



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

**Gabalfa Primary School
Colwill Rd
Gabalfa
Cardiff
CF14 2QQ**

Date of inspection: February 2015

by

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

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

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

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

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

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

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

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

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Context

Gabalfa Primary School is in the Llandaff North area of the city of Cardiff. There are 262 pupils on the school roll, including 43 children who attend the nursery on a part-time basis. The school has seven single-age classes and two mixed-age classes.

Around 40% of pupils are eligible for free school meals. This is well above the average for primary schools in Wales. The school identifies 26% of pupils as having additional learning needs. This is above the national average. A few pupils have statements of special educational needs.

The majority of pupils speak English as their first language at home. Around 30% of pupils receive extra support in learning English as an additional language.

The school was last inspected in the Summer of 2009. The headteacher took up her post in January 2012.

The individual school budget per pupil for Gabalfa Primary School in 2014-2015 means that the budget is £4,243 per pupil. The maximum per pupil in the primary schools in Cardiff is £6,523 and the minimum is £2,908. Gabalfa Primary School is 18th out of the 95 primary schools in Cardiff in terms of its school budget per pupil.

Summary

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

Current performance

The school's current performance is good because:

- Pupils make good progress from their starting points and attain well by the time they leave the school
- Most pupils develop their reading and writing skills well as they move through the school
- Nearly all pupils behave well both in lessons and in free time activities
- Recent initiatives are beginning to raise levels of attendance
- The curriculum provides a range of interesting learning experiences, which engage nearly all pupils
- The quality of teaching is good
- The good quality care, support and guidance for pupils have a positive effect on their wellbeing and achievement
- The school makes good use of specialist help to improve identified areas for further development and to address the needs of its pupils
- The school provides an inclusive and welcoming environment for its pupils

Prospects for improvement

The school's prospects for improvement are good because:

- The headteacher provides purposeful leadership and strategic direction to the work of the school, focusing on improvements in the standards that pupils achieve
- School leaders have a good understanding of the school's strengths and areas for development
- Staff are clear about their roles and responsibilities
- Governors provide appropriate levels of support and challenge to school leaders
- All staff work very well together as a team
- Self-evaluation is accurate and informs whole school priorities for development
- A range of strong partnerships have a positive effect on pupils' learning and levels of wellbeing
- The school regularly engages in opportunities to share good practice

Recommendations

- R1 Raise standards in the Foundation Phase, particularly for more able pupils
- R2 Extend opportunities for pupils to use their numeracy skills in subjects other than mathematics
- R3 Ensure that marking and feedback to pupils are consistent and help them to understand how to improve their work
- R4 Improve attendance

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
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Standards: Good

Many pupils join the school with skills that are below average for their age. Overall, by the time they reach Year 6, most pupils achieve good standards.

Throughout their time at the school, most pupils' speaking skills develop well. Their ability to share their ideas and communicate for a range of purposes progresses effectively. Most pupils have good listening skills, although a few find it difficult to listen to the views and ideas of others.

Most pupils' reading skills develop well. In the Foundation Phase, pupils talk confidently about the types of books and authors they enjoy. They read for pleasure and for information purposes. Most are making good progress in line with their ability. By the end of key stage 2, most pupils read with good fluency and accuracy. They read for a variety of purposes and they discuss the content of the text showing an understanding of characters and themes. They interpret the meaning of the text using comprehension skills appropriately for their age and ability. Most approach texts that challenge them with confidence and they talk enthusiastically about favourite books. They effectively use the skills of skimming and scanning to locate information, such as when they research a proposed development in the local area.

The majority of pupils make good progress in their writing skills in the Foundation Phase. They produce short pieces of independent writing with reasonable accuracy, although the spelling of simple common words is not always correct. They are beginning to write for different purposes, such as to explain their feelings in their personal and social education lessons. As they move into key stage 2, pupils continue to progress well. They more often write for a range of reasons, such as to produce reports or arguments for and against an idea, or a letter to request funding to improve the school building. Their written work is less well developed when they fill in too many worksheets or proformas. Most pupils spell in line with their ability and use punctuation to good effect. However, the presentation of work in pupils' books is sometimes untidy.

