



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

**Thornwell Primary School
Thornwell Road
Bulwark
Chepstow
Monmouthshire
NP6 5NT**

Date of inspection: December 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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Context

Thornwell Community Primary School with its attached nursery unit is in a residential suburb of Chepstow, in Monmouthshire. The vast majority of pupils live within the catchment area of the school. However, a significant number of children who attend the nursery come from other areas of Chepstow and outlying villages. There are 252 pupils aged three to 11 years on roll, including 23 pupils who attend the nursery on a part-time basis.

The school has identified around 29% of pupils as having additional learning needs, including a very few pupils with statements of special educational needs. Approximately 29% of pupils are entitled to free school meals. This is more than double the average for the local authority and higher than the average for Wales. A very few pupils are looked after by the local authority. There were six temporary exclusions last year. Nearly all pupils are of white British ethnicity. No pupil speaks Welsh at home. A very few pupils speak English as an additional language.

In 2011, the Foundation Phase building was destroyed by fire. Foundation Phase pupils are currently in temporary accommodation, while the new building project takes place.

Since the last inspection, there have been changes in the senior leadership team. The acting headteacher, formerly the deputy headteacher, was appointed in September 2013 following the retirement of the previous headteacher. Another teacher is acting as deputy headteacher. The Foundation Phase leader and additional learning needs co-ordinator were appointed in September 2013. The school was last inspected in September 2007.

The individual school budget per pupil for Thornwell Primary School in 2013-2014 means that the budget is £3,324 per pupil. The maximum per pupil in the primary schools in Monmouthshire is £5,444 and the minimum is £2,856. Thornwell Primary School is 23rd out of the 31 primary schools in Monmouthshire in terms of its school budget per pupil.

Summary

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

Current performance

The school's current performance is adequate because:

- most pupils achieve good standards of speaking and listening;
- pupils with additional learning needs make good progress;
- good provision in the Foundation Phase ensures that all pupils have a secure start to their learning; and
- despite the devastating fire, staff have worked collaboratively to provide a welcoming, well-resourced learning environment.

However:

- many pupils make only satisfactory progress with their learning overall;
- many pupils' standards of writing are not consistently good enough;
- pupils do not take enough care with their handwriting and the presentation of their work;
- planning to develop literacy and numeracy skills progressively across the curriculum is not well developed; and
- teaching does not challenge more able pupils sufficiently.

Prospects for improvement

Prospects for improvement are adequate because:

- recent improvements in provision for pupils falling behind have led to improved outcomes;
- the newly formed senior leadership team work well together to identify whole school priorities for improvement; and
- partnerships with parents and the comprehensive school are good.

However:

- the school does not have clear systems to monitor pupils' progress and learning experiences effectively;
- the governing body does not challenge the school's leaders rigorously or hold them fully to account for the standards achieved; and
- the school has not addressed many of the recommendations from the previous inspection.

Recommendations

- R1 Improve standards of writing across the curriculum, especially for more able pupils
- R2 Improve pupils' presentation and handwriting
- R3 Ensure that planning develops pupils' skills progressively, especially in literacy and numeracy, as they move through the school
- R4 Improve the consistency and accuracy of teachers' marking and assessments
- R5 Ensure that the governing body holds the school to account more rigorously
- R6 Develop clear self-evaluation procedures to monitor and evaluate pupil performance more accurately and effectively

What happens next?

In accordance with the Education Act 2005, HMCI is of the opinion that this school is in need of significant improvement. The school will draw up an action plan, which shows how it is going to address the recommendations. Estyn will monitor the school's progress about 12 months after the publication of this report.

Main findings

Key Question 1: How good are outcomes?

Adequate

Standards: Adequate

On entry to the school, most pupils have skills that are average or above for their age. Many pupils in the Foundation Phase make good progress in their learning during lessons. However, by the end of key stage 2, most pupils achieve only adequate standards.

Throughout the school, many pupils demonstrate good standards of speaking and listening. In lessons, almost all pupils listen well to one another and to adults. They speak clearly and articulately using a wide vocabulary.

