



*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**

**Abertysswg Primary School  
Walter Street  
Abertysswg  
Rhymney  
NP22 5AQ**

**Date of inspection: October 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: 17 December 2013**

## Context

Abertysswg Primary School is a community school in the village of Abertysswg in the upper Rhymney valley. The local authority is Caerphilly County Borough Council. The village is a former mining community in a predominately rural area. The majority of children attending the school come from the village.

There are currently 108 pupils on roll, aged 3-11 years, plus 17 part-time nursery children, who attend school for the morning session only. There are five classes, and most have children from more than one year group. The nursery and reception children are taught together.

All pupils are white British and nearly all pupils come from English-speaking homes. The school has identified about 26% of pupils as having additional learning needs. This percentage is above the local authority and national averages. Twenty-four per cent are eligible for free school meals, which is above the average for the local authority and Wales.

The headteacher was appointed in an acting capacity in 2013, having previously been the school's deputy headteacher. The school was last inspected in November 2007.

The individual school budget per pupil for Abertysswg Primary School in 2013-2014 means that the budget is £3,089 per pupil. The maximum per pupil in the primary schools in Caerphilly is £5,118 and the minimum is £2,645. Abertysswg Primary School is 42nd out of the 75 primary schools in Caerphilly in terms of its school budget per pupil.

## Summary

|   |                 |
|---|-----------------|
| <b>The school's current performance</b>       | <b>Adequate</b> |
| <b>The school's prospects for improvement</b> | <b>Adequate</b> |

### Current performance

The school's current performance is adequate because:

- the majority of pupils make appropriate progress from their starting points;
- nearly all pupils behave well and have a positive attitude to learning;
- the majority of teaching is effective;
- provision for pupils with additional learning needs is good; and
- the care, support and guidance provided are of high quality.

However:

- standards in literacy and numeracy are not high enough, especially among boys;
- attendance rates are too low overall;
- pupils' skills do not build well enough on their previous learning; and
- more able pupils are not stretched enough.

### Prospects for improvement

The school's prospects for improvement are adequate because:

- all staff work well together as a team;
- the acting headteacher has introduced a number of positive initiatives in a short time;
- self-evaluation processes are accurate;
- there are very effective partnerships with parents, other schools and the community; and
- the school has made good progress towards meeting many of the recommendations from the last inspection.

However:

- the school has a weak record of raising standards; and
- recent initiatives are not fully established in the life and work of the school.

## Recommendations

- R1 Raise standards in numeracy and literacy in key stage 2
- R2 Reduce the gap between the attainment of boys and girls in literacy and numeracy
- R3 Raise attendance levels
- R4 Improve the provision for more able pupils
- R5 Involve staff, governors, pupils and parents more in the self-evaluation and planning process

### **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?

Adequate

#### Standards: Adequate

Most pupils enter the school with skills that are below those expected of pupils of a similar age. By the end of key stage 2, the majority of pupils make appropriate progress in line with their ability.

Throughout the school, most children listen well to their teachers and to other children. Many of the younger pupils start the Foundation Phase with poorly developed speaking skills, unclear diction and a narrow vocabulary, but their speaking ability develops well as they progress through the school. By the end of key stage 2, most pupils speak clearly and confidently. For example, they apply their oracy skills well in discussion groups when planning their work.

In the Foundation Phase, pupils acquire a sound understanding of the relationship between letters and sounds. By the end of the Foundation Phase, most can read their books with fluency, using their knowledge of sounds to tackle unfamiliar words. Through key stage 2, most pupils develop their reading skills appropriately, and by Year 6 the majority of pupils read fluently and with suitable expression. A majority of older pupils develop their research skills well. For example, they skim and scan reference books and the internet to locate information appropriately.

In the Foundation Phase, pupils progress from simple mark making to writing their names and short sentences. The majority take care to form letters and space their writing carefully. Most remember to use capital letters and full stops in their sentences. Many pupils in key stage 2 develop good handwriting styles and present their work neatly. By the end of the key stage, the majority of pupils write independently and at length, showing good awareness of writing for different purposes and audiences. Many use standard punctuation and paragraphs correctly when writing at length, for example about the Victorians. The majority of pupils apply their literacy skills well across the curriculum.