By the end of the Foundation Phase, pupils make adequate progress in their mathematical development. Many add and subtract within twenty or above. They are beginning to interpret simple data in tables or bar charts. More able pupils are successful in solving word problems, such as those involving money up to one pound. They are beginning to explain their reasoning when solving a problem and a few are beginning to understand simple inverse operations. Most apply their numeracy skills effectively to measure changes in the size of ice sticks or to record simple temperature changes. In key stage 2, pupils make good progress and they develop confidence in using different methods and more complex number skills. By the end of key stage 2, most pupils achieve well in mathematics. However, they do not always apply their numeracy skills at the same level in other subjects.

Pupils develop good speaking skills in Welsh in the Foundation Phase. They ask and answer simple questions about where they live, the weather and things they like. They enjoy singing Welsh songs and occasionally initiate basic conversations in Welsh without being prompted. In key stage 2, most pupils achieve well. They enjoy using their Welsh outside of Welsh lessons. They mostly read well in Welsh and write a simple dialogue with a good degree of accuracy.

Over the last three years for the expected outcome 5 at the end of the Foundation Phase, pupil performance has varied, moving the school between the higher and lower 50% of similar schools for literacy, but the school has remained in the lower 50% for mathematical development. For the higher outcome 6, pupils' performance in literacy and mathematical development over the same period has varied, moving the school between the higher 50% and the bottom 25% of similar schools.

Over the last four years for the expected level 4 at the end of key stage 2, performance in English and science has varied, moving the school between the top 25% and lower 50% of similar schools. In mathematics, the school has varied between the higher 50% and the bottom 25%. At the higher than expected level 5 over the same period, there has been an overall trend of improvement in all three subjects.

Trends over the last three years identify that girls achieve more highly than boys in end of Foundation Phase assessments. In the last four years in key stage 2, the difference between boys' and girls' attainment has varied. However, boys tend to achieve better than girls in science at the higher level.

Pupils with additional needs make good progress against their targets and the majority attain the expected levels by the end of their time in key stage 2. The performance of pupils eligible for free school meals has notably improved at the expected outcome in the Foundation Phase. However, in key stage 2, performance has fluctuated and in 2014 these pupils did not achieve as well as other pupils. Almost all pupils who have English as an additional language achieve very well. Nearly all make good progress and, by the end of Year 6, they attain at least as well as other pupils. Given that these pupils account for almost half of the school's population, this is a strength of the school.

Wellbeing: Adequate

Nearly all pupils demonstrate a good understanding of how to keep fit and healthy and many enjoy being active. They feel safe in school and know whom to talk to if they have any worries. There is a consistent approach to dealing with behaviour and discipline in the school and this ensures that incidents of poor behaviour are infrequent. Pupils are respectful and courteous towards adults and each other. Most pupils engage well in lessons and they have the confidence to participate fully. Pupils are beginning to contribute to what they learn, for example by asking their own questions and making suggestions to improve the school environment. They are beginning to develop strategies to improve their own learning.

Over the last three years, overall attendance rates have placed the school in the lower 50% when compared with similar schools apart from one year when

attendance placed it in the higher 50%. School records show that, recently, pupils' attendance has been improving due to positive reward initiatives. The school places appropriate emphasis on punctuality. Nearly all pupils arrive at school on time.

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

Teachers plan a range of stimulating experiences that allow pupils to develop their speaking, listening and thinking skills particularly well. Teachers plan lessons to ensure that pupils can build upon their previous learning. Planning for the implementation of the Literacy and Numeracy Framework across the curriculum is developing well in literacy. However, there is too much reliance on worksheets in some books so that pupils cannot always apply their written skills to the best of their ability in those subjects and areas of learning. Provision to build on pupils' numeracy skills is less well developed. There are regular opportunities for pupils to use technology to enhance their learning, particularly in key stage 2. Extra-curricular clubs contribute to developing pupils' sporting and creative skills.

The arrangements for additional support and intervention groups are effective and pupils are making good progress as a result.