In the Foundation Phase, most pupils are keen to talk about their work and experiences and many answer questions using suitable detail. Many pupils in key stage 2 are articulate and confident speakers and express their opinions clearly.

Pupils' standards and skills in reading are generally good. Many pupils read accurately and with good expression. Many pupils read at an appropriate level for their age and ability. In the Foundation Phase, pupils use a range of strategies to work out unfamiliar words, including using pictures and context. A few pupils make good use of their knowledge of the sounds that letters make. They retell stories well. In key stage 2, older pupils can select suitable texts from a variety of sources. They read a good range of books for pleasure, and speak enthusiastically about their favourite authors. They have appropriate skills to help them to read with understanding. More able pupils are able to skim and scan texts efficiently to locate relevant information.

Many pupils' writing skills are below those usually found for their age. This is partly because pupils do not take enough care with their handwriting and the presentation of their work. Many pupils do not make good enough use of the sounds that they know letters make and the familiar spelling patterns that they have learnt when they are writing. In addition, poor handwriting makes their work difficult for others to read. By the end of the Foundation Phase, a minority of pupils can write short texts independently in a variety of genres. By the end of key stage 2, many pupils have an appropriate vocabulary, which they use effectively, for example when selecting appropriate words to use in poetry. However, few can write extended pieces of interesting work in a variety of contexts across the curriculum. Pupils' writing in subject areas other than English is underdeveloped.

Many pupils make reasonable progress in developing their numeracy skills in mathematics lessons. For example, Year 2 pupils have a good understanding of the value of coins from one pence to one pound and are able to match the number of coins to the correct value in pence. A few more able pupils can round numbers to 10 and 100 confidently. In Year 6, pupils make good use of their knowledge of the four rules of number when working with proper and improper fractions. However, too few

pupils use their numeracy skills at an appropriate level to support work in a range of subject areas across the curriculum.

Pupils with additional learning needs generally make good progress against targets in their individual educational plans. Most pupils who receive intervention support also make appropriate progress in reading, with a minority making accelerated progress.

Many pupils in the Foundation Phase achieve appropriate standards in Welsh. They understand and respond well to a limited range of simple questions and instructions. Overall standards are adequate in key stage 2, but the progress made by older pupils is more rapid. Many pupils respond appropriately orally during lessons using a range of language patterns in the present and past tense with increasing confidence. However, many pupils are too reliant on their 'Welsh mats' to support these activities. Very few pupils attempt to use Welsh outside the context of Welsh lessons. Few pupils use Welsh incidentally or respond appropriately when addressed by an adult in Welsh.

Over the last two years, performance in the Foundation Phase has been variable. Performance at the expected outcome 5 in both literacy and mathematical development has moved from lower 50% in 2012 to the top 25% in 2013 when compared to that of similar schools. The performance of more able pupils at outcome 6 placed the school in the lower 50% of similar schools in 2012 in both areas of learning. In 2013, the school remained in the lower 50% of similar schools in respect of performance in literacy, and fell to the bottom 25% in mathematical development.

Over the last four years, performance at the expected level 4 in key stage 2 in English, mathematics and science has also been very variable. When compared to that of similar schools, performance ranges between the top and bottom 25% with no consistent pattern. The same is also true for the performance of more able pupils at the higher than expected level 5.

The standard of work seen during the inspection does not support teacher assessment outcomes for 2013. These appear to be overgenerous in both key stages.

Wellbeing: Good

Most pupils have positive attitudes to keeping healthy and safe. They understand the importance of healthy eating and drinking and taking exercise. All pupils feel safe and secure in the school. Nearly all pupils consider that the school deals well with any bullying and know whom to talk to if they are worried or upset.

Most pupils, including those who attend the specialist nurture base, demonstrate good behaviour and attitudes to learning. They are courteous, and relationships between adults and pupils are good. Most pupils co-operate well with each other in lessons and activities. They concentrate appropriately on their tasks whether they are working independently or under the direction of adults.

Attendance is good. Over the last four years, attendance has consistently placed the school in the top 25% or higher 50% when compared to similar schools. Most pupils arrive punctually in the mornings.

