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Her Majesty's Inspectorate
for Education and Training in Wales

A report on

**Thornhill Primary School
Heol Hir
Thornhill
Cardiff
CF14 9LA**

Date of inspection: January 2014

by

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

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

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

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

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

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

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

Context

Thornhill Primary School is on the Thornhill housing estate in the county of Cardiff. Currently, there are 468 pupils on roll, organised into 15 classes. There are two classes per year group and a nursery class.

Around 11% of pupils are entitled to free school meals. The school has identified around 9% of pupils as having additional learning needs. Although both of these figures have increased recently, they are still much lower than the average for the local authority and for Wales. Most pupils are of White British heritage. A very few speak English as an additional language, and none speaks Welsh at home.

The headteacher was appointed in 2011. The school was last inspected in 2008. The individual school budget per pupil for Thornhill Primary School in 2013-2014 means that the budget is £3,111 per pupil. The maximum per pupil in the primary schools in Cardiff is £7,890 and the minimum is £2,856. Thornhill Primary School is 87th out of the 96 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	Adequate

Current performance

The current performance of the school is good because:

- most pupils achieve good standards by the end of key stage 2;
- most pupils develop good skills in oracy, reading and information and communication technology (ICT);
- standards and provision for wellbeing are good;
- most pupils are polite and well-mannered, and enjoy their learning;
- pupils with additional needs receive good support and make good progress; and
- the school's learning environment is very well resourced.

Prospects for improvement

Prospects for improvement are adequate because:

- the headteacher and senior leaders are developing a clear sense of purpose and direction;
- there have been recent improvements in attendance and the proportion of pupils achieving the higher-than-expected levels;
- governors provide a good level of challenge to the school;
- a suitable range of partnerships support pupils' achievements well, and
- the school makes appropriate use of its resources to provide good value for money.

However:

- current self-evaluation arrangements are not rigorous enough in relation to teaching, planning and assessment to address the inconsistencies across the school;
- strategic planning does not take enough account of the outcomes of self-evaluation;
- there is inconsistent implementation of national priorities across the school; and
- staff do not share best practice enough.

Recommendations

R1 Improve standards in Welsh

R2 Improve the opportunities for pupils to use and apply their numeracy skills

R3 Improve the quality of teaching in a minority of classes, particularly in meeting the needs of more able pupils

R4 Develop more rigorous monitoring arrangements with a focus on ensuring consistency in teaching and learning

What happens next?

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.

Main findings

Key Question 1: How good are outcomes?	Good

Standards: Good

Pupils join the school's nursery with well-developed skills, especially in oracy. They make good progress across the school and almost all leave with standards that are at or above those found nationally.

Most pupils are articulate and are confident speakers. Foundation Phase pupils discuss their learning enthusiastically. They use well-constructed sentences and use a wide-ranging vocabulary, for instance when devising questions for a 'guess the number' game. Older pupils enjoy explaining the impact of their actions, for example as 'digital leaders', house captains or members of the school council or eco committee. They alter the tone of their conversation to suit their audience and use sophisticated, specialist vocabulary, for instance when explaining the detail of the solar panels on the school roof.

Many pupils read at or above the expected level for their age. Almost all Foundation Phase pupils make good use of their knowledge of the sounds that letters make to work out new words. They speak confidently about books they have enjoyed. In key stage 2, many pupils read widely for pleasure. They enjoy discussing their favourite authors and comparing the merits of different novels. They make good use of their skills to skim and scan a text quickly for information. Most Year 6 pupils are able to use their reading skills effectively to infer and deduce information in different subjects. For example, in an ICT lesson, pupils used the information they deduced from a text in a database in order to eliminate suspects and to solve a mystery in the manner of Sherlock Holmes.

Many pupils write effectively in a range of different genres. In Year 1, pupils use their early writing skills to create invitations to a Christmas party and more able pupils write at length, for example retelling the Christmas story. In Year 5 for example, pupils write sensitively about the impact of food rationing during the blitz. However, in a minority of classes, pupils do not make good enough use of their writing skills in subjects other than English. This is because the opportunities for them to write at length are limited in a minority of classes and thus inconsistent across the school.

Many pupils have very good mental skills in mathematics. For example, many pupils in Year 4 know their times tables well and are able to recall their number facts rapidly. They can double and halve numbers and measurements mentally. By Year 6, almost all pupils can calculate different proportions of numbers mentally, and convert fractions into decimals and percentages. Most pupils have a good knowledge of the properties of 2D shapes, which they apply effectively, for example to work out the co-ordinates of the vertices of shapes. In Year 6, most pupils make good use of their numeracy skills in science, for instance when constructing line graphs to show the results they obtained from their renewable energy kits. However, many pupils in other year groups do not have frequent enough opportunities to use and to develop their numeracy skills sufficiently well in other subjects.