Provision for Welsh language is good and pupils have ample opportunities to use incidental Welsh in class and around the school. There are many links to Welsh culture in schemes of work, and displays around the school reflect these well, for example through work on aspects of the geography of Wales.

Most pupils are developing a sound understanding of how people live in other countries. Pupils study responsible ways to manage the earth's resources and nearly all are able to talk confidently about aspects of recycling, saving energy and how people's actions affect their environment.

Teaching: Good

Most teaching ensures that pupils engage fully in their learning and make good progress. Teachers have appropriate subject knowledge and they are enthusiastic and conscientious. They manage pupils' behaviour consistently and effectively throughout the school. All teachers provide work that matches well to the interests of their pupils. They make good use of a range of strategies and resources and many frequently promote the use of Welsh well during lessons. Teaching support staff further pupils' learning and social development effectively. However, in the Foundation Phase, activities are sometimes directed too much by adults, resulting in limited opportunities for pupils to develop their independent learning skills.

In the majority of lessons, teachers provide pupils with suitable opportunities to assess their own work or that of others. Marking and feedback to pupils are positive, but marking does not always identify the next steps needed for pupils to improve their work.

Staff track pupil progress carefully and senior leaders make good use of this data to plan extra support for pupils. Annual reports to parents and carers, along with meetings with their child's teachers, provide regular and useful information on progress.

Care, support and guidance: Good

There are very effective arrangements to support pupils, particularly in relation to their wellbeing. The school provides a counselling service, which pupils in need can access, and this is helping pupils to deal with their emotions more effectively. The 'Magic Dragons' small group provision also provides helpful emotional support for pupils.

The school regularly takes advice from specialist services, such as behaviour support and educational psychologists, to meet pupils' needs. There are appropriate arrangements for promoting healthy eating and drinking. There are sound opportunities to develop pupils' spiritual development through suitable acts of daily collective worship, where pupils learn about Christianity and other faiths. The school develops pupils' social skills well and the 'Good to be Green' system is an effective and consistent approach to managing pupils' behaviour. The school provides suitable arrangements to promote pupils' moral and cultural development. Pupils learn about each other's languages and they develop their own class charters. Recent incentives to encourage good attendance are having a positive effect.

Provision for pupils with additional learning needs is good. Support staff deliver a range of effective programmes, which help pupils to make good progress against agreed targets. Parents and pupils take part in planning and monitoring targets for these pupils on a regular basis.

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

Learning environment: Good

The school provides an inclusive and welcoming environment to pupils when they join the school. Staff support pupils well and encourage them to take part in a wide range of activities. They recognise and celebrate diversity effectively. Girls and boys have access to all sporting and creative activities and there are books that challenge stereotypical views in the school library. As a result of the school's positive attitude and expectations of good behaviour, pupils develop tolerant attitudes to the views of others. Pupils with disabilities integrate well into school life.

The buildings consist of two separate departments on a large, secure site which the school shares with a Welsh-medium primary school. Although the condition of the buildings is adequate overall, staff make the most of the indoor space to create a stimulating and pleasant learning environment. There are sufficient resources for pupils, including good access to technology and reading materials. The school makes regular use of the spacious outdoor environment, particularly the wooded school area to raise standards of wellbeing and to promote pupil engagement. The team brought an issue relating to the wellbeing of pupils and staff to the attention of the headteacher and the governing body at the time of the inspection.

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

Leadership: Good

The headteacher has a clear vision for the school, which she shares with all stakeholders. She has high expectations of herself, the staff and pupils. The headteacher and the deputy headteacher provide effective leadership and challenge to members of staff. All staff have clear roles and responsibilities. They work closely together to create a whole school culture that encourages and places value on teamwork. The performance management of staff and provision for their training and development link well with school priorities and pupil performance. This has raised teacher expectations. Staff use meeting time effectively to focus on aspects of improvement, such as an audit of Foundation Phase provision, which resulted in developing different areas for learning in classrooms.

