



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

**Malpas Park Primary School
Wavell Drive
Malpas
Newport
NP20 6LE**

Date of inspection: May 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.

Every possible care has been taken to ensure that the information in this document is accurate at the time of going to press. Any enquiries or comments regarding this document/publication should be addressed to:

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

This and other Estyn publications are available on our website: www.estyn.gov.uk

This document has been translated by Trosol (English to Welsh).

© Crown Copyright 2014: This report may be re-used free of charge in any format or medium provided that it is re-used accurately and not used in a misleading context. The material must be acknowledged as Crown copyright and the title of the report specified.

Publication date: 16/07/2014

Context

Malpas Park Primary School is located on the northern outskirts of the city of Newport. There are currently 180 pupils on roll. Although the school serves the residential area close to the school, approximately 80% of pupils come from outside the school's immediate catchment area. Pupils are admitted into the Reception class in the September following their fourth birthday. Nearly all pupils are of white ethnic background and very few have English as an additional language. No pupils speak Welsh as a first language.

There are currently seven full-time teachers and two part-time teachers at the school. About 14% of pupils are entitled to free school meals, which is lower than the average for Wales (21%).

The school has identified about 16% of pupils as having additional learning needs. Very few pupils have a statement of special educational needs.

The headteacher was appointed in 2011 and the school was last inspected in June 2008.

The individual school budget per pupil for Malpas Park Primary School in 2013-2014 is £3,446. The maximum per pupil in primary schools in Newport is £9,457 and the minimum is £2,804. Malpas Park Primary School is 24th out of the 48 primary schools in Newport in terms of the school budget per pupil.

Summary

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

Current performance

The school's current performance is good because:

- most pupils make good progress as they move through the school;
- there is a warm and welcoming ethos, which makes pupils feel safe and happy in school;
- pupils' attitudes to learning are good and the behaviour of most pupils is very good;
- pupils are provided with a wide range of high quality experiences; and
- teaching is consistently good.

Prospects for improvement

The school's prospects for improvement are good because:

- the headteacher and the deputy headteacher have a clear vision for the school, communicate high expectations and provide effective leadership;
- the school is clear about what it needs to do to improve outcomes for individual pupils and priorities clearly reflect this;
- the strong partnerships with parents and other schools help to improve the quality of provision and the standards pupils achieve; and
- the school manages its resources very well.

Recommendations

- R1 Improve standards in reading in Welsh in key stage 2
- R2 Improve attendance
- R3 Ensure that learning activities regularly meet the needs of pupils of different abilities
- R4 Provide regular opportunities for pupils to apply their numeracy skills across the curriculum in key stage 2
- R5 Ensure that teachers' written comments record what pupils need to do to improve

What happens next?

The school will draw up an action plan that 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

Most pupils enter the school with good skills, knowledge and understanding and make good progress as they move through the school.

In the Foundation Phase, most pupils have good listening skills and listen well to each other in whole-class sessions and in pairs and group work. They use their speaking skills well to answer questions set by teachers and learning support assistants and talk confidently about their learning experiences. By the end of Year 2 many pupils use a wide range of extended vocabulary. In key stage 2 most pupils listen carefully to adults and to each other well before giving thoughtful answers. They speak with confidence, using extended sentences and a good range of vocabulary.

Most pupils in the Foundation Phase develop their reading skills well. They apply phonic knowledge effectively and develop a range of suitable strategies that enable them to enjoy reading and to develop positive attitudes as readers. By the end of key stage 2, most pupils read confidently with fluency and good comprehension. They enjoy books and reading. Older and more able pupils develop skills of skimming and scanning and use these effectively when undertaking research.

Most pupils make good progress in developing their writing skills. By the end of the Foundation Phase, they write independently to create letters, stories and poems of a good standard. They develop good spelling skills and use punctuation accurately. By the end of key stage 2, most pupils write purposefully in a variety of contexts across the curriculum. The quality of written work produced by pupils who are more able is often of a high standard and the content of extended pieces of writing engages the reader effectively. Standards of pupils' handwriting and presentation of pupils' work are varied across the school.

Pupils across the school use their thinking skills effectively and work independently sensibly and confidently.

Most pupils' speaking skills in Welsh develop well in the Foundation Phase. Pupils acquire a wide range of sentence patterns, which they use with confidence and accuracy in simple dialogues. Pupils develop their reading and writing skills successfully. By the end of key stage 2, many ask relevant questions and respond appropriately to a range of questions about themselves, their school and their interests. Pupils' speaking and writing skills are progressing well but their reading skills do not develop systematically and consistently enough.

