



*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**

**Llandaff City C.I.W. Primary School  
Hendre Close  
Llandaff  
Cardiff  
CF5 2HT**

**Date of inspection: March 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
<b>Excellent</b>	Many strengths, including significant examples of sector-leading practice
<b>Good</b>	Many strengths and no important areas requiring significant improvement
<b>Adequate</b>	Strengths outweigh areas for improvement
<b>Unsatisfactory</b>	Important areas for improvement outweigh strengths

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

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## Context

Llandaff City Church in Wales Primary School is in Llandaff in Cardiff. Pupils who attend the school come from an extensive catchment area, including the districts of Fairwater and Ely.

Currently, there are 418 pupils on roll aged from four to 11 years. The governing body controls admission to the school. The school admits pupils at the start of the academic year during which they will be five and, from then, they can attend full time.

Around 8% of pupils speak English as an additional language, and around 2% of pupils speak Welsh at home.

The school has identified about 13% of pupils as having additional learning needs and a very few have statements of special educational needs. Approximately 5% of pupils are entitled to free school meals, which is well below the national and local averages.

The headteacher was appointed in September 2007 and the school was last inspected in January 2008.

The individual school budget per pupil for Llandaff City Church in Wales Primary School in 2013-2014 means that the budget is £2,856 per pupil. The maximum per pupil in the primary schools in Cardiff is £7,890 and the minimum is £2,856. Llandaff City Church in Wales Primary School is 96th out of the 96 primary schools in Cardiff in terms of its school budget per pupil.

## Summary

<b>The school's current performance</b>	<b>Excellent</b>
<b>The school's prospects for improvement</b>	<b>Excellent</b>

### Current performance

The school's current performance is excellent because:

- by the end of key stage 2, most pupils make good progress and more able pupils achieve excellent standards in their reading, writing and mathematics;
- pupils' attendance rates over the past five years have placed the school consistently in the upper 50% when compared with similar schools;
- teachers develop high quality learning experiences, which engage nearly all pupils successfully, and they adapt them particularly well to meet the requirements of more able pupils;
- many teachers provide good levels of challenge for their pupils and extend their learning well by asking searching questions that challenge pupils to think for themselves; and
- the school has a very positive and supportive ethos that supports pupils' wellbeing exceptionally well.

### Prospects for improvement

The school's prospects for improvement are excellent because:

- the headteacher leads the senior management team extremely effectively and together they provide leadership of high quality;
- the school has a very clear sense of direction and a culture that strives for improvement;
- the school has well-established, systematic and effective self-evaluation procedures;
- the governing body's support and challenge to the school in delivering its improvement plans is exemplary;
- the school has developed very successful partnerships that improve pupils' social development and community involvement; and
- the school has a good track record of bringing about improvement.

## **Recommendations**

- R1 Improve boys' listening skills
- R2 Improve planning in key stage 2 to ensure that pupils' Welsh language skills develop progressively
- R3 Ensure that the monitoring of teaching and learning is appropriately focused on evaluating the impact of the school's provision on pupil standards
- R4 Ensure that the school has a sufficient and appropriate range of resources to develop pupils' information and communication technology (ICT) skills across the curriculum

### **What happens next?**

The school will draw up an action plan which shows how it is going to address the recommendations. Estyn will invite the school to prepare a written case study, describing the excellent practice identified during the inspection.

## Main findings

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

Excellent

#### Standards: Excellent

Many pupils start school with skills above those expected for their age. By the end of key stage 2, most pupils make good progress and more able pupils achieve excellent standards in their reading, writing and mathematics.

In the Foundation Phase, most pupils use a good vocabulary in their spoken language. They articulate their feelings and recall previous learning well. Pupils in upper key stage 2 express their opinions clearly and justify those opinions using reasoned arguments and persuasive language. Across the school, many pupils listen carefully. However, a minority of boys do not listen well enough to their teacher or to the contributions of their peers.

In the Foundation Phase and key stage 2, pupils that are more able make very good progress in developing their writing skills in English and they apply these skills appropriately across the curriculum. By the end of the Foundation Phase, these pupils make adventurous word choices when writing stories and descriptions. They use a good range of punctuation appropriately and spell a wide range of words correctly. Many present their written work well using a joined script. By the end of Year 6, more able pupils use language superbly to persuade and interest the audience. They write lively and reasoned arguments presenting both points of view and draw insightful conclusions.