Throughout the school, the majority of pupils make good progress in learning about numbers, measures and shapes. Many work neatly and accurately in their mathematics books. However, their application of numerical skills across the curriculum is not well developed.

Most pupils with additional learning needs make good progress in relation to their age and ability. The intervention programmes used by the school enable most pupils to improve their reading skills well.

Many pupils in the Foundation Phase make good progress in learning the Welsh words for numbers, colours, and foods. In key stage 2, most pupils learn simple sentence patterns. They write short sentences, making reasonable attempts at spelling words correctly. However, few pupils engage freely in simple conversations in Welsh.

In 2013, pupil outcomes in language, literacy and communication skills, mathematical development and in personal and social development, wellbeing and cultural diversity at the end of the Foundation Phase were lower than those in similar schools (schools with a similar proportion of pupils who are entitled to free school meals). Attainment was also below that of most schools in the family of schools.

Pupils' attainment at the expected level 4 in English, mathematics and science and the core subject indicator at the end of key stage 2 in 2013 was below the average for the family of schools. However, it had been broadly in line with the family average for the previous three years. Comparison with similar schools shows that attainment at level 4 places the school in the bottom 25% in English and in the core subject indicator, and in the lower 50% in mathematics and science. At the higher than expected level 5, attainment in all subjects places the school in the bottom 25% of similar schools.

In the Foundation Phase and in key stage 2, girls attain more highly than boys in all assessed areas. In English, mathematics and science in key stage 2, pupils who are entitled to free school meals generally attain less well than those who are not.

### **Wellbeing: Adequate**

All pupils are safe and happy and have a high level of respect towards staff and each other. Most pupils are keen to learn and enjoy coming to school. However, attendance is below the average when compared with that of similar schools. It rose slightly in recent years, but fell again in 2013. Nearly all pupils have a clear understanding of how to eat healthily. They are keen to partake in the extra-curricular activities on offer. Many pupils are eager to accept opportunities to take responsibility and to be involved in the school community. For example, they run the fruit tuck shop and help as 'young leaders' at playtime. Most pupils enjoy taking part in such community activities as litter picking, singing at the local church and providing Christmas entertainment for senior citizens.

The school council is elected democratically and makes a positive contribution to developments at the school. Members of the school council have been involved in making decisions about improving the school playground and introducing more reading materials that appeal to boys in the library. The eco council is an effective committee that makes a significant contribution to the life of the school. Members are highly motivated and determined to sustain their recycling and energy conservation activities.

|   |                 |
|---|-----------------|
| <b>Key Question 2: How good is provision?</b> | <b>Adequate</b> |
|---|-----------------|

### **Learning experiences: Adequate**

The curriculum provides a suitable range of learning experiences that caters well for pupils with different needs and abilities. Teachers plan interesting experiences for pupils through a series of yearly themes. However, the curriculum is not planned well enough to ensure that pupils' skills build progressively on their previous work. There are frequent opportunities for pupils to apply their skills in information and

communication technology (ICT), for example using tablet computers to measure and record performance in physical education.

There is appropriate planning for the development of pupils' literacy skills. This has a positive impact on the progress they make. There are effective arrangements to ensure that pupils learn about letters and sounds. The school has improved its provision for numeracy in mathematics lessons, but there are too few opportunities for pupils to apply their numeracy skills across the curriculum.

Many well-attended extra-curricular activities extend and enhance pupils' learning. Provision for promoting the Welsh language is adequate. There is a good range of opportunities for pupils to learn about the geography, history and culture of Wales. The school promotes pupils' understanding of sustainable development and global citizenship appropriately, for example by supporting Fair Trade products and through its links with a school in Uganda.

### **Teaching: Adequate**

The majority of teachers provide stimulating lessons that engage pupils' interest well. In the majority of lessons where teaching is most effective, lessons build progressively on pupils' prior learning, have clear learning objectives that the pupils understand, and proceed at a brisk pace. Most teachers adapt their lessons well to support pupils who are less able. However, on the majority of occasions, the work is not sufficiently challenging for pupils who are more able. Most teachers use questioning skilfully to help pupils to learn and to develop their thinking skills. In the minority of lessons where teaching is less effective, learning intentions are unclear and the pace of lessons is slow. Sessions are sometimes too long. Teaching assistants work well alongside teachers and they support pupils with additional needs effectively.

