and other adults in the school help me to learn and make progress.	100	99 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.	100	94 94%	6 6%	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.	100	81 81%	19 19%	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.	100	91 91%	9 9%	Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
		95%	5%	

	Number of responses Nifer o ymatebion	Cytuno Agree	Anghytuno Disagree	
Other children behave well and I can get my work done.	95	69 73%	26 27%	Mae plant eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
		78%	22%	
Nearly all children behave well at playtime and lunch time	97	73 75%	24 25%	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	Cytuno'n gryf Strongly Agree	Cytuno Agree	Anghytuno Disagree	Anghytuno'n gryf Strongly disagree	Ddim yn gwybod Don't know	
Overall I am satisfied with the school.	87	56 64%	30 34%	1 1%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	87	68 78%	19 22%	0 0%	0 0%	0	Mae fy mhentyn yn hoffi'r ysgol hon.
		72%	26%	1%	0%		
My child was helped to settle in well when he or she started at the school.	88	67 76%	20 23%	1 1%	0 0%	0	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		72%	26%	1%	0%		
My child is making good progress at school.	87	67 77%	20 23%	0 0%	0 0%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	0%		
Pupils behave well in school.	88	27 31%	53 60%	2 2%	0 0%	6	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	46%	4%	1%		
Teaching is good.	86	63 73%	23 27%	0 0%	0 0%	0	Mae'r addysgu yn dda.
		60%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	88	65 74%	23 26%	0 0%	0 0%	0	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		63%	34%	1%	0%		
The homework that is given builds well on what my child learns in school.	87	57 66%	28 32%	1 1%	0 0%	1	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.	88	59 67%	27 31%	0 0%	0 0%	2	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		58%	34%	4%	1%		

	Number of responses Nifer o ymatebion	Cytuno'n gryf Strongly Agree	Cytuno Agree	Anghytuno Disagree	Anghytuno'n gryf Strongly disagree	Ddim yn gwybod Don't know	
My child is encouraged to be healthy and to take regular exercise.	87	60 69%	27 31%	0 0%	0 0%	0	Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		59%	36%	2%	0%		
My child is safe at school.	88	65 74%	23 26%	0 0%	0 0%	0	Mae fy mhlentyn yn ddiogel yn yr ysgol.
		66%	31%	1%	0%		
My child receives appropriate additional support in relation to any particular individual needs'.	83	48 58%	35 42%	0 0%	0 0%	0	Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		50%	35%	4%	1%		
I am kept well informed about my child's progress.	88	48 55%	39 44%	1 1%	0 0%	0	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.	88	47 53%	40 45%	0 0%	1 1%	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.	87	36 41%	40 46%	5 6%	1 1%	5	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.	87	54 62%	33 38%	0 0%	0 0%	0	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.	79	46 58%	25 32%	1 1%	0 0%	7	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.	87	39 45%	40 46%	4 5%	1 1%	3	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	38%	5%	1%		
The school is well run.	88	58 66%	28 32%	0 0%	0 0%	2	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	32%	3%	1%		

Appendix 3

The inspection team

Barry Norris	Reporting Inspector
Rhiannon Harris	Team Inspector
Eleanor Davies	Team Inspector
Andrew Brazier	Lay Inspector
Bryn Jones	Peer Inspector
Andrew Gilbert	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.