In the Foundation Phase most pupils develop their numeracy skills well in mathematics lessons. They add and subtract tens and units correctly, double and halve numbers accurately, measure in cm and mm, recognise two and three dimensional shapes and their properties and understand simple fractions. They can

present data in the form of a tally chart and block graph, and solve simple mathematical problems. Many pupils use these skills well to solve appropriate mathematical problems in a wide variety of contexts.

In key stage 2, most pupils achieve good standards in mathematics lessons. Most pupils understand place value and develop a range of mental techniques to solve problems effectively. Many have a good understanding of the relationship between fractions, decimals and percentages. By the end of key stage 2, most pupils present and interpret a wide range of graphs and diagrams and draw sensible conclusions from this data. However, many pupils across the key stage do not apply the skills they acquire in mathematics regularly in other subjects across the curriculum.

Pupils with additional learning needs make good progress in relation to their age and ability.

In the Foundation Phase in 2013, performance at the expected outcome (outcome 5) and at the higher outcome (outcome 6) in literacy and mathematical skills places the school in the top 25% when compared to similar schools. This was also the case in 2012.

In key stage 2, in 2013, performance in English and science at the expected level (level 4) places the school in the top 25% of similar schools and in the higher 50% in mathematics. Generally, the school's performance for the past four years, with the exception of English and mathematics in 2011 and mathematics and science in 2012, has placed the school in the higher 50% of similar schools in all subjects.

At the higher than expected level (level 5), performance places the school in the top 25% in mathematics and science and in the higher 50% in English. Overall, over the past four years, with the exception of 2012, the school's performance has placed the school in the higher 50% when compared with similar schools.

Wellbeing: Adequate

Most pupils have positive attitudes to learning, are well motivated, enjoy school and work well with each other. They are polite and respectful towards adults and each other.

Most pupils behave very well in classes and around the school. Nearly all feel safe in school and are confident that the school deals well with any bullying. Most pupils display good levels of confidence and independence from a very early age.

An enthusiastic school and ecology council take their roles very seriously. Most pupils feel their suggestions are taken seriously and that they have a say in what happens at school through the class suggestion boxes. They hold regular meetings and are involved in many aspects of school life such as advising on how to improve playground markings.

Nearly all pupils feel they have a say in what they learn and that their suggestions are considered seriously when planning a topic. Many know how well they are doing in school and are aware of their personal targets.

Most pupils have a good understanding of how to keep fit and healthy. They demonstrate healthy lifestyle choices, for example by participating in regular physical activity and choosing to eat fruit during break times.

In 2013, pupils' attendance placed the school in the bottom 25% when compared with similar schools and in the lower 50% for the previous three years.

Key Question 2: How good is provision?	Good
---	-------------

Learning experiences: Good

The school provides a good range of high-quality learning experiences that succeed in meeting the needs of most pupils. In the Foundation Phase, there is a strong emphasis on learning from direct experience using both the indoor and outdoor classroom. There are regular opportunities across the school for pupils to develop their thinking skills through a good range of problem-solving activities. Planning to meet the needs of pupils on intervention programmes is very effective and, as a result, they make very good progress. Planning of learning activities in key stage 2 does not always cater effectively for pupils of different abilities.

The planning for the development of pupils' skills in literacy, numeracy and information and communication technology is detailed and shows clear progression across the school. However, pupils in key stage 2 do not always have enough opportunities to apply their numeracy skills at a suitable level across other curriculum areas.

Throughout the school, teachers provide good opportunities for pupils to develop their Welsh language skills. However, planning for reading in key stage 2 is less effective. Pupils have a range of interesting opportunities to learn about their locality and also about Wales, its traditions and culture.

The school provides a good range of clubs and extra-curricular activities that make a significant contribution to the development of pupils' personal and social skills.

The school promotes pupils' understanding of sustainability and their place in the wider world successfully.

Teaching: Good

The quality of teaching is consistently good across the school. All teachers have a thorough knowledge of the areas of learning and the subjects they teach. They use a wide range of teaching strategies well and present lessons in a lively and enthusiastic way. Through purposeful intervention and skilful questioning, teachers and support staff extend pupils' knowledge and understanding and develop their learning skills well.

All staff provide pupils with clear and frequent verbal feedback which helps them to understand how to improve their work. Although all teachers mark pupils' work regularly and carefully, written comments do not always provide clear advice about what pupils need to do to improve.