The school's assessment procedures are thorough. Teachers track pupils' progress carefully through a programme of standardised tests. They give helpful feedback during lessons and mark pupils' work regularly, commenting positively on their achievements and suggesting ways to improve. Teachers encourage pupils to evaluate their own progress and the work of other pupils in their class. However, teachers do not involve pupils enough in deciding how best to improve the quality of their work.

Annual reports to parents are clear and informative. The school keeps parents well informed about their children's progress.

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

There are comprehensive arrangements to support pupils' health and wellbeing and to reinforce their involvement in the school and the community. The school makes appropriate arrangements for promoting healthy eating and drinking. Visitors from the police make pupils aware of the dangers of drugs and substance misuse. A comprehensive programme of learning experiences promote pupils' spiritual and moral development well. Teachers' emphasis on values such as honesty, fairness and respect contribute to the caring and supportive character of the school. Many



pupils benefit from participating on committees and the school council. They take their responsibilities very seriously. Collective worship and circle time sessions enable pupils to consider their place in society and the wider world, and joint activities with local churches support the school's provision.

Provision for pupils with additional learning needs is good. Teaching assistants deliver a suitable range of support programmes that have a positive effect on pupil outcomes. The school makes effective use of specialist services to provide for pupils' specific needs. The school's arrangements for safeguarding pupils meet requirements and give no cause for concern.

### **Learning environment: Good**

The school is a caring and inclusive community. There is a strong emphasis on the equal and fair treatment of pupils and activities are accessible to all pupils.

The school is very well maintained inside and out and is fully accessible. It provides an attractive, welcoming and stimulating learning environment. Colourful displays throughout the school celebrate pupils' work and achievements and assist their learning. Classrooms are of appropriate size for the number of pupils on roll. They are well equipped to meet pupils' needs. All toilets are of a high standard, including one disabled toilet. Outdoor learning areas, including the school playground, are spacious, but have a limited variety of resources, which restricts opportunities for play.

|  |                 |
|--|-----------------|
| <b>Key Question 3: How good are leadership and management?</b> | <b>Adequate</b> |
|--|-----------------|

### **Leadership: Adequate**

The acting headteacher and acting deputy headteacher share a clear vision for the school. They have introduced several innovations in the short time they have been in post, and have identified strengths and areas for development accurately. However, the recent initiatives have not been in place long enough to have had a direct impact on standards. Members of staff work support the leaders and managers well. They have clear responsibilities for developing specific areas of the curriculum and work well as a team to improve the school as an effective learning community. The school has made appropriate progress in implementing the national literacy and numeracy framework.

The governing body fulfils its statutory obligations adequately. Governors know about pupils' performance and how well it compares with that of similar schools. They provide good support to the school and know about many of the initiatives the school is developing. The governing body's role as a critical friend is not well developed. Governors are not closely involved in self-evaluation or improvement planning and do not offer a robust enough challenge to the school.

The school gives suitable attention to many local and national priorities, and has made appropriate progress towards introducing the national literacy and numeracy framework. However, many of these initiatives have yet to impact positively on standards.

### **Improving quality: Adequate**

The acting headteacher has compiled a detailed school self-evaluation report in a short space of time. It describes the work of the school accurately and identifies strengths and areas for development appropriately. The headteacher analyses the complex range of attainment data accurately and collects information from a range of sources to inform the self-evaluation process. In the short time available since her recent appointment, the acting headteacher has not carried out rigorous monitoring of the quality of teaching and of pupils' learning. The development of learning walks is having a positive effect in improving teachers' awareness of the school's provision. However, the contribution of others, such as pupils, parents and the governing body, is limited. The self-evaluation report gives due consideration to evaluating progress towards previous targets.

The outcomes of self-evaluation identify areas where the school can improve. The school improvement plan prioritises a realistic number of targets and identifies staff with responsibility for their delivery, realistic timescales and appropriate funding. However, it lacks a clear focus on quantifiable success criteria that enable leaders to measure progress. Standards in recent years have been inconsistent and the school has a weak track record in securing improvement.

### **Partnership working: Good**

There is a very strong partnership with parents and the local community. The parent-teacher association supports the school well. Nearly all parents feel comfortable in approaching the school with any matters or concerns. The partnership with the local church supports pupils appropriately in understanding their place in the community. Regular use of the church and its grounds for services, concerts and sports events enriches their learning further.

