



*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**

**Willowbrook Primary School  
Sandbrook Road  
St Mellons  
Cardiff  
CF3 0ST**

**Date of inspection: November 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:

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

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

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**Publication date: 10/01/2014**

## Context

Willowbrook Primary School is in St Mellons, which is to the east of Cardiff. It is a maintained primary school for 381 pupils aged three to 11 years, including 56 children in the part-time nursery. There are six single-age classes in the Foundation Phase and one in Year 6. There are five mixed-age classes in key stage 2.

Around 36% of pupils are entitled to free school meals, which is well above the average for the local authority and Wales. A very few pupils are looked after by the local authority. Just over 30% of pupils are from minority ethnic backgrounds. About 17% of pupils have English as an additional language. No pupil speaks Welsh at home.

The school identifies that about 26% of pupils have additional learning needs, which is above the average for Wales. A very few pupils have a statement of special educational needs.

The last inspection of the school was in December 2007. The headteacher was appointed in 2009.

The individual school budget per pupil for Willowbrook Primary School in 2013-2014 means that the budget is £3,588 per pupil. The maximum per pupil in the primary schools in Cardiff is £7,890 and the minimum is £2,856. Willowbrook Primary School is 49th out of the 96 primary schools in Cardiff in terms of its school budget per pupil.

## Summary

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

### Current performance

The school's current performance is good because:

- pupils make strong progress from low starting-points as they move through the school;
- the standards currently achieved by pupils in the Foundation Phase and most of key stage 2 are good;
- pupils with additional learning needs and those with English as an additional language make particularly good progress;
- more able pupils achieve well at the end of key stage 2 and a relatively large proportion achieve the higher-than-expected level of performance in the core subjects;
- the quality of teaching and assessment is good overall;
- effective partnerships are having a positive impact on standards and pupils' wellbeing;
- it has secured additional funding well, which has enabled it to take forward a range of positive initiatives aimed at supporting pupils' learning; and
- pupils are keen to learn and they co-operate well with staff and with each other within a supportive learning environment.

### Prospects for improvement

The school's prospects for improvement are good because:

- the headteacher and deputy headteacher provide strong leadership;
- the headteacher has established a positive ethos and a nurturing culture that parents and pupils appreciate highly;
- staff at all levels undertake their leadership and management roles conscientiously and work well as a team;
- the monitoring and planning systems are strong and well understood by staff;
- the self-evaluation processes are detailed, comprehensive and robust, and they feed effectively into school improvement planning;
- recent initiatives aimed at improving standards and raising levels of attendance are beginning to bear fruit; and
- governors provide a good level of support and challenge.

## **Recommendations**

- R1 Improve the performance of pupils entitled to free school meals
- R2 Improve attendance
- R3 Provide more opportunities for pupils to write independently and at length in key stage 2
- R4 Comply fully with the statutory requirement for a daily act of collective worship

### **What happens next?**

The school will draw up an action plan, which shows how it is going to address the recommendations. The local authority will monitor the school's progress.

## Main findings

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

Good

#### Standards: Good

On entry to school, the majority of pupils have skills that are below average for their age. As they move through the school, they make good progress and achieve well given their starting-points. The progress of pupils with English as an additional language and those with additional learning needs is very good.

Many pupils speak enthusiastically in the Foundation Phase and respond well to questions from teachers. They can explain what they are doing and they talk to partners well when working together. Nearly all pupils listen appropriately to the teacher and to their peers. In key stage 2, especially in the older classes, pupils respond well orally. More able pupils and pupils of middle ability often use full sentences and suitable vocabulary in their oral responses. Less able pupils respond appropriately, often with support from a learning support assistant. The development of pupils' spoken language is very good in sessions for pupils with English as an additional language.