There are good opportunities for pupils to assess their own work and the work of others. All pupils have personal targets but these are not always specific enough to ensure that pupils are challenged successfully.

Teachers assess pupils' work regularly and record their progress in detail. They use the school's tracking system very effectively to identify pupils' achievements and to plan for the next steps in their learning, particularly in literacy. They take part in a good range of moderation activities to confirm the accuracy of their judgements.

Reports to parents are detailed and informative with good opportunities for both pupils and parents to respond. They meet statutory requirements.

Care, support and guidance: Good

The provision for promoting pupils' general wellbeing is a strength of the school. All staff show great care, support and guidance for all pupils.

The school makes appropriate arrangements to promote healthy eating and drinking. It regularly encourages pupils to eat healthily and to take part in physical activities. There are effective arrangements to deal with any bullying or oppressive behaviour.

The school provides worthwhile opportunities for pupils to work collaboratively and as a result they socialise well in mixed groups. Whole-school assemblies and circle time provide suitable opportunities for pupils to reflect upon moral and spiritual issues. These have a significant effect on pupils' confidence and self-esteem.

The school has a clear, well-managed system for identifying and meeting the needs of pupils with additional learning needs. Teachers and support staff use a wide range of appropriate intervention programmes to help pupils. They use pupils' individual educational plans effectively to set clear targets, which they review regularly.

The school works effectively with a number of outside agencies, such as the hearing impaired service and the education welfare officer, to provide good quality support and guidance for pupils.

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

Learning environment: Good

The school has a strong, caring and inclusive ethos. There is a clear emphasis on recognising, respecting and celebrating diversity and creating an ethos that fosters care and tolerance. Most pupils have equal access to the curriculum and to extra-curricular activities.

There are sufficient resources of good quality for teaching and learning. The information and communication technology (ICT) suite and the school library are particularly well equipped and used extensively by pupils to develop their research skills.

There are many creative and purposeful displays throughout the building that include good examples of artwork. These contribute significantly towards creating a stimulating and tasteful environment. They celebrate pupils' progress and achievement well.

Overall, the school's accommodation is of a good standard, secure and well maintained. The school makes good use of its outside areas with all pupils having access to the extensive playing fields. The outdoor learning facilities such as the woodland and pond areas in the Foundation Phase are particularly stimulating for pupils and are used well.

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

Leadership: Good

The headteacher has a clear vision for the school, has high expectations of all staff and provides effective leadership. She communicates the vision and the philosophy very effectively to staff, governors, parents and the community. There are comprehensive structures, policies and plans in place that focus well on meeting the wide range of pupils' needs.

There is a clear management structure within the school. Roles and responsibilities are well defined and understood by all staff. The deputy headteacher supports the headteacher well and this enables the school to become an effective learning community. Performance management procedures are in place for all members of staff.

All staff are very committed to school improvement and work effectively as a team. Staff meet regularly and meetings focus appropriately on pupil performance. Action points that arise from these meetings are implemented and monitored effectively. A particular strength is the way in which the school tracks pupil progress to identify strengths and underperformance enabling teachers to plan appropriate learning activities.

The governing body supports the school effectively. Governors are aware of the school's current strengths and areas that require improvement. They have a good knowledge of the priorities within the school improvement plan and monitor the implementation of strategies well and hold the school to account when appropriate. Many visit the school regularly to observe lessons and to meet members of staff linked to their subject interests. This helps to raise their awareness of the school's provision and priorities.

The school has responded well to local and national priorities and focuses well on tackling social disadvantage and promoting literacy and numeracy.

Improving quality: Good

The school has established effective procedures for self-evaluation. It uses a good range of first-hand evidence and draws on the views of staff, pupils, governors and parents appropriately. Senior managers systematically monitor pupils' learning and

progress through classroom observations, scrutiny of work and listening to learners. They analyse data comprehensively to compare the school's performance with that of other schools. As a result, the school is clear about what it needs to do to improve outcomes for individual pupils and priorities clearly reflect this.

The self-evaluation report describes clearly how well pupils are doing, but there are sections that are more descriptive than evaluative and do not highlight the impact of actions on pupil outcomes. Overall, however, it gives a clear picture of the school's strengths and areas for development.

The outcomes of the self-evaluation process have an appropriate influence on priorities in the school improvement plan. The plan is of good quality with clearly identified actions, costs and persons responsible. Timescales are realistic and monitoring arrangements clear. There are detailed supplementary action plans identifying individual pupils' targets and the steps to be taken to bring about improvement. For example, a small group of under achieving girls on an intervention programme in key stage 2 to improve their performance in writing achieved at the expected level by the end of key stage 2.