The close working partnership with the Flying Start programme helps the nursery children begin their period in education effectively. An appropriate range of external agencies and organisations, such as health and social services and community organisations, contribute their expertise well to support the school. There are very good links with education establishments, such as Ystrad Mynach College and University College Trinity St David's, through which the school offers work opportunities.

The school benefits from strategic partnerships with the schools in the local cluster of primary schools and with the local comprehensive school. For example, teachers from the primary and secondary school standardise and moderate teachers' assessments at the end of the Foundation Phase and key stage 2, which improves provision and helps to raise pupils' standards. Transition arrangements with the secondary school are effective in preparing the pupils for the next stage of their education.

### **Resource management: Adequate**

The acting headteacher, supported by the local authority finance officer and the governing body's finance committee, monitors the school's budget carefully. The school manages its financial resources well, with planned spending allocated to school priorities appropriately. The level of reserves is within recommended limits. The school uses the suitable range of available resources appropriately to reinforce pupils' learning.

The school has sufficient appropriately qualified and experienced teachers and teaching assistants to deliver the curriculum and to ensure the wellbeing of all pupils. They are deployed effectively to make good use of their individual expertise.

The school's performance management system is appropriate and sets relevant targets for all teachers. Targets focus on improving individuals' performance and the priorities in the school improvement plan. The school is developing appropriately as a learning community. There is an effective culture of collaboration between staff, within the school and among neighbouring schools, notably in developing literacy and ICT through physical education. There are appropriate arrangements for planning, preparation and assessment time for teachers.

As standards are adequate, and the school makes sound use of its resources, the school offers adequate value for money.

## Appendix 1

### Commentary on performance data

Most pupils enter the school with skill levels that are below those expected of pupils of a similar age.

Pupils' attainment in the Foundation Phase has varied from year to year. In 2012, pupil outcomes compared well with those of schools in the same family, in Wales as a whole and similar schools. However, in 2013, pupil outcomes were below those of schools with a similar proportion of pupils who are eligible for free school meals. At the expected outcome 5, outcomes placed the school in the bottom 25% of similar schools for language, literacy and communication skills, mathematical development and the Foundation Phase Indicator, and in the lower 50% of schools for personal and social development, wellbeing and cultural diversity. At the higher-than-expected outcome 6, assessments placed the school in the bottom 25% for language, literacy and communication skills and in the lower 50% for mathematical development and personal and social development.

In key stage 2 in 2013, in comparison with schools in the same family (those that face broadly similar challenges), the school achieved below the family average in language, literacy and communication skills, broadly in line with the average in mathematical development and higher than the family average in personal and social development, wellbeing and cultural diversity. This is lower than in the previous three years, when fewer of the pupils assessed had special educational needs.

In 2013, pupils' attainment at the expected level 4 at the end of key stage 2 was below that of pupils in most other schools in the same family in English, and broadly in line with the family and national averages in mathematics and science. However, in the previous three years, attainment was broadly in line with the average for the family of schools. At the higher level 5, pupils' attainment in English, mathematics and science was below the average for schools in the family and across Wales.

Compared to schools with similar proportions of pupils entitled to free school meals, pupils' attainment at level 4 places the school in the bottom 25% for English and the core subject indicator, and in the lower 50% in mathematics and science. At the higher-than-expected level 5, the school is consistently in the bottom 25% of schools. Overall, pupils with additional needs make good progress from their starting points.

In all assessed areas, girls attain more highly than boys do, in both the Foundation Phase and in key stage 2. Throughout the school, pupils who are eligible for free school meals do not achieve as well as those who are not eligible.