Many pupils make good progress in developing their reading skills. In the Foundation Phase, pupils are developing their knowledge of letter sounds well and use a reasonable range of strategies to tackle unfamiliar words. A minority lack confidence in blending sounds to form whole words. In key stage 2, most pupils are keen readers and can explain their preferences for favourite authors and books. They enjoy reading for pleasure and benefit well from the daily guided reading sessions. The majority read out loud with expression and adapt their voice appropriately to reflect the meaning of the text.

Many pupils approach early writing well in nursery and reception classes. Most pupils move well from emergent writing to more extended writing as they move through the Foundation Phase. The majority of older pupils in the Foundation Phase can write simple sentences using basic punctuation appropriately. A minority of pupils towards the end of the Foundation Phase struggle to build on their knowledge of single sounds when writing and this affects their ability to spell simple words accurately. In key stage 2, pupils write for a suitable range of purposes and many can adapt their writing appropriately to suit the demands of the curriculum outside of English lessons. The accuracy of pupils' spelling is often too weak. Even more able pupils do not use their phonic and grammatical knowledge enough to spell common words accurately and consistently.

Most pupils develop their numeracy skills well as they move through the school. Most tackle simple addition and subtraction tasks appropriately in the Foundation Phase and are developing a sound knowledge of basic number facts. In key stage 2, standards in numeracy are good overall. Pupils choose a range of methods to tackle multiplication and division tasks. They use doubling and halving appropriately to tackle problems. They have a sound grasp of various types of graphs, especially bar graphs. Older pupils understand how to plot co-ordinates and most have a basic

understanding of negative numbers. They use specialist mathematical vocabulary well. Pupils apply their mathematical knowledge appropriately across the curriculum, especially in science.

Pupils' skills in Welsh develop well by the end of the Foundation Phase. They respond well to a range of simple instructions and greetings and use them with each other and adults. In key stage 2, pupils' enthusiasm for speaking Welsh is good. Their reading and writing skills in Welsh are appropriate in the earlier part of key stage 2. Older pupils in key stage 2 respond reasonably well to a range of simple questions, but with little confidence overall. While their reading skills are adequate, their writing skills are better. They express opinions and state their preferences well in their writing in Welsh, following established patterns. They write accurate autobiographical accounts using the present and past tenses and an appropriately wide vocabulary. They write a good amount of Welsh overall as they move through the key stage.

Overall, there is an improving picture in relation to pupils' attainment in teacher assessment at the end of the Foundation Phase and in key stage 2, but the school's performance is relatively low compared with that of similar schools and schools in its family.

In 2013, attainment of the expected outcome (outcome 5) at the end of the Foundation Phase was good overall in mathematical development and in personal and social skills, but weaker in language, literacy and communication skills. Relatively few pupils attained the higher-than-expected outcome (outcome 6) in the three assessed areas of learning.

In 2013, attainment of the expected level (level 4) at the end of key stage 2 was relatively weak in the core subjects, especially in English. However, about 16% of the cohort had statements of special educational needs. These pupils faced significant challenges in the development of their language skills, which limited their capacity to achieve the expected level. Generally, the proportion of pupils who attained the higher-than-expected level (level 5) at the end of key stage 2 was relatively high. The performance of pupils placed the school in the top 25% in mathematics and science and in the upper 50% for English in 2013 when compared with similar schools.

Pupils make good or very good progress as they move through key stage 2. By the end of key stage 2 in 2013, about 40% of pupils in English and 60% in mathematics had gained three National Curriculum levels from the ages of 7 to 11 years of age, and nearly all the rest had gained two levels. Those who did not either had statements of special educational needs or required other significant external support to meet their language needs.

Pupils with additional learning needs and those with English as an additional language make good or very good progress as a result of effective, well-targeted support.

The gap in performance between pupils entitled to free school meals and those who are not is too wide at the end of the Foundation Phase and key stage 2.