Most pupils have well-developed ICT skills, which they apply effectively, for example in creating animations to illustrate a story. They create spreadsheets to monitor the school's energy use, and use tablet computers to record the noise pollution in different areas of the school.

Pupils develop competent speaking skills in Welsh in the Foundation Phase. They listen and respond to instructions, use simple greetings confidently and enjoy singing Welsh songs. In key stage 2, most pupils have positive attitudes to learning Welsh, but they are not confident to engage adults and other children in conversation. They find it difficult to extend a conversation beyond the basic oral phrases already learnt. Many older pupils write with too limited a range of sentence patterns.

At the end of the Foundation Phase in 2013, pupils' performance in literacy, mathematical development and the Foundation Phase indicator places the school in the upper 50% compared with similar schools. At the higher-than-expected level, pupils' performance in 2013 places the school in the top 25% for mathematical development and the upper 50% for literacy.

At the end of key stage 2, pupils' performance at level 4 shows a slightly declining trend compared with that of similar schools over the past three years. Over recent time, performance in the core subject indicator and English has moved the school from the upper 50% in 2011 to the lower 50% in 2013. In science, performance has remained in the lower 50%. In mathematics, performance at the expected level improved in 2013, moving the school to the upper 50%. At the higher-than-expected level, pupils' performance has improved in all subjects, moving the school from the lower 50% in 2011 to the upper 50% in 2013, compared with similar schools.

Wellbeing: Good

Nearly all pupils have a secure awareness of how to be healthy and the benefits of engaging in an active lifestyle. Most pupils understand the importance of making healthy lifestyle choices. All pupils say that they feel safe and free from harassment in school. 'Digital leaders' and other pupils know how to stay safe when using computers online.

Nearly all pupils are well motivated and enjoy their learning. They participate well in many different aspects of school life, for example in after-school clubs. Most show good levels of respect, care and concern for others and they are polite, friendly and courteous around the school. Pupils' behaviour on the playground, around school and in lessons is good.

Members of the school council and eco committee take their roles seriously. The school council makes decisions about improving the school environment, for example in improving the toilet provision and designing the playground markings. The eco council have been instrumental in developing the school's approach to sustainability and reducing the building's carbon footprint.

The school's attendance rates have improved, moving the school from the lower 50% to the higher 50% when compared with similar schools over the last four years. The recent improvement in attendance rates is as a result of well-targeted interventions

by the school to stress the importance of attendance and to reward pupils for high attendance levels.

Key Question 2: How good is provision?	Adequate

Learning experiences: Adequate

Teachers plan collaboratively to develop appropriate learning experiences for pupils. The school has very recently introduced a commercial topic-based approach to provide greater structure for teachers' planning. The numerous visitors and school visits, for example to Cardiff castle, and the forest school activities enhance pupils' learning well. The school provides a particularly wide range of extra-curricular clubs, which include sports, outdoor pursuits and a climbing club. It also provides a good range of cultural activities and opportunities to learn other languages.

Many teachers plan the provision for the development of pupils' oracy, reading, writing and ICT skills well. However, they do not all ensure that pupils have consistent opportunities to use their numeracy skills in other subject areas. In a few classes, teachers do not give pupils enough opportunities to write at length in subjects other than English. In the majority of classes, planned activities challenge learners of all abilities well, but not all lessons consistently provide a high enough level of challenge for more able learners.

Teachers provide pupils with good opportunities to develop their Welsh language skills in the early years of Foundation Phase, where staff make a conscientious effort to use as much incidental Welsh as possible. This practice is not consistent throughout the school. As a result, older pupils are not developing their skills in Welsh well enough.

The school works well to develop pupils' knowledge and understanding of Wales. For example, visits to Cardiff Bay and Big Pit enhance pupils' learning, and visits from musicians and pupils' involvement in competitions, such as the Eisteddfod, enhance pupils' knowledge and understanding of Welsh culture.

The school promotes pupils' awareness of sustainability very successfully through the work of the eco committee and most pupils have a sound understanding of environmental issues. However, they are less well aware of their role as global citizens.

Teaching: Adequate

The majority of teaching is engaging and supports pupils' progress well. In these lessons, the pace of learning is good and teachers have high expectations of what each individual pupil can achieve. Teachers use well-chosen questions. They tailor the tasks at just the right level to cater for different pupils' needs. Teaching assistants are very effective in helping pupils to learn. Adults manage pupils' behaviour well.