## 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<br>Nifer o ymatebion |  | Cytuno Agree | Anghytuno Disagree |  |
|---|--|--|--------------|--------------------|--|
| I feel safe in my school.   | 62                                       |  | 62<br>100%   | 0<br>0%            | Rwy'n teimlo'n ddiogel yn fy ysgol.  |
|   |  |  | 98%          | 2%                 |  |
| The school deals well with any bullying.  | 62                                       |  | 58<br>94%    | 4<br>6%            | Mae'r ysgol yn delio'n dda ag unrhyw fwlio.  |
|   |  |  | 92%          | 8%                 |  |
| I know who to talk to if I am worried or upset.                                 | 62                                       |  | 61<br>98%    | 1<br>2%            | Rwy'n gwybod pwy i siarad ag ef/â hi os ydw I'n poeni neu'n gofidio.                   |
|   |  |  | 97%          | 3%                 |  |
| The school teaches me how to keep healthy                                       | 62                                       |  | 62<br>100%   | 0<br>0%            | Mae'r ysgol yn fy nysgu i sut i aros yn iach.  |
|   |  |  | 98%          | 2%                 |  |
| There are lots of chances at school for me to get regular exercise.             | 62                                       |  | 59<br>95%    | 3<br>5%            | Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.               |
|   |  |  | 96%          | 4%                 |  |
| I am doing well at school   | 62                                       |  | 61<br>98%    | 1<br>2%            | Rwy'n gwneud yn dda yn yr ysgol.   |
|   |  |  | 96%          | 4%                 |  |
| The teachers and other adults in the school help me to learn and make progress. | 62                                       |  | 62<br>100%   | 0<br>0%            | Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddsygu a gwneud cynnydd.  |
|   |  |  | 99%          | 1%                 |  |
| I know what to do and who to ask if I find my work hard.                        | 62                                       |  | 62<br>100%   | 0<br>0%            | Rwy'n gwybod beth I'w wneud a gyda phwy i siarad os ydw I'n gweld fy ngwaith yn anodd. |
|   |  |  | 98%          | 2%                 |  |
| My homework helps me to understand and improve my work in school.               | 62                                       |  | 62<br>100%   | 0<br>0%            | Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol.           |
|   |  |  | 91%          | 9%                 |  |
| I have enough books, equipment, and computers to do my work.                    | 62                                       |  | 59<br>95%    | 3<br>5%            | Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.                  |
|   |  |  | 95%          | 5%                 |  |
| Other children behave well and I can get my work done.                          | 57                                       |  | 52<br>91%    | 5<br>9%            | Mae plant eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.                   |
|   |  |  | 78%          | 22%                |  |
| Nearly all children behave well at playtime and lunch time                      | 58                                       |  | 52<br>90%    | 6<br>10%           | Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.              |
|   |  |  | 84%          | 16%                |  |

## Responses to parent questionnaires

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

|   | Number of responses<br>Nifer o ymatebion | Cytuno'n gryf<br>Strongly Agree | Cytuno<br>Agree | Anghytuno<br>Disagree | Anghytuno'n gryf<br>Strongly disagree | Ddim yn gwybod<br>Don't know |  |
|---|--|---------------------------------|-----------------|-----------------------|---------------------------------------|------------------------------|--|
| Overall I am satisfied with the school.   | 34                                       | 33<br>97%                       | 1<br>3%         | 0<br>0%               | 0<br>0%                               | 0                            | Rwy'n fodlon â'r ysgol yn gyffredinol.   |
|   |  | 63%                             | 33%             | 3%                    | 1%                                    |                              |  |
| My child likes this school.   | 33                                       | 31<br>94%                       | 2<br>6%         | 0<br>0%               | 0<br>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.                       | 34                                       | 32<br>94%                       | 2<br>6%         | 0<br>0%               | 0<br>0%                               | 0                            | Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.                                  |
|   |  | 72%                             | 26%             | 1%                    | 0%                                    |                              |  |
| My child is making good progress at school.   | 34                                       | 32<br>94%                       | 1<br>3%         | 0<br>0%               | 0<br>0%                               | 1                            | Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.   |
|   |  | 61%                             | 34%             | 3%                    | 0%                                    |                              |  |
| Pupils behave well in school.   | 34                                       | 26<br>76%                       | 8<br>24%        | 0<br>0%               | 0<br>0%                               | 0                            | Mae disgyblion yn ymddwyn yn dda yn yr ysgol.  |
|   |  | 45%                             | 46%             | 4%                    | 1%                                    |                              |  |
| Teaching is good.   | 34                                       | 30<br>88%                       | 4<br>12%        | 0<br>0%               | 0<br>0%                               | 0                            | Mae'r addysgu yn dda.  |
|   |  | 60%                             | 35%             | 2%                    | 0%                                    |                              |  |
| Staff expect my child to work hard and do his or her best.  | 34                                       | 30<br>88%                       | 4<br>12%        | 0<br>0%               | 0<br>0%                               | 0                            | 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.                         | 34                                       | 27<br>79%                       | 7<br>21%        | 0<br>0%               | 0<br>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. |
|   |  | 47%                             | 40%             | 6%                    | 1%                                    |                              |  |
| Staff treat all children fairly and with respect.   | 34                                       | 30<br>88%                       | 4<br>12%        | 0<br>0%               | 0<br>0%                               | 0                            | 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.                                | 34                                       | 29<br>85%                       | 5<br>15%        | 0<br>0%               | 0<br>0%                               | 0                            | Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.                             |
|   |  | 60%                             | 36%             | 2%                    | 0%                                    |                              |  |
| My child is safe at school.   | 34                                       | 32<br>94%                       | 1<br>3%         | 0<br>0%               | 0<br>0%                               | 1                            | Mae fy mhentyn yn ddiogel yn yr ysgol.   |
|   |  | 66%                             | 31%             | 1%                    | 0%                                    |                              |  |
| My child receives appropriate additional support in relation to any particular individual needs'. | 32                                       | 21<br>66%                       | 8<br>25%        | 0<br>0%               | 0<br>0%                               | 3                            | Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.       |
|   |  | 50%                             | 35%             | 4%                    | 1%                                    |                              |  |
| I am kept well informed about   | 33                                       | 27                              | 5               | 1                     | 0                                     | 0                            | Rwy'n cael gwybodaeth gyson am   |