## **Wellbeing: Adequate**

Pupils are keen to learn and they co-operate well with teachers, learning support assistants and each other. From a young age, they follow classroom routines well and move between tasks with little fuss. Many concentrate well during lessons, share resources and take turns appropriately. Pupils work particularly well in pairs and in groups. Most try hard and persevere when they find tasks difficult. However, a few pupils struggle to apply themselves quickly to tasks. More able pupils do not always tackle written tasks quickly and fluently enough.

The quality of pupils' behaviour around the school and in lessons is nearly always very good. Pupils show a high level of care for each other. Many pupils know about healthy choices in relation to food, drink and exercise. Pupils who feel anxious socially or emotionally develop increased levels of security and confidence as a result of sensitive support from staff and effective nurture provision.

The school council and eco committee are beginning to influence and to take part in decision-making at the school, for example in pushing for the refurbishment of the toilets. Pupils feel that staff listen well to their opinions. Pupils with responsibilities undertake their roles conscientiously.

The school's overall attendance rate last year was just over 92%. This placed the school in the bottom 25% when compared with similar schools. Attendance has placed it in the lower 50% or bottom 25% for the last four years. However, recent, wide-ranging initiatives undertaken by the school have begun to have a more positive impact on improving attendance rates. The whole-school average for this term is currently just under 95%.

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

The school provides a wide range of interesting learning experiences that meet the needs of all pupils well. Teachers collaborate well in planning a curriculum where pupils build on their previous skills, knowledge and understanding through well-planned activities. However, the planning of opportunities to support the development of pupils' extended writing skills is more limited overall. Recent initiatives have had a positive impact on progression and standards in mathematics, for example the organisation of setting for mathematics throughout key stage 2 and the implementation of a programme aimed at developing pupils' number skills. Planning for science has also improved and pupils receive good opportunities to conduct their own experiments and to report their findings using a suitable range of language and numeracy skills. A wide range of extra curricular activities, educational visits and visitors enhance pupils learning well.

The school has established a wide range of intervention programmes for pupils who are falling behind in literacy across the school. These support the development of pupils' skills and contribute particularly well to raising standards achieved by pupils.



The provision for the development of pupils' Welsh language skills is good. Teachers encourage pupils to use incidental Welsh in lessons as well as around school. The school promotes pupils' understanding of Welsh culture and traditions well. Over the last two years, the school has taken part successfully in a competition run by the Welsh Books Council where pupils study books written by Welsh authors in Welsh settings.

The school is effective in teaching pupils to act sustainably. The eco committee plays an active role in promoting recycling, conservation and energy efficiency. The provision for enabling pupils to learn about global citizenship is a strength of the school. Links with other schools, particularly in Pakistan, help pupils to develop a broader knowledge of diversity and respect for different cultures and nationalities.

### **Teaching: Good**

Teachers plan lessons carefully. They establish clear learning objectives for each lesson and share them appropriately with pupils. They make good links with pupils' previous work. Teachers ask questions that probe and check pupils' understanding well. Pupils' books show that staff use a suitably wide range of teaching strategies across the curriculum. They vary the stimulus and activities from lesson to lesson well. Teachers take suitable account of the need to develop pupils' skills in literacy and numeracy in their planning and delivery of lessons. There are suitably active approaches to learning and play within the early part of the Foundation Phase and pupils select activities appropriately. There is more direction in the teaching in the latter half of the Foundation Phase within literacy and numeracy work in the morning sessions.

In most cases, teachers move pupils' learning forward at an appropriate pace and set challenges that stimulate and stretch them. Teachers' planning takes good account of the need to adapt the activities to suit the wide range of needs and abilities of pupils in classes, especially the less able. Teachers adapt tasks regularly to challenge more able pupils, but, in a few lessons, the level of expectation is too low. On a few occasions, teachers do not always check that more able pupils are applying themselves to their work as quickly and as well as they could. Teachers deploy support staff very effectively. The support staff make a very valuable contribution to the effective learning of pupils, especially the less able.