The school council meets on a weekly basis and leaders listen to members' opinions. This has led, for example, to recent improvements in the quality of the school's toilet provision. Pupils make appropriate choices about their learning, for instance during the 'over to you' child-led activity sessions in the Foundation Phase.

Key Question 2: How good is provision?	Adequate
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Learning experiences: Unsatisfactory

The school provides a generally appropriate curriculum that meets the needs of the majority of pupils. Although teachers plan lessons conscientiously across the school, planning does not build on pupils' prior learning well enough to ensure that learning experiences are systematic. The whole-school approach to developing pupils' skills progressively is inconsistent.

Teachers' planning provides limited opportunities for pupils to apply their literacy, numeracy and problem solving skills across the curriculum, especially in key stage 2. The school is addressing the requirements of the national literacy and numeracy frameworks, but this work is at a very early stage of development. Learning experiences do not always provide enough challenge for all pupils.

Provision for Welsh language development and the Welsh dimension ensure that pupils' progress is satisfactory. For example, pupils are beginning to develop their knowledge of Welsh history and culture through visits to places of interest such as Llancaiach Fawr and Cardiff Castle.

The school promotes appropriate awareness of sustainable development in lessons and through the work of the recently formed eco club. The school acts sustainably in the way it uses resources and is raising pupils' awareness of the principles involved. However, provision for global citizenship is at an early stage of development, despite a link with an African arts project.

Teaching: Adequate

Most teachers have good subject knowledge, develop positive working relationships in class and plan an imaginative range of activities to engage pupils. For example, Foundation Phase pupils enjoy making masks and sleeping potions following their recent visit to the pantomime. Most teachers manage their classrooms and use resources effectively. In most lessons, pupils understand the learning objectives. The pace of most lessons is good, with well-planned opportunities for pupils to work in pairs and in small groups.

Teachers and learning assistants support less able pupils well, and the teaching of intervention programmes for many pupils is effective. However, in the minority of least successful lessons, work is not suitably challenging for the more able and, as a

result, not all pupils make enough progress. In a minority of lessons, teachers do not allow pupils enough independence and overly direct the learning. This means that pupils do not have enough opportunities to think for themselves or to be creative.

The quality of marking varies too much between classes. Although teachers mark pupils' work, they do not provide pupils with precise enough written feedback on what they need to do next to improve. A few teachers are beginning to encourage pupils to assess their own work and the work of others.

The tracking of pupils' progress is at an early stage of implementation. Teachers assess pupils' work and enter the assessments into an electronic tracking system. However, leaders do not monitor the accuracy of teachers' assessments and teachers do not standardise and moderate pupils' work across the school regularly enough. Outcomes in end of key stage teacher assessments are therefore insufficiently accurate.

Annual reports to parents meet statutory requirements. Parents also have regular, useful opportunities to discuss the progress of their child in meetings with the class teacher.

Care, support and guidance: Good

Support for the personal and social needs of pupils is good. The school develops provision for their spiritual, moral, social and cultural development well. Pupils have appropriate opportunities to contribute to and participate in decision-making.

The school makes appropriate arrangements for promoting healthy eating and drinking. There is an effective system for analysing attendance. A range of carefully planned initiatives helps to reduce the number of absences.

There is effective use of a wide range of specialist support services, for example the educational psychology service and support for pupils where English is a second language. This is a notable feature for pupils with additional learning needs and has a positive impact on their standards of wellbeing.

A range of well-planned strategies and specific individual education plans provide appropriate support for pupils with additional learning needs. Pupils identified for individual provision receive well-planned and supported guidance.

The provision for pupils who attend the specialist nurture base is good. All staff have a clear understanding of the needs of pupils and ensure that they meet their individual targets. All of these pupils have full access to the main school's activities.

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

Learning environment: Good

The school has developed a warm and nurturing environment that makes every pupil feel welcome and secure. There are effective policies and procedures in place to

deal with bullying and to monitor and report any racial incidents. Incidents of this nature are very rare.