However, in a minority of lessons, tasks do not challenge more able pupils enough. A few teachers do not make good enough use of their assessments of what pupils

can do in order to match the activity to the pupils' learning needs. Their expectations of what the most able pupils can achieve are too low. In these lessons, the pace of learning is too slow.

Most teachers mark pupils' work diligently, giving praise and rewarding effort. In a few classes, teachers provide pupils with appropriate comments to help them to improve their work. However, this good practice is not consistent across the school. There is limited evidence of pupils acting on these comments to improve their learning and understanding. Leaders have recently introduced an assessment and tracking system to measure pupils' progress. However, it is too early for teachers to be able to use this system to identify where progress slows and to take appropriate action as a result.

Teachers' assessments of pupils' standards at the end of key stage 2 are broadly accurate at the expected level. The school provides parents with regular information about their child's achievements and behaviour. Annual reports to parents meet statutory requirements.

Care, support and guidance: Good

The support for the development of pupils' health and wellbeing is a strength of the school. All staff have a good, shared understanding and responsibility for the care, support and guidance of all pupils. As a result, pupils feel safe, secure, and ready to learn. The school makes appropriate arrangements for promoting healthy eating and drinking, and for daily collective worship. The learning experiences, including visits and extra-curricular activities, make a positive contribution to pupils' social, moral, spiritual, and cultural development.

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

The school plans good provision for pupils with additional learning needs. Teachers intervene early to identify any pupils with specific needs and they provide effective support. The school uses a wide range of strategies to ensure that all pupils access the whole curriculum. Teaching assistants provide effective support for pupils by delivering specifically tailored programmes. As a result, pupils receiving interventions make good progress. Teachers, parents and pupils take part in preparing most pupils' individual education plans. However, although reviews consider the progress that pupils make against a range of tests and measures, they do not always record the progress against pupils' individual targets clearly enough.

The school works well with a range of external agencies, such as speech and language services and the educational psychologist, to access specialist support for pupils when required.

Learning environment: Good

The school is an inclusive and happy community. It promotes individual responsibility and effort well. Pupils develop tolerance and respect for each other. All pupils have access to all aspects of the curriculum and to the wide range of

extra-curricular activities on offer. The school treats all pupils fairly and ensures that all pupils have the opportunity to participate in the life and work of the school, for example in representing their peers in the various pupil committees within school.

The school's modern accommodation provides a well-maintained and stimulating place to learn. There is a good range and sufficient quantity of resources of high quality, particularly reading books, and there is a well-stocked library. The recently extended building is spacious and accommodation is in good decorative order. The extensive outdoor environment is interesting and varied for pupils and incorporates a pond, forest school area and a good range of play equipment.

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

Leadership: Good

Since his appointment, the headteacher has improved a range of management systems. He has defined staff roles and responsibilities clearly, for example in clarifying the roles and responsibilities of teaching assistants. He has built on the school's existing leadership capacity and established an effective senior leadership team. Senior leaders demonstrate a good understanding of the school's strengths and areas for development. The school has successfully established its aims and the headteacher has shared these effectively with the whole school community.

There is a developing sense of strategy, purpose and direction across the school. The headteacher and senior leaders work well as a team, and together they have begun to improve pupil outcomes, for example in increasing the proportion of pupils achieving the higher-than-expected level 5, and establishing successful intervention programmes for pupils at risk of falling behind. The work of senior leaders in managing the performance of other staff meets requirements in many respects. However, it is still too early to be able to see the full impact of their work in addressing inconsistencies in the quality of teaching.

The school gives suitable attention to the delivery of many national priorities in its planning for improvement, for example the implementation of the Foundation Phase, and the requirements of the national literacy and numeracy framework.

Governors fulfil their duties conscientiously and they increasingly provide both support and challenge to the school. They use performance data well to analyse the school's strengths and areas for development. They have evaluated their own impact and increased their involvement in determining the priorities for school improvement through the work of curriculum sub-committees, for example in improving the provision for ICT.

Improving quality: Adequate

The headteacher has taken into account the views of staff, parents, governors and learners in determining the priorities for school improvement. Together with senior leaders, he analyses performance data to monitor the progress of the school. There have been recent improvements, for example in raising attendance rates and improving the provision and standards in ICT.