Teachers mark pupils' work regularly and give them useful feedback on what they have done well and how they can improve. However, teachers do not always provide time for pupils to act on this feedback. Most older pupils are aware of the targets set for them and use these to improve their work. Pupils throughout the school review and evaluate their own work orally or in writing well. Teachers make accurate assessments of pupils' work and use these to inform the school's tracking system. Senior leaders review pupils' progress regularly and provide support for pupils who are not making the expected progress. The school's annual reports keep parents well informed about their children's achievements and the next steps for their learning.

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

The school is a well-organised, caring community which places a strong emphasis on developing pupils' health and wellbeing. The school has appropriate arrangements to promote healthy eating and drinking. The school values all pupils and encourages them to get involved in their school and in the wider community. The school council and eco committees provide effective opportunities to develop pupils' decision-making and problem-solving skills. The school promotes pupils' spiritual, moral, social and cultural development effectively. Whole-school assemblies on most days include elements of collective worship, but the provision at other times in classes does not fully meet the statutory requirements for a daily act of collective worship.

The school's organisation of split-age classes at the start of key stage 2 has had a positive impact on the management of pupils' behaviour overall.

Provision for pupils with additional learning needs is very good. Early identification and a well-balanced programme of support in classes and small groups ensure that pupils make good or very good progress. Parents and pupils have appropriate opportunities to review and to contribute to individual education plans.

For pupils with English as a second language, there is effective early assessment of their language acquisition skills and the good quality of provision for these pupils has a positive impact on their learning and the standards they achieve.

The school has developed strong relationships with outside agencies to provide effective support for vulnerable pupils and their parents. A well-planned personal and social education programme offers good provision and appropriate guidance to pupils.

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

### **Learning environment: Good**

The school promotes a positive ethos for learning successfully. Almost all pupils adopt a purposeful approach to their work and support each other sensitively. There is a calm and constructive atmosphere throughout the school. The school encourages all pupils to participate fully in the life and work of the school, and there is careful planning to maintain equality of opportunity.

School buildings are secure and well maintained. Classrooms and learning areas are laid out effectively and well resourced. There is a particularly good range of books throughout the school. They are very accessible to pupils and well displayed. Artwork by pupils and displays of their written work provide a very stimulating indoor environment. The school has adapted its outdoor area to support pupils' cycling to school, for example by establishing a large cycle shelter and new concrete paths. All classrooms have direct access to the school's outdoor spaces. There is good use of the outdoor learning for the Foundation Phase and the grounds feature a dedicated forest school within a wooded area.

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

The headteacher has established a clear vision and set of values for the school, and he provides strong, effective leadership. The deputy headteacher supports him well in communicating expectations of high standards. All staff have clear job descriptions and their roles are well defined. The senior leadership team meets regularly and there is a well-planned schedule of staff meetings that focus well on school improvement actions. Senior leaders provide robust performance management for all teachers and their support staff. The system is well developed and focuses well on setting targets for the development of individual teachers and for better achievement by groups of pupils. Information on pupil performance and from the school's wide-ranging monitoring activities informs the school's targets well. The school responds very well to national and local priorities. It is in a suitable position to move forward with the implementation of the national literacy and numeracy framework.

The governors understand the school's performance data very well. The membership of the governing body has changed significantly in recent years and it is now well placed both to support and to challenge the school. Governors have played a key role in establishing the strategic priorities for the school's development. Governors come into school frequently in a planned programme of monitoring visits. They record their findings and feed them back appropriately to senior leaders.

**Improving quality: Good**

The school has clear procedures in place for monitoring its performance. Senior leaders carry out a suitably wide range of activities to help them to find out how well the school is doing. The views of staff, governors, parents and pupils support this process appropriately. The senior leadership team acts upon these views well. For example, when parental questionnaires indicated concerns in the past about behaviour, the school put in place a number of strategies which addressed the issue effectively. Recent questionnaires show that the number of parents with any concerns has reduced greatly. Teachers use data well to evaluate pupil attainment and to identify areas for improvement. All teachers review their subject areas each year and their findings inform the self-evaluation process appropriately. The self-evaluation report is thorough and gives an accurate picture of the school's strengths and areas for development. There is a clear link between self-evaluation and improvement planning.