Partnership working: Good

The school has established a wide range of effective partnerships with parents, the community and other schools. Parents are very supportive of the school and kept well informed of the school's work through newsletters, the web site and activities held at the school, such as numeracy workshops. Parents have raised considerable funds to purchase equipment, for example a new electric organ for use during music lessons and assemblies and resources for the outside play areas. Pupils benefit greatly from these.

The school has good links with the wider community. It often invites local residents into school, and visitors from local churches and emergency services talk to the pupils about their roles. These experiences enhance pupils' understanding of different jobs people have.

The school works very productively with other schools in the area. They share good practice as well as combining resources and training to enhance learning and teaching. This is particularly evident in the work associated with literacy. Cluster moderation is a particular strength. Local schools collaborate to produce detailed portfolios of moderated work in the core subjects. These help teachers to have a clear understanding of the standards expected when they assess pupils' work.

There are very good transition arrangements with local playgroups and with the high school. As a result, pupils are prepared well and have a good understanding of what to expect and settle quickly when they move from one provision to the next.

The school has developed useful strategic partnerships with a range of specialist services. It works particularly closely with the school's education welfare officer to improve attendance.

Resource management: Good

The school has an appropriate level of staff and uses their expertise effectively to enrich teaching and learning and to deliver the curriculum appropriately. The practice of using the expertise of the teacher in language, music and creative dance is a good example of this. Learning support assistants' involvement in the delivery of intervention programmes and in supporting pupils with social and emotional issues is effective and successful.

All teachers receive appropriate time for planning, preparation and assessment and regular opportunities are offered for all staff to attend suitable training courses.

The school is a very strong learning community and has initiated many useful networks of professional practice, which have had a positive and significant effect on pupils' learning and experiences. There is a wide range of opportunities for staff to improve their professional skills and knowledge and this is having a positive impact on pupils' standards of work and enhances the school's capacity for making improvements.

The school ensures the effective and appropriate allocation of funds in order to address the priorities of the development plan. The headteacher and governors monitor the school's expenditure regularly and review the effect of resources on learning outcomes and provision.

The school provides good value for money in terms of pupils' outcomes, quality of provision and use of the budget allocated to the school.

Appendix 1

Commentary on performance data

In 2013, the percentage of Foundation Phase pupils who achieved the expected outcome (outcome 5) in literacy, mathematical development and personal and social development was above the average for the family of similar schools. In comparison with schools with similar levels of eligibility for free school meals, performance at the expected outcome placed the school in the top 25% in all areas. In 2012, performance in literacy and mathematics placed the school in the top 25% but in the lower 50% for personal and social development.

In 2013, the performance of pupils at the higher outcome (outcome 6) was above the average for the family of similar schools in literacy, mathematical development and personal and social development. This placed the school in the top 25% in all areas. In 2012, the performance of pupils at the higher outcome was higher than in other schools in all areas. This placed the school in the higher 50% of similar schools for mathematical development and personal and social development but in the lower 50% for literacy.

In 2013, the percentage of pupils at the end of key stage 2 who achieved the expected level 4 in English, mathematics and science was above the average for the family of schools. In comparison with similar schools, performance at the expected level placed the school in the top 25% for English and science and in the higher 50% for mathematics. Generally, the school's performance for the past four years, with the exception of English and mathematics in 2011 and mathematics and science in 2012, has placed it in the higher 50% of similar schools for all subjects.

In 2013, the percentage of pupils who achieved the higher level (level 5) in English, mathematics and science was above the average for the family of similar schools. In comparison with similar schools, the school's performance in mathematics and science placed it in the top 25%, and in the higher 50% for performance in English. Overall, over the past four years, with the exception of 2012, the school's performance has placed it in the higher 50% when compared with similar schools.

In 2013, in the Foundation Phase, there is no significant difference between the performance of girls and boys at the expected outcome. At the higher outcome girls perform slightly better than the boys in mathematics and personal and social development.

In 2013, in key stage 2, there is no difference between the performance of boys and girls at the expected level in English and science but the boys' performance in mathematics was slightly better. Boys perform better at the higher level (level 5) in all subjects. In 2013, in the Foundation Phase, pupils entitled to free school meals perform as well as other pupils at the expected outcome but perform better at the higher outcome in mathematics and personal and social development.

In 2013, in key stage 2, pupils entitled to free school meals do not perform as well as others.