In both key stages, pupils of lower and average ability make good progress and develop their writing skills well. In the Foundation Phase, pupils make improvements in their letter formation and they begin to use sentence punctuation appropriately. Most develop a good understanding of phonics and use this to spell new words. However, a few less able pupils struggle to spell common high-frequency words that do not follow phonetic patterns. By the end of Year 6, most pupils' writing is lively and informative and many can sustain their writing well. Many punctuate their work appropriately and understand the principles of paragraphing.

Most pupils read at a standard appropriate to or above their chronological age. By the end of the Foundation Phase, most pupils read an appropriate range of texts fluently and with understanding. Many pay good attention to the punctuation in the text and make good use of a range of relevant strategies to decipher new words. In Year 6, most pupils skim and scan texts to find relevant information. Many read at home for pleasure and discuss in detail their favourite authors and types of books. Readers that are more able make insightful comments about the text and understand beyond the literal message of the text. A few less able pupils recognise many words in their reading books, but they read hesitantly and sometimes do not understand the text as a whole.

Many pupils in Year 2 handle numbers confidently. They count on in multiples of two, five and ten, and solve missing number problems. Many can weigh and

measure using standard units. More able pupils can transfer their knowledge of number and measurement to solve simple word problems. Pupils in Year 6 are beginning to work systematically to solve problems that are more complex. Many understand the importance of place value and add, subtract, multiply and divide large whole numbers and decimal numbers confidently. However, pupils do not consistently replicate these high standards outside of mathematics lessons.

In the Foundation Phase, pupils use a good range of Welsh phrases to talk and write about familiar subjects. Pupils' progress in key stage 2 is slower. Pupils do not consistently build on their Welsh speaking, reading and writing skills as they move through the school.

In 2013, the proportion of pupils achieving the expected outcome (outcome 5 or above) for the Foundation Phase Indicator places the school in the higher 50% when compared with similar schools and it is higher than the average for the family of schools. The proportion of pupils achieving a higher-than-expected outcome (outcome 6 or above) is higher than the average for the family in all areas of learning. When compared with relative performance levels in similar schools, the performance of pupils varies from the highest 25% in mathematical development to the lower 50% in other areas of learning.

In 2013, the proportion of pupils achieving the expected level (level 4 or above) in the end of key stage 2 teacher assessments for the core subject indicator is above the average for the family of schools. Since 2010, performance in all core subjects has improved annually and the school has consistently been in the higher 50% of schools for performance in the core subject indicator and English, when compared with similar schools. Performance in mathematics and science places the school in the top 25% in 2013.

The proportion of pupils achieving a higher-than-expected level at the end of key stage 2 in 2013 is above the average for the family for English, mathematics and science. The school is in the higher 50% in all three subjects when compared with similar schools.

### **Wellbeing: Good**

Pupils have positive attitudes to healthy living and keeping safe and all feel safe in school. Pupils understand the importance of diet and exercise in becoming and staying healthy. They enjoy participating in a wide range of extra-curricular sporting and cultural activities and there is a high take-up for these activities, particularly in key stage 2.

Most pupils behave well in lessons and around the school. They speak respectfully to adults and to one another, and are polite and welcoming to visitors. Most pupils have a positive attitude to their learning. However, a few pupils, mainly boys, do not always engage well in lessons. Pupils' attendance rates over the past five years have placed the school consistently in the higher 50% when compared with similar schools.

The school council makes a positive difference to the quality of life at school. Members of the school council take their responsibilities seriously and are proud that they run the fruit tuck shop and 'friendship stops'. As they progress through school, pupils take on further responsibilities with confidence and maturity. For example, Year 6 pupils are road safety officers and help younger pupils to understand the importance of keeping themselves safe when crossing the road.

Nearly all pupils make valuable progress in developing their social and life skills and most have very positive attitudes towards improving their learning. They contribute successfully to their local community, for instance by regularly reading the lesson during service at the local cathedral.

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

Most teachers develop learning experiences of high quality, which engage nearly all pupils successfully and build well upon their prior learning. Staff work effectively as a team to ensure that lessons are consistent across year groups. The curriculum fully meets statutory requirements and teachers adapt tasks particularly well to meet the needs of more able pupils, including involving them in extension projects of good quality. This is a strong feature of the school. Staff listen well to pupils' ideas and take suitable account of these when planning enrichment activities. A wide range of well-planned extra-curricular activities contribute significantly to pupils' learning. These include opportunities to engage in cultural and social activities such as art, film and dance clubs and participating in the school choir, which performs to a very high standard.