The governing body is supportive and asks challenging questions of the school staff and local consortium to determine the progress that the school is making. The governors have a good understanding of pupils' performance data and how it compares with that of similar schools. Governors know the schools' strengths and its priorities for improvement and have a thorough understanding of its financial situation. The governing body takes good account of all its statutory responsibilities. It supports the school in prioritising actions for improvement.

School leaders ensure that there is a suitable focus on national and local priorities, such as raising standards in pupils' literacy and numeracy skills across the curriculum. These plans are having a positive impact in literacy, although numeracy is currently less well developed.

Improving quality: Good

The school is beginning to make good use of information from the monitoring of teaching and learning to inform its self-evaluation process. When leaders evaluate overall performance, all members of staff and the governing body contribute and the school takes account of the views of pupils and parents. For example, parental requests have led to the introduction of a wider range of extracurricular clubs, which enhance pupils' sporting and creative skills. Effective use of performance data identifies specific areas for improvement such as improving pupils' reading skills.

Leaders use the outcomes of self-evaluation to inform the school improvement plan. The plan is a focused document, and includes a suitable range of targets for improvement with measurable success criteria. Well-targeted finance supports the implementation of the plan. The school improvement plan is having a positive impact on pupils' outcomes, for example in the development of pupils' literacy skills.

The school is an effective learning community, and has many useful links with other schools to help improve its practice. These have a positive effect on pupils' learning and experiences, particularly in the use of technology.

There is a wide range of opportunities for staff to improve their professional skills and knowledge. These include visits to other schools to share good practice both in the local cluster and further afield. There are good opportunities to moderate the teacher assessments. This is helping to ensure that these assessments are accurate.

Partnership working: Good

The school has effective partnerships with many outside agencies. It develops strong links with parents, which have a positive effect on pupils' confidence and their progress in their learning. For example, the school counselling initiative is proving to be successful, as is the family engagement project. These are having a positive effect on improving the wellbeing of the pupils and parents.

Close community links with many local organisations and churches have a positive influence on the quality of pupils' experiences. These include Llandaff North Christian Centre, the local allotment association, the local library, police and senior community members.

Strong links with the secondary school help pupils to transfer from one key stage to the next and ensure continuity and good progression in learning. Good examples of the transition arrangements are regular visits by pupils and teachers to the secondary school and the effective sharing of relevant information about individual pupil progress.

The school collaborates closely with its local cluster of schools to plan, share experiences and exchange good practice, including the development of leadership and management skills. It also works closely with the local consortium and receives support and training opportunities in many aspects of school life. This support has ensured that staff have recently improved the learning environment in the Foundation Phase.

Resource management: Good

The school manages its finances well and monitors expenditure carefully. Leaders and governors plan carefully for predictable changes to the number on roll. This enables the school to allocate resources appropriately.

Systematic and accurate budgeting arrangements are in place and decisions on expenditure link well with priorities for pupils' improvement and wellbeing. Leaders use the Pupil Deprivation Grant effectively to support vulnerable pupils, for example to provide additional support with reading.

Leaders deploy teachers effectively to make the best use of their knowledge and skills in order to deliver the curriculum successfully. Support staff make a valuable contribution to many aspects of the school's life and work. The organisation of planning, preparation and assessment time is effective. This ensures that teachers can plan jointly and prepare and assess appropriately. Staff have good opportunities for professional development through interaction with colleagues. For example, links with another school help to develop staff confidence to use technology and more consistent behaviour management strategies. These links have a positive effect on pupils' engagement in learning.

In view of the appropriate use the school makes of its funding and the good progress made by most of its pupils, the school provides good value for money.