Despite the extensive building work taking place at the time of the inspection, the school has been very successful in making sure the inevitable disruption has not affected pupils' experiences and learning. General decoration and displays around the school create a very pleasant and stimulating environment. The Foundation Phase temporary buildings are fit for purpose. Foundation Phase staff have worked creatively to establish a high quality learning environment, both indoors and outdoors, which meets the pupils' needs well. The school's existing key stage 2 building is refurbished to a high standard.

The school's resources are generally sufficient for requirements. Pupils are very enthusiastic about the provision for mathematics and information communication and technology (ICT). However, insufficient books are provided for the most able readers in the school.

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

The newly appointed acting headteacher has reinvigorated the school's vision. He has clarified roles and responsibilities, for example by redefining job descriptions. The newly formed senior leadership team work well together to support new initiatives to improve standards. For example, a recent focus on the analysis of tracking data has informed intervention programmes, which have improved outcomes for targeted pupils. However, in the past few years, building work and a period of staffing turbulence have resulted in a lack of clear direction and focus in many school improvement actions.

The governing body are supportive of the school. In the past term, new governors have joined the board, and together they have begun a programme of monitoring visits to school, to inform their work more accurately. Governors are now beginning to play a more strategic role in evaluating the impact of actions taken by the school. Previously, however, the ongoing appointment of a substantive headteacher and the school rebuilding project have occupied much of their time. Until recently, governors have had too little impact on the direction and work of school, and have failed to challenge its leaders robustly. However, the school has been successful in embedding national priorities, for example the Foundation Phase and the healthy schools initiative.

Improving quality: Unsatisfactory

The acting headteacher has compiled an appropriate self-evaluation report, which is broadly accurate. Recently, he has compiled a comprehensive monitoring plan in order to inform ongoing self-evaluation. However, the school does not have rigorous embedded procedures for first hand monitoring. Leaders have not formally scrutinised enough pupils' work or teachers' planning to be able to make an accurate

judgement about the quality of teaching and learning. As a result, monitoring currently has a minimal impact on improving standards.

The school's leaders have conscientiously produced many different action plans to underpin proposed school improvements. Leaders have prioritised improvements relating to pupils' outcomes, and have devised some appropriate actions to raise standards. However, the many different strategies lack the cohesion and clear success criteria necessary for leaders to be able to monitor and evaluate their progress effectively.

During the last six years, the school has made slow progress in addressing many of the recommendations of the previous inspection report.

Partnership working: Good

The school takes part in a good range of partnership activities. These provide additional support and provision for different groups of pupils, particularly those who may be vulnerable in some way. For example, partnership working with the local pupil referral unit has resulted in effective ongoing support for pupils exhibiting challenging behaviour. The school works in partnership with the University of Wales, Newport to provide placements for student teachers.

There are strong links with the local cluster of schools, resulting in improved provision, for example in employing a shared ICT technician based at the local comprehensive school. These links also support transition arrangements. For instance, pupils benefit from a full week of induction activities at the end of Year 6, before they join the comprehensive school in Year 7. Pupils who attend the school's on-site nursery provision transfer seamlessly into the reception class next door.

The school has effective partnerships with parents. They receive informative newsletters and the school updates its website regularly. Parents appreciated a recent whole school open evening. The school's learning rewards system helps parents to know how well their child is doing at school.

Resource management: Adequate

The staff team have worked relentlessly through the difficulties associated with temporary accommodation and together have managed the school's resources well. Teaching and support staff have the knowledge and expertise to cover all areas of the school's curriculum. There are adequate arrangements to provide preparation, planning and assessment time for teachers. Staff share good practice with other teachers and adults, within and beyond the school. They are involved in professional learning communities, for example to develop good practice within the Foundation Phase.

The acting headteacher has a clear understanding of the school's budget. He has already made effective decisions about spending priorities, linked to school improvements. However, governors do not always fulfil their responsibilities to monitor and challenge spending decisions rigorously enough. They do not routinely record their decisions, for example through governor minutes. Despite this, the

school makes suitable use of its current funding and resources, and pupils achieve satisfactory standards. The school therefore gives adequate value for money.

Appendix 1

Commentary on performance data

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 other schools in the same family, in literacy, language and communication, mathematical development and personal and social development.