Teachers promote pupils' literacy and numeracy skills successfully and have made very good progress in implementing the requirements of the Literacy and Numeracy Framework. As a result, pupils receive beneficial opportunities to develop and apply these skills across many areas of the curriculum. However, not all teachers plan consistently to develop pupils' thinking and ICT skills across the curriculum.

Provision for Welsh language development is generally good in the Foundation Phase. However, in key stage 2, teachers' planning does not ensure that pupils' Welsh language skills develop progressively from year to year. The school promotes pupils' knowledge and understanding of the cultural, historical and linguistic characteristics of Wales very well.

The school has developed education for sustainable development and global citizenship well. The eco council meets regularly and it co-ordinates a good range of activities such as collecting and sorting class recycling bags, emptying compost bins and collecting litter. The school has also developed useful links with schools in Zambia and China to develop pupils' understanding of their roles as global citizens.

### **Teaching: Good**

Many teachers provide good levels of challenge for their pupils and extend their learning well by asking searching questions that challenge pupils to think for

themselves. Most teachers build well on pupils' previous learning and start lessons by recapping on key points appropriately. This helps pupils to understand the relevance of their previous learning. All staff establish good working relationships with pupils. Teaching assistants support pupils of all abilities effectively and help pupils to achieve good standards. Nearly all teachers plan well to meet the needs of more able pupils. In all classes, teachers use positive behaviour management strategies effectively, but they do not always deal quickly enough with low-level disruption that has a negative impact on the learning of other pupils.

The school has developed its own electronic system for tracking pupils' progress. All teachers update this system regularly and many use the information well to inform their planning. Nearly all teachers use assessment for learning strategies on a regular basis, but in a minority of classes teachers do not use the strategies effectively enough to move pupils' learning forward. Many older pupils are involved appropriately in self and peer assessment. Teachers receive very constructive and supportive guidance from senior staff to help them analyse pupils' results and to set realistic yet challenging targets for pupils' progress. This has helped staff to realise the potential of their pupils. All teachers mark pupils' work regularly and, in many classes, pupils receive clear guidance on how they can improve their work. Reports to parents are informative and meet statutory requirements.

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

The school is a caring and welcoming community, which values all pupils. Pupils are confident that they can turn to staff for help when any issues arise.

The school makes appropriate arrangements for promoting healthy eating and drinking. All pupils have access to an extensive range of extra-curricular activities, including fencing, table tennis and street dance. These activities develop pupils' wellbeing and their understanding of the importance of healthy living very well.

Staff provide very good opportunities to develop pupils' cultural and social awareness through participation in a wide range of activities and community events. For example, pupils have extensive opportunities to participate in musical and cultural activities.

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

Procedures to identify and support pupils with additional learning needs are generally effective and the school makes good use of specialist services when required. Teaching assistants work well to support and improve the literacy and numeracy skills of pupils, including those who are more able.

### **Learning environment: Excellent**

The ethos in the school is exceptionally positive and caring. This positive ethos supports the development of pupils' wellbeing exceptionally well. The excellent teamwork between all staff provides pupils with a high quality and supportive learning environment, which reflects the school's Christian ethos very well. There is a clear

emphasis on recognising, respecting and celebrating diversity. The school treats all pupils with respect and ensures they all have equal access to a full range of learning experiences. This includes the extensive range of extra-curricular activities.

The school has a good range of resources for both the Foundation Phase and key stage 2. Outdoor classroom spaces are well designed and easily accessible. The school has developed a good range of more specialised teaching areas, such as the well-resourced library. These support pupils learning effectively. The school provides a welcoming learning environment for pupils and well-ordered areas for teaching and learning. Attractive displays that celebrate pupils' work and achievements as well as displays that promote the Christian ethos are evident throughout the school. The school's buildings and site are secure and well maintained.

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

The headteacher leads the senior management team extremely effectively and together they provide leadership of high quality. This has contributed significantly to the improvement in standards over the last three years. It also ensures that the school has a very clear sense of direction and a culture that strives for improvement.

Roles and responsibilities within the senior leadership team are well defined and cover major aspects of the school's work effectively. Its members collaborate exceptionally well as a team and make very good use of the experience and expertise among the staff. Teachers with additional responsibilities on the senior leadership team manage staff in designated year groups well. This innovative arrangement allows effective communication of the professional duties and standards expected of staff. It is also an extremely effective means of ensuring that all members of staff understand clearly the school's priorities for improvement and their ongoing roles and responsibilities in delivering those improvements.