Appendix 1: Commentary on performance data

6812019 - GABALFA PRIMARY

Number of pupils on roll	262
Pupils eligible for free school meals (FSM) - 3 year average	37.7
FSM band	5 (32%<FSM)

Foundation Phase

	2012	2013	2014
Number of pupils in Year 2 cohort	22	28	43
Achieving the Foundation Phase indicator (FPI) (%)	68.2	78.6	83.7
Benchmark quartile	3	2	2
Language, literacy and communication skills - English (LCE)			
Number of pupils in cohort	22	28	43
Achieving outcome 5+ (%)	77.3	78.6	86.0
Benchmark quartile	2	3	2
Achieving outcome 6+ (%)	9.1	21.4	9.3
Benchmark quartile	4	2	4
Language, literacy and communication skills - Welsh (LCW)			
Number of pupils in cohort	*	*	*
Achieving outcome 5+ (%)	*	*	*
Benchmark quartile	*	*	*
Achieving outcome 6+ (%)	*	*	*
Benchmark quartile	*	*	*
Mathematical development (MDT)			
Number of pupils in cohort	22	28	43
Achieving outcome 5+ (%)	77.3	82.1	83.7
Benchmark quartile	3	3	3
Achieving outcome 6+ (%)	9.1	21.4	9.3
Benchmark quartile	3	2	4
Personal and social development, wellbeing and cultural diversity (PSD)			
Number of pupils in cohort	22	28	43
Achieving outcome 5+ (%)	81.8	82.1	86.0
Benchmark quartile	3	4	4
Achieving outcome 6+ (%)	9.1	25.0	16.3
Benchmark quartile	4	3	4

The Foundation Phase indicator (FPI) represents the percentage of pupils achieving outcome 5 or above in PSD, LCE/LCW, and MDT in combination.

* This item may disclose information on individuals, or it is not sufficiently robust for publication, not applicable or is otherwise unavailable.

The benchmark quartile compares the performance of one school against others who have similar levels of pupils with free school meals (FSM). FSM is used as a proxy of social deprivation in schools. This allows a comparison of the performance of a school against others who are in the same FSM category, and who might therefore have a similar intake of pupils from deprived backgrounds.

A school in benchmark quartile 1 is in the highest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are higher than many other schools with similar levels of pupils from deprived backgrounds. A school in benchmark quartile 4 is in the lowest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are lower than many other schools with similar levels of pupils from deprived backgrounds.

6812019 - GABALFA PRIMARY

Number of pupils on roll	262
Pupils eligible for free school meals (FSM) - 3 year average	37.7
FSM band	5 (32%<FSM)

Key stage 2

	2011	2012	2013	2014
Number of pupils in Year 6 cohort	40	25	22	31
Achieving the core subject indicator (CSI) (%)	57.5	80.0	86.4	87.1
Benchmark quartile	4	2	1	1
English				
Number of pupils in cohort	40	25	22	31
Achieving level 4+ (%)	72.5	88.0	86.4	87.1
Benchmark quartile	3	1	2	2
Achieving level 5+ (%)	5.0	24.0	27.3	41.9
Benchmark quartile	4	2	2	1
Welsh first language				
Number of pupils in cohort	*	*	*	*
Achieving level 4+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematics				
Number of pupils in cohort	40	25	22	31
Achieving level 4+ (%)	65.0	80.0	86.4	87.1
Benchmark quartile	4	2	2	2
Achieving level 5+ (%)	12.5	16.0	31.8	38.7
Benchmark quartile	3	3	2	1
Science				
Number of pupils in cohort	40	25	22	31
Achieving level 4+ (%)	75.0	88.0	90.9	90.3
Benchmark quartile	3	2	1	2
Achieving level 5+ (%)	17.5	20.0	45.5	38.7
Benchmark quartile	3	3	1	1

The core subject indicator (CSI) represents the percentage of pupils achieving level 4 or above in English or Welsh (first language), mathematics and science in combination.

* This item may disclose information on individuals, or it is not sufficiently robust for publication, not applicable or is otherwise unavailable.

The benchmark quartile compares the performance of one school against others who have similar levels of pupils with free school meals (FSM). FSM is used as a proxy of social deprivation in schools. This allows a comparison of the performance of a school against others who are in the same FSM category, and who might therefore have a similar intake of pupils from deprived backgrounds.

A school in benchmark quartile 1 is in the highest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are higher than many other schools with similar levels of pupils from deprived backgrounds. A school in benchmark quartile 4 is in the lowest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are lower than many other schools with similar levels of pupils from deprived backgrounds.