However, the school's arrangements for monitoring teaching and learning are not robust enough. Although senior leaders observe lessons, there has been insufficient attention to evaluating accurately the consistency and quality of teaching across the different classes. In addition, leaders do not always follow up their monitoring findings rigorously enough. They do not fully exploit opportunities to share the best classroom practice among all staff.

Senior leaders have started to undertake aspects of self-evaluation, but strategic planning does not take good enough account of the outcomes of the monitoring systems. The school's development plan has identified relevant and appropriate targets and a majority have success criteria that focus well on measurable improvements in pupil progress.

The school has used local authority support effectively to help to evaluate its performance. However, not all staff reflect on and assess their own performance honestly and rigorously enough. As a result, although there have been recent improvements in standards and the quality of the provision, these are still too many inconsistencies in the quality of teaching, the use of assessment and standards across the school.

Partnership working: Good

The school participates in a wide range of partnerships that enhance the learning opportunities for pupils. There are good community links. Pupils perform at local events such as turning on the Christmas lights and use local facilities such as the leisure centre. Links with sports organisations and a lifeguard centre at Barry have enabled pupils to develop and extend their sporting skills well. Visitors to school, such as local clergy, provide good opportunities for pupils to develop their understanding of their community. There is good liaison and communication with parents, and leaders value their opinions. The parent teacher association supports the school well and raises significant funds to help the school, for example in purchasing reading books and ICT equipment, and developing the school grounds.

The school collaborates well with other schools in the local cluster of primary schools. For example, teachers work together to ensure consistency in pupils' assessed work at the end of key stage 2. There are strong links with the local high school, providing effective transition arrangements, especially for pupils who may underachieve. This ensures pupils' continuity in learning and wellbeing well.

Resource management: Good

The headteacher and governors manage resources appropriately and consider the impact of spending carefully. There are sufficient qualified teachers and support staff to meet the needs of learners. Teaching and support staff are deployed appropriately. Support staff have received an appropriate degree of training to deliver effective intervention programmes and to provide pastoral support for all pupils.

All staff benefit from suitable opportunities for professional development through a range of training activities. This mostly results in improvements to pupil outcomes.

Teachers make good use of their allocated time for planning, preparation and assessment. They work well with other schools in the local cluster.

All improvement plans identify relevant costs and the headteacher and governing body evaluate them appropriately in terms of their value for money. Overall, there is sound financial management in the school. Significant expenditure on adventurous outdoor activities, ICT and the refurbished library has resulted in identifiable improvements to the life and work of the school.

In view of the standards achieved by pupils, the school provides good value for money.

Appendix 1

Commentary on performance data

In 2012 and 2013, the percentage of pupils who achieved the expected level (outcome 5) at the end of the Foundation Phase in literacy, language and communication and in mathematical development was above the average for similar schools, other schools in the same family and primary schools in Wales. However, in literacy, the performance of pupils in 2013 is slightly lower than in 2012. In personal and social development, pupils' achievement at the expected level has improved, moving the school from the lower 50% in 2012 to the top 25% in 2013 compared with similar schools.

In literacy, language and communication, compared with similar schools, the proportion of Foundation Phase pupils achieving the higher-than-expected outcome 6 fluctuated, moving the school between the top 25% in 2012 and the upper 50% in 2013. The proportion of pupils attaining outcome 6 in mathematical development and in personal and social development was above the family average. In mathematical development at the higher level, pupils' achievement has placed the school consistently in the top 25% compared with similar schools. In personal and social development, pupils' achievement placed the school in the upper 50% in 2012. This improved to the top 25% in 2013.

At key stage 2 in 2013, the percentage of pupils who gained the expected level (level 4) at the end of key stage 2 was below the average for the family in English, science and the core subject indicator. In mathematics, it was above the family average. Compared with similar schools, performance at key stage 2 over the past three years has declined, moving the school from the upper 50% to the lower 50% in English and the core subject indicator. In science, the school remains in the lower 50% compared with similar schools. In mathematics, performance has fluctuated, moving the school between the upper 50% and lower 50%.

At the higher-than-expected levels, compared with similar schools, pupils' performance has improved, moving the school from the lower 50% to the upper 50% in all subjects. In 2013, results at the higher-than-expected level were above the family average in mathematics and science, but below in English. Results at the higher-than-expected level have improved over the past two years from below the national average, to above the all-Wales average.

In the Foundation Phase, girls as a group generally achieve better than boys. However, although there are cohort variations, over time girls and boys achieve equally well at key stage 2 in all areas except writing, where boys generally achieve less well. Pupils entitled to free school meals often achieve less well than their peers.