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.	95	91 96%	4 4%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		0%	0%	
The school deals well with any bullying.	96	86 90%	10 10%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		0%	0%	
I know who to talk to if I am worried or upset.	97	92 95%	5 5%	Rwy'n gwybod pwy i siarad ag ef/â hi os ydw I'n poeni neu'n gofidio.
		0%	0%	
The school teaches me how to keep healthy	96	94 98%	2 2%	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
		0%	0%	
There are lots of chances at school for me to get regular exercise.	99	87 88%	12 12%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		0%	0%	
I am doing well at school	98	88 90%	10 10%	Rwy'n gwneud yn dda yn yr ysgol.
		0%	0%	
The teachers and other adults in the school help me to learn and make progress.	99	98 99%	1 1%	Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddysgu a gwneud cynnydd.
		0%	0%	
I know what to do and who to ask if I find my work hard.	99	92 93%	7 7%	Rwy'n gwybod beth I'w wneud a gyda phwy i siarad os ydw I'n gweld fy ngwaith yn anodd.
		0%	0%	
My homework helps me to understand and improve my work in school.	99	81 82%	18 18%	Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol.
		0%	0%	
I have enough books, equipment, and computers to do my work.	99	76 77%	23 23%	Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
		0%	0%	
Other children behave well and I can get my work done.	95	55 58%	40 42%	Mae plant eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
		0%	0%	
Nearly all children behave well at playtime and lunch time	97	71 73%	26 27%	Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
		0%	0%	

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.	46	33 72%	11 24%	2 4%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		0%	0%	0%	0%		
My child likes this school.	46	38 83%	7 15%	1 2%	0 0%	0	Mae fy mhentyn yn hoffi'r ysgol hon.
		0%	0%	0%	0%		
My child was helped to settle in well when he or she started at the school.	45	34 76%	11 24%	0 0%	0 0%	0	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		0%	0%	0%	0%		
My child is making good progress at school.	43	28 65%	11 26%	4 9%	0 0%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		0%	0%	0%	0%		
Pupils behave well in school.	45	20 44%	25 56%	0 0%	0 0%	0	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		0%	0%	0%	0%		
Teaching is good.	46	26 57%	16 35%	4 9%	0 0%	0	Mae'r addysgu yn dda.
		0%	0%	0%	0%		
Staff expect my child to work hard and do his or her best.	46	30 65%	16 35%	0 0%	0 0%	0	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		0%	0%	0%	0%		
The homework that is given builds well on what my child learns in school.	46	24 52%	19 41%	3 7%	0 0%	0	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.
		0%	0%	0%	0%		
Staff treat all children fairly and with respect.	45	30 67%	14 31%	0 0%	1 2%	0	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		0%	0%	0%	0%		
My child is encouraged to be healthy and to take regular exercise.	44	29 66%	13 30%	1 2%	0 0%	1	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		0%	0%	0%	0%		
My child is safe at school.	44	28 64%	16 36%	0 0%	0 0%	0	Mae fy mhentyn yn ddiogel yn yr ysgol.
		0%	0%	0%	0%		
My child receives appropriate additional support in relation to any particular individual needs.	44	22 50%	16 36%	3 7%	2 5%	1	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		0%	0%	0%	0%		

	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.	45	28 62%	16 36%	0 0%	1 2%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		0%	0%	0%	0%		
I feel comfortable about approaching the school with questions, suggestions or a problem.	46	27 59%	15 33%	3 7%	1 2%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		0%	0%	0%	0%		
I understand the school's procedure for dealing with complaints.	46	27 59%	15 33%	3 7%	1 2%	0	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		0%	0%	0%	0%		
The school helps my child to become more mature and take on responsibility.	41	26 63%	14 34%	0 0%	0 0%	1	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		0%	0%	0%	0%		
My child is well prepared for moving on to the next school or college or work.	39	15 38%	18 46%	0 0%	1 3%	5	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		0%	0%	0%	0%		
There is a good range of activities including trips or visits.	45	21 47%	22 49%	1 2%	0 0%	1	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		0%	0%	0%	0%		
The school is well run.	46	29 63%	13 28%	1 2%	1 2%	2	Mae'r ysgol yn cael ei rhedeg yn dda.
		0%	0%	0%	0%		

Appendix 3

The inspection team

Mr Mervyn Lloyd Jones	Reporting Inspector
Mrs Rhiannon Harris	Team Inspector
Kay Susan Ford	Peer Inspector
Mrs Kate Guest	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.