The school has effective structures in place to manage the performance of all staff. Staff's development targets reflect whole-school priorities and individual development needs well. Leaders and managers address issues of underperformance appropriately. Initiatives to meet local and national priorities are developed and implemented very effectively. For example, the school has made extensive progress in meeting the requirements of the Literacy and Numeracy Framework.

The governing body has an exceptionally good understanding of how the school performs and its members undertake their responsibilities very effectively. It deploys leadership and expertise well across its committee structure. The governing body contributes fully to the school's self-evaluation arrangements. Its support and challenge to the school in delivering its improvement plans are exemplary.

### **Improving quality: Good**

There is a strong commitment throughout the school to promoting improvement. The school has well-established, systematic and effective self-evaluation procedures.

Leaders and managers review all aspects of the school's work and focus appropriately on the standards pupils achieve. Teachers analyse performance data thoroughly and use it well to identify aspects of performance that require improvement. In general, leaders monitor teaching and learning effectively using a good range of first-hand evidence, which includes appropriate scrutiny of pupils' work. Senior leaders observe teaching regularly and this provides useful feedback and professional development for teachers. However, monitoring activities do not always focus sufficiently on evaluating the impact of the school's provision on standards. Self-evaluation processes incorporate useful outcomes of reviews by the local authority's school improvement service. The school takes very good account of pupils' views and opinions. However, the school has not fully developed arrangements to establish the views of parents.

The school's self-evaluation arrangements identify appropriate areas for improvement. The school prioritises these effectively and this leads to suitable improvement plans. These include an appropriate range of relevant actions, identifying members of staff with responsibility for their delivery and setting out well-defined, realistic timescales for completion. The school has effective arrangements to ensure that all members of staff understand their role in implementing the strategies. Leaders and managers monitor the improvement plans systematically and effectively against clear targets and success criteria. The school has a good track record of bringing about improvement.

### **Partnership working: Excellent**

The school has a well-established partnership with parents. It provides them with a wide range of useful information through regular newsletters, the school website and consultations. They feel welcome in the school and appreciate the approachability of all staff, including the headteacher.

The school has an excellent partnership with the local cathedral. The cathedral clergy visit the school on at least a weekly basis, and regularly conduct services and acts of worship. Many staff attend Sunday services at the cathedral and contribute to the choir and Sunday school. Well over a hundred pupils attend the Sunday school. This link is outstandingly successful in improving pupils' social development and community involvement.

The school has established effective links with a school in Africa. This partnership has fully involved members of staff, parents and the local community and has enabled pupils to gain a very good understanding of life in other countries. For example, a joint community and school dressmaking project successfully raised funds to purchase a wheelchair for a child in the partner school. The school is sharing this good practice with other schools locally.

The school works effectively with other schools to moderate and standardise teachers' assessment of pupils' work in English, mathematics and science. Consistently good transition plans exist between the school and the secondary school. These are effective in preparing pupils for the next stage in their education.

**Resource management: Good**

The school has enough qualified teachers and teaching assistants to meet the needs of pupils. Leaders deploy staff extremely well to make the best use of their skills, expertise and experience. Teaching assistants support pupils well and help them to make good progress.

All staff have received appropriate training that has helped them to develop professionally and to improve their practice. Teachers work closely together to share ideas and learn from each other. These successful relationships have improved the consistency of planning for literacy and numeracy within year groups. Nearly all staff are involved with a useful range of internal and external networks and professional learning communities, which have impacted positively on the quality of provision. There are appropriate arrangements in place for teachers' planning, preparation and assessment time.

The headteacher and the governing body manage the budget effectively to meet the priorities identified in the school improvement plan and to ensure that the school is well resourced. However, up-to-date resources for ICT across the school are limited.

Given the quality of education provided and the standards achieved by the end of key stage 2, the school provides excellent value for money.

## Appendix 1

### Commentary on performance data

As 2012 was the first year for assessments of the Foundation Phase outcomes, there is limited data available to compare trends over time. However, in 2013, the proportion of pupils achieving the expected outcome (outcome 5 or above) for the Foundation Phase Indicator is higher than the average for the family of schools. This is also true for language, literacy and communication skills, for mathematical development and for personal and social development. For the Foundation Phase indicator and all three areas of learning, the performance in 2013 is higher than for 2012. When compared with other, similar schools based on the percentage of pupils entitled to free school meals, the school is in the higher 50% compared with these schools for the Foundation Phase indicator and all areas of learning.