Appendix 2

Stakeholder satisfaction report

Responses to learner questionnaires

Primary Questionnaire (Overall)

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

	Number of responses Nifer o ymatebion		Agree Cytuno	Disagree Anghytuno		
I feel safe in my school.	105		105	0		Rwy'n teimlo'n ddiogel yn fy ysgol.
			100%	0%		
			98%	2%		
The school deals well with any bullying.	105		96	9		Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			91%	9%		
			92%	8%		
I know who to talk to if I am worried or upset.	105		105	0		Rwy'n gwybod pwy i siarad ag ef/â hi os ydw I'n poeni neu'n gofidio.
			100%	0%		
			97%	3%		
The school teaches me how to keep healthy	105		97	8		Mae'r ysgol yn fy nysgu i sut i aros yn iach.
			92%	8%		
			98%	2%		
There are lots of chances at school for me to get regular exercise.	105		97	8		Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			92%	8%		
			96%	4%		
I am doing well at school	105		104	1		Rwy'n gwneud yn dda yn yr ysgol.
			99%	1%		
			96%	4%		
The teachers and other adults in the school help me to learn and make progress.	105		104	1		Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddysgu a gwneud cynnydd.
			99%	1%		
			99%	1%		
I know what to do and who to ask if I find my work hard.	105		101	4		Rwy'n gwybod beth I'w wneud a gyda phwy i siarad os ydw I'n gweld fy ngwaith yn anodd.
			96%	4%		
			98%	2%		
My homework helps me to understand and improve my work in school.	105		90	15		Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol.
			86%	14%		
			91%	9%		
I have enough books, equipment, and computers to do my work.	104		94	10		Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
			90%	10%		
			95%	5%		
Other children behave well and I can get my work done.	105		72	33		Mae plant eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
			69%	31%		
			77%	23%		
Nearly all children behave well at playtime and lunch time	104		92	12		Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
			88%	12%		
			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.		143	94 66%	45 31%	2 1%	0 0%	2	Rwy'n fodlon â'r ysgol yn gyffredinol.
			63%	33%	3%	1%		
My child likes this school.		142	106 75%	36 25%	0 0%	0 0%	0	Mae fy mhlentyn 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.		141	98 70%	42 30%	1 1%	0 0%	0	Cafodd fy mhlentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
			72%	26%	1%	0%		
My child is making good progress at school.		142	84 59%	48 34%	8 6%	1 1%	1	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
			61%	34%	3%	1%		
Pupils behave well in school.		142	47 33%	78 55%	4 3%	0 0%	13	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
			45%	46%	4%	1%		
Teaching is good.		143	77 54%	59 41%	2 1%	1 1%	4	Mae'r addysgu yn dda.
			60%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.		143	87 61%	53 37%	3 2%	0 0%	0	Mae'r staff yn disgwyl i fy mhlentyn 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.		138	46 33%	65 47%	17 12%	6 4%	4	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhlentyn yn ei ddysgu yn yr ysgol.
			47%	40%	6%	1%		
Staff treat all children fairly and with respect.		143	69 48%	60 42%	6 4%	1 1%	7	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.		143	66 46%	64 45%	3 2%	1 1%	9	Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
			59%	36%	2%	0%		
My child is safe at school.		142	88 62%	54 38%	0 0%	0 0%	0	Mae fy mhlentyn yn ddiogel yn yr ysgol.
			66%	31%	1%	0%		
My child receives appropriate additional support in relation to any particular individual needs'.		135	55 41%	46 34%	12 9%	1 1%	21	Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
			50%	34%	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.	142	47 33%	74 52%	20 14%	1 1%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		49%	41%	8%	2%		
I feel comfortable about approaching the school with questions, suggestions or a problem.	140	73 52%	51 36%	14 10%	1 1%	1	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.	141	42 30%	59 42%	12 9%	5 4%	23	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.	141	73 52%	57 40%	3 2%	1 1%	7	Mae'r ysgol yn helpu fy mhlentyn 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.	128	42 33%	41 32%	8 6%	2 2%	35	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.	140	59 42%	64 46%	12 9%	0 0%	5	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	38%	5%	1%		
The school is well run.	141	82 58%	56 40%	1 1%	0 0%	2	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	32%	3%	2%		

Appendix 3

The inspection team

Fiona Arnison	Reporting Inspector
Buddug Mai Bates	Team Inspector
Janet Elizabeth Rowlands	Team Inspector
Catherine Anne Barnett	Team Inspector
Deirdre Mary Emberson	Lay Inspector
Phillip Thomas Brookman	Peer Inspector
Paul Tucker	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; 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.