When compared with similar schools, the proportion of pupils who attained outcome 5 placed the school in the upper 25% for all three areas of learning. The proportion of pupils attaining above the expected level at the end of the Foundation Phase has improved significantly since 2012, when the school was placed in the lower 50% of similar schools for all areas of learning.

The proportion of more able pupils attaining outcome 6 in the Foundation Phase in 2013 was above the family average in personal and social development, but below the average in literacy, language and communication and significantly below in mathematical development. Compared to similar schools, the school was in the top 25% for personal and social development, but in the lower 50% for the other learning areas. This is a similar position to outcomes in 2012.

The performance of girls is generally better than that of boys, but the difference in performance is less than the average for the family.

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.

Over the last four years, performance at the expected level 4 in key stage 2 in English, mathematics and science has been very variable. When compared to that of similar schools, performance ranges between the top and bottom 25% with no consistent pattern. The same is also true for the performance of more able pupils at the higher than expected level 5. The performance of girls is better than boys in English, but boys perform much better than girls in mathematics and science.

In the Foundation Phase performance of pupils entitled to free school meals was higher than their peers in personal and social development but lower in the other learning areas. In key stage 2, the performance of both groups has been similar over the last four years.

However, the standard of work seen during the inspection does not support teacher assessment outcomes in 2013. These appear to be over generous in both key stages.

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.	101	97 96% 98%	4 4% 2%	Rwy'n teimlo'n ddiogel yn fy ysgol.
The school deals well with any bullying.	102	101 99% 92%	1 1% 8%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
I know who to talk to if I am worried or upset.	102	101 99% 96%	1 1% 4%	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	102	88 86% 98%	14 14% 2%	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.	102	97 95% 96%	5 5% 4%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
I am doing well at school	102	96 94% 96%	6 6% 4%	Rwy'n gwneud yn dda yn yr ysgol.
The teachers and other adults in the school help me to learn and make progress.	102	101 99% 99%	1 1% 1%	Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddsygu a gwneud cynnydd.
I know what to do and who to ask if I find my work hard.	102	102 100% 98%	0 0% 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.	102	99 97% 91%	3 3% 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.	102	100 98% 95%	2 2% 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.	102	80 78% 78%	22 22% 22%	Mae plant eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
Nearly all children behave well at playtime and lunch time	102	92 90% 84%	10 10% 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.	16	10 62%	6 38%	0 0%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	17	15 88%	2 12%	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.	17	15 88%	2 12%	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.	17	11 65%	6 35%	0 0%	0 0%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	0%		
Pupils behave well in school.	17	6 35%	10 59%	1 6%	0 0%	0	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	46%	4%	1%		
Teaching is good.	17	14 82%	3 18%	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.	17	13 76%	4 24%	0 0%	0 0%	0	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.	17	8 47%	7 41%	1 6%	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.	17	10 59%	7 41%	0 0%	0 0%	0	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.	17	10 59%	7 41%	0 0%	0 0%	0	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		60%	36%	2%	0%		
My child is safe at school.	17	13 76%	4 24%	0 0%	0 0%	0	Mae fy mhentyn yn ddiogel yn yr ysgol.
		66%	31%	1%	0%		
My child receives appropriate additional support in relation to any particular individual needs.	14	8 57%	4 29%	0 0%	0 0%	2	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.	17	12 71%	5 29%	0 0%	0 0%	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.	17	14 82%	3 18%	0 0%	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.	16	8 50%	7 44%	0 0%	0 0%	1	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.	17	11 65%	6 35%	0 0%	0 0%	0	Mae'r ysgol yn helpu fy mhentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		56%	39%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	17	9 53%	5 29%	0 0%	0 0%	3	Mae fy mhentyn 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.	16	10 62%	4 25%	2 12%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	38%	5%	1%		
The school is well run.	16	11 69%	5 31%	0 0%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	33%	3%	1%		

Appendix 3

The inspection team

Meinir Howells	Reporting Inspector
Fiona Arnison	Team Inspector
Andrew Brazier	Lay Inspector
Susan Roche	Peer Inspector
Tim Appleby	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.