The proportion of pupils achieving a higher-than-expected outcome (outcome 6 or above) is higher than the average for the family in all areas of learning. The school is in the top 25% of similar schools for mathematical development and in the lower 50% for language, literacy and communication skills and personal and social development.

In 2013, the proportion of pupils achieving the expected level (level 4 or above) in the end of key stage 2 teacher assessments for the core subject indicator is above the average for the family of schools. This pattern is also true for English, mathematics and science.

The proportion of pupils achieving the expected level for the core subject indicator in 2013 places the school in the higher 50% when compared with similar schools. This is also the case for English. For mathematics and science, the school is in the top 25% compared with similar schools. Since 2010, performance in all core subjects has consistently improved. Over this period, the school has consistently been in the upper 50% of schools for the core subject indicator and for English. Performance in mathematics generally follows a similar trend, but places the school in the top 25% in 2013. Performance in science is more varied, having placed the school in the lower 50% of schools in 2010 and 2012, in the higher 50% in 2011 and in the top 25% in 2013.

The proportion of pupils achieving a higher-than-expected level at the end of key stage 2 in 2013 is above the average for the family and for Wales for English, mathematics and science. The proportion achieving higher levels at the end of key stage 2 has fluctuated, but has generally been higher than the average for the family of schools for all subjects. In 2013, for all three core subjects, the school is in the upper 50% when compared with similar schools. Performance during the previous three years fluctuated, moving the school between the lower 50% and the top 25%. Performance in Welsh as a second language has improved steadily since 2010.

## Appendix 2

### Stakeholder satisfaction report

#### Responses to learner questionnaires

denotes the benchmark - this is a total of all responses since September 2010.

	Number of responses Nifer o ymatebion	Agree Cytuno	Disagree Anghytuno	
I feel safe in my school.	59	59 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	54	53 98%	1 2%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	58	58 100%	0 0%	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	59	57 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.	59	58 98%	1 2%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	56	55 98%	1 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.	59	57 97%	2 3%	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.	58	56 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.	57	44 77%	13 23%	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.	59	57 97%	2 3%	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.	58	48 83%	10 17%	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	56	48 86%	8 14%	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.	137	101 74%	34 25%	2 1%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	137	111 81%	26 19%	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.	137	111 81%	25 18%	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.	137	92 67%	40 29%	4 3%	0 0%	1	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	137	74 54%	55 40%	3 2%	0 0%	5	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	46%	4%	1%		
Teaching is good.	136	82 60%	49 36%	1 1%	0 0%	4	Mae'r addysgu yn dda.
		60%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	137	94 69%	39 28%	0 0%	0 0%	4	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.	136	68 50%	54 40%	5 4%	2 1%	7	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.	137	90 66%	40 29%	1 1%	2 1%	4	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.	136	87 64%	41 30%	4 3%	1 1%	3	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.	136	109 80%	25 18%	1 1%	0 0%	1	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'.	132	68 52%	40 30%	3 2%	0 0%	21	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.	136	55 40%	65 48%	11 8%	2 1%	3	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.	137	99 72%	37 27%	1 1%	0 0%	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.	137	70 51%	46 34%	7 5%	2 1%	12	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.	136	90 66%	39 29%	1 1%	0 0%	6	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.	124	56 45%	30 24%	2 2%	0 0%	36	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.	137	93 68%	37 27%	5 4%	0 0%	2	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	39%	5%	1%		
The school is well run.	137	104 76%	31 23%	2 1%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		60%	33%	3%	2%		

## Appendix 3

### The inspection team

Iwan Roberts	Reporting Inspector
Debbie Henry	Team Inspector
Liz Miles	Team Inspector
Andrea Davies	Lay Inspector
Tamasine Croston	Peer Inspector
Kathryn Bates	Nominee

## Copies of the report

Copies of this report are available from the school and from the Estyn website ([www.estyn.gov.uk](http://www.estyn.gov.uk))

### Year groups, the Foundation Phase and key stages

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

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

Primary phase:

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

Secondary phase:

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

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

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

## **Glossary of terms – Primary**

### **Foundation Phase indicator (FPI)**

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

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

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

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

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

### **The core subject indicator (CSI)**

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

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

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

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

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

### **All-Wales Core Data sets**

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

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

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