Further information is available from the Welsh Government My Local School website at the link below.

<http://mylocalschool.wales.gov.uk/index.html?lang=eng>

Appendix 2

Stakeholder satisfaction report

Responses to learner questionnaires

Primary questionnaire (overall)

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

	Number of responses Nifer o ymatebion	Agree Cytuno	Disagree Anghytuno	
I feel safe in my school.	103	100 97% 98%	3 3% 2%	Rwy'n teimlo'n ddiogel yn fy ysgol.
The school deals well with any bullying.	99	91 92% 92%	8 8% 8%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
I know who to talk to if I am worried or upset.	103	97 94% 97%	6 6% 3%	Rwy'n gwybod pwy i siarad ag ef/â hi os ydw I'n poeni neu'n gofidio.
The school teaches me how to keep healthy	101	97 96% 97%	4 4% 3%	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
There are lots of chances at school for me to get regular exercise.	103	100 97% 96%	3 3% 4%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
I am doing well at school	97	95 98% 96%	2 2% 4%	Rwy'n gwneud yn dda yn yr ysgol.
The teachers and other adults in the school help me to learn and make progress.	103	102 99% 99%	1 1% 1%	Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddysgu a gwneud cynnydd.
I know what to do and who to ask if I find my work hard.	101	97 96% 98%	4 4% 2%	Rwy'n gwybod beth I'w wneud a gyda phwy i siarad os ydw I'n gweld fy ngwaith yn anodd.
My homework helps me to understand and improve my work in school.	101	93 92% 91%	8 8% 9%	Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol.
I have enough books, equipment, and computers to do my work.	103	100 97% 95%	3 3% 5%	Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
Other children behave well and I can get my work done.	82	62 76% 77%	20 24% 23%	Mae plant eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
Nearly all children behave well at playtime and lunch time	96	74 77% 84%	22 23% 16%	Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.

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.	28	8 29%	18 64%	2 7%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	28	10 36%	18 64%	0 0%	0 0%	0	Mae fy mhentyn yn hoffi'r ysgol hon.
		73%	25%	1%	0%		
My child was helped to settle in well when he or she started at the school.	28	10 36%	18 64%	0 0%	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.	28	12 43%	12 43%	2 7%	0 0%	2	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	27	6 22%	18 67%	1 4%	1 4%	1	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	45%	4%	1%		
Teaching is good.	28	12 43%	15 54%	1 4%	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.	13	5 38%	6 46%	0 0%	0 0%	2	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		63%	33%	1%	0%		
The homework that is given builds well on what my child learns in school.	12	1 8%	5 42%	2 17%	0 0%	4	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.	28	13 46%	13 46%	2 7%	0 0%	0	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		58%	33%	3%	1%		
My child is encouraged to be healthy and to take regular exercise.	27	14 52%	13 48%	0 0%	0 0%	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.	28	13 46%	14 50%	0 0%	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'.	27	10 37%	14 52%	0 0%	0 0%	3	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		50%	34%	4%	1%		
I am kept well informed about my child's progress.	26	10 38%	10 38%	5 19%	1 4%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		49%	40%	8%	2%		

	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 feel comfortable about approaching the school with questions, suggestions or a problem.	28	10 36%	17 61%	1 4%	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.	28	6 21%	17 61%	2 7%	0 0%	3	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		45%	39%	7%	2%		
The school helps my child to become more mature and take on responsibility.	13	4 31%	7 54%	0 0%	0 0%	2	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		56%	38%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	28	7 25%	18 64%	2 7%	0 0%	1	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		42%	33%	4%	1%		
There is a good range of activities including trips or visits.	28	7 25%	16 57%	4 14%	1 4%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		54%	38%	5%	1%		
The school is well run.	28	8 29%	19 68%	1 4%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	32%	3%	1%		

Appendix 3

The inspection team

Catherine Anne Barnett	Reporting Inspector
Clive A Evans	Team Inspector
Sarah Botterill	Lay Inspector
David Edwards	Peer Inspector
Carrie Jenkins	School 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
- 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
- science

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

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

All-Wales Core Data sets

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

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

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