The school improvement plan focuses well on priorities that are likely to have the most impact on raising pupils' standards. The plan has clear success criteria and timescales for its actions and sets out the resources needed to carry them out. Teachers and teaching assistants understand the actions within the plan and their role in helping to achieve them. Senior leaders and governors monitor progress against the actions each term effectively.

The school has made good progress in meeting nearly all of the recommendations from the previous inspection. However, although the school has put in place a wide

range of strategies to promote good attendance, improving attendance levels remains a priority for the school.

### **Partnership working: Good**

The school works effectively with parents and communicates with them regularly through newsletters, meetings and the school website. It has developed strong associations with the specialist services of the local authority and with the wider community, including the police, local churches, charities and other organisations.

Very good engagement with partners is a significant strength of the school. This results in increased opportunities for pupils that improve their wellbeing and learning. For example, partnership with a national children's charity has led to a sustained emotional development programme for whole classes, groups and individual children. This has supported children's emotional wellbeing well and provided stimulating class visitors who enhance teaching and learning. The school has also developed additional support for parents, for example through training and drop-in sessions led by various external specialists.

Collaboration with a leading environmental transport charity has released considerable funding to increase safe cycling to school and to support the provision of a substantial cycle shelter and new pathways within the school grounds. Lively engagement with a large commercial concern has funded enterprise activities throughout the school and also enabled the school to deploy additional resources for mathematics. These have contributed to improved pupil outcomes in numeracy.

Teachers work in partnership with colleagues in other primary schools locally and internationally to share practice and experience. The school's partner secondary school is a newly-established school after the merger of the previous secondary schools. Initial links are positive, but they are an early stage.

### **Resource management: Good**

The school uses teachers and teaching assistants well to meet the needs of pupils. Good use is made of the expertise and knowledge of support staff to provide effective support for vulnerable pupils. There are suitable opportunities for staff to take part in training relating to school and national priorities. Teaching assistants receive appropriate training in a wide range of intervention programmes. Networks of professional practice within the school are sound and have helped teachers to share expertise in improving learning experiences for pupils, for example in improving boys' reading. The school uses a good range of resources well to engage and to interest pupils in their learning.

The headteacher and governing body manage the school budget well and ensure that spending is in line with school priorities. The school is very effective in securing additional funding for specific projects aimed at improving standards, pupils' wellbeing and the learning environment. Due to the effective way the school uses its funding and the outcomes achieved by pupils, the school provides good value for money.

## Appendix 1

### Commentary on performance data

On entry to school, the majority of pupils have skills which are below average for their age.

Overall, there is an improving picture in relation to pupils' attainment in teacher assessment at the end of the Foundation Phase and in key stage 2, but the school's performance is relatively low compared with that of similar schools (as judged by the proportion of pupils entitled to free school meals) and schools in its family.

In 2013, attainment of the expected outcome (outcome 5) at the end of the Foundation Phase was good overall in mathematical development and in personal and social skills. The performance of pupils placed the school in the upper 50% when compared with similar schools for mathematical development and in the top 25% for personal and social skills. However, it placed the school in the lower 50% for language, literacy and communication skills. Relatively few pupils attained the higher-than-expected outcome (outcome 6) in the three assessed areas of learning. The performance of pupils placed the school in the lower 50% last year when compared with similar schools.

In 2013, attainment of the expected level at the end of key stage 2 was relatively weak in the core subjects. The performance of pupils placed the school in the lower 50% when compared with similar schools in mathematics and science, but in the bottom 25% for English. However, about 16% of the Year 6 cohort had statements of special educational needs. These pupils faced significant challenges in the development of their language skills, which limited their capacity to achieve the expected level (level 4). The school's performance would have placed it in the upper 50% when compared with similar schools if the statemented pupils were taken out of the benchmarked data. Generally, the proportion of pupils who attained the higher-than-expected level (level 5) at the end of key stage 2 was relatively high. The performance of pupils at level 5 placed the school in the top 25% in mathematics and science and in the upper 50% for English when compared with similar schools.