|   | Number of responses<br>Nifer o ymatebion | Cytuno'n gryf<br>Strongly Agree | Cytuno<br>Agree | Anghytuno<br>Disagree | Anghytuno'n gryf<br>Strongly disagree | Ddim yn gwybod<br>Don't know |   |
|---|--|---------------------------------|-----------------|-----------------------|---------------------------------------|------------------------------|---|
| my child's progress.  |  | 82%                             | 15%             | 3%                    | 0%                                    |                              | gynnydd fy mhlentyn.  |
|   |  | 49%                             | 41%             | 8%                    | 2%                                    |                              |   |
| I feel comfortable about approaching the school with questions, suggestions or a problem. | 34                                       | 31                              | 3               | 0                     | 0                                     | 0                            | Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.  |
|   |  | 91%                             | 9%              | 0%                    | 0%                                    |                              |   |
|   |  | 62%                             | 31%             | 4%                    | 2%                                    |                              |   |
| I understand the school's procedure for dealing with complaints.                          | 34                                       | 27                              | 6               | 1                     | 0                                     | 0                            | Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.   |
|   |  | 79%                             | 18%             | 3%                    | 0%                                    |                              |   |
|   |  | 44%                             | 39%             | 7%                    | 2%                                    |                              |   |
| The school helps my child to become more mature and take on responsibility.               | 33                                       | 27                              | 6               | 0                     | 0                                     | 0                            | Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.               |
|   |  | 82%                             | 18%             | 0%                    | 0%                                    |                              |   |
|   |  | 55%                             | 39%             | 2%                    | 0%                                    |                              |   |
| My child is well prepared for moving on to the next school or college or work.            | 31                                       | 23                              | 3               | 2                     | 0                                     | 3                            | Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith. |
|   |  | 74%                             | 10%             | 6%                    | 0%                                    |                              |   |
|   |  | 42%                             | 34%             | 4%                    | 1%                                    |                              |   |
| There is a good range of activities including trips or visits.                            | 34                                       | 28                              | 5               | 0                     | 0                                     | 1                            | Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.                        |
|   |  | 82%                             | 15%             | 0%                    | 0%                                    |                              |   |
|   |  | 53%                             | 38%             | 5%                    | 1%                                    |                              |   |
| The school is well run.   | 34                                       | 30                              | 4               | 0                     | 0                                     | 0                            | Mae'r ysgol yn cael ei rhedeg yn dda.   |
|   |  | 88%                             | 12%             | 0%                    | 0%                                    |                              |   |
|   |  | 61%                             | 32%             | 3%                    | 1%                                    |                              |   |

## Appendix 3

### The inspection team

|                        |                     |
|------------------------|---------------------|
| Christopher Ian Dolby  | Reporting Inspector |
| David Kenneth Davies   | Team Inspector      |
| Catherine Mary Jenkins | Lay Inspector       |
| Stephen Keith Gardner  | Peer Inspector      |



## 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.