Pupils make good or very good progress as they move through key stage 2. In 2013, about 40% of pupils in English and 60% in mathematics gained three National Curriculum levels from the ages of 7 to 11 years of age. Those who did not either had statements of special educational needs or required other significant external support to meet their language needs; for example, they were pupils for whom English was an additional language.

The gap in performance between pupils entitled to free school meals and those who are not is too wide at the end of the Foundation Phase and key stage 2. For example, there was a gap of almost 30 percentage points between the proportion of pupils entitled to free school meals who achieved the core subject indicator at the end of key stage 2 last year and those who were not entitled to free school meals. The gap was only slightly smaller at the end of the Foundation Phase.

## 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.	110	109 99% 98%	1 1% 2%	Rwy'n teimlo'n ddiogel yn fy ysgol.
The school deals well with any bullying.	109	106 97% 92%	3 3% 8%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
I know who to talk to if I am worried or upset.	110	109 99% 97%	1 1% 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	110	108 98% 98%	2 2% 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.	110	109 99% 96%	1 1% 4%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
I am doing well at school	108	108 100% 96%	0 0% 4%	Rwy'n gwneud yn dda yn yr ysgol.
The teachers and other adults in the school help me to learn and make progress.	110	110 100% 99%	0 0% 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.	110	110 100% 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.	110	98 89% 91%	12 11% 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.	108	101 94% 95%	7 6% 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.	107	90 84% 78%	17 16% 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	110	102 93% 84%	8 7% 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.	67	44 66%	20 30%	3 4%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	70	50 71%	19 27%	1 1%	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.	70	52 74%	16 23%	1 1%	1 1%	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.	69	45 65%	19 28%	3 4%	0 0%	2	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	0%		
Pupils behave well in school.	70	26 37%	36 51%	3 4%	2 3%	3	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	46%	4%	1%		
Teaching is good.	70	41 59%	27 39%	1 1%	0 0%	1	Mae'r addysgu yn dda.
		60%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	70	44 63%	21 30%	3 4%	0 0%	2	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		63%	34%	1%	0%		
The homework that is given builds well on what my child learns in school.	70	29 41%	27 39%	8 11%	2 3%	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.	69	40 58%	22 32%	1 1%	1 1%	5	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		58%	34%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	70	43 61%	24 34%	1 1%	1 1%	1	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.	69	45 65%	22 32%	2 3%	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'.	66	26 39%	20 30%	4 6%	0 0%	16	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.	70	27 39%	29 41%	9 13%	2 3%	3	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		49%	41%	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.	70	46 66%	17 24%	5 7%	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.	69	30 43%	18 26%	7 10%	2 3%	12	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		44%	39%	7%	2%		
The school helps my child to become more mature and take on responsibility.	70	35 50%	25 36%	3 4%	0 0%	7	Mae'r ysgol yn helpu fy mhentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		55%	39%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	63	26 41%	20 32%	0 0%	1 2%	16	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.	70	31 44%	27 39%	4 6%	4 6%	4	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	38%	5%	1%		
The school is well run.	70	44 63%	22 31%	3 4%	0 0%	1	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	33%	3%	1%		



## Appendix 3

### The inspection team

Barry Norris	Reporting Inspector
Gregory Owens	Team Inspector
Jane Mccarthy	Team Inspector
Justine Barlow	Lay Inspector
Christine Jackson	Peer Inspector
Stephen Davies	Nominee

## Copies of the report

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

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

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

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

Primary phase:

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

Secondary phase:

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

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

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

## **Glossary of terms – Primary**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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