



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

**Afon-Y-Felin Primary School
Heol y Parc
North Cornelly
Bridgend
CF33 4PA**

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:

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

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

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Context

Afon-y-Felin is in North Cornelly, which is a Communities First area, in Bridgend local authority. There are 103 pupils on roll between the ages of three and 11, including 24 pupils who attend a nursery class full-time. There are four classes in the school, three of which are mixed-age classes. Over 60% of pupils are entitled to free school meals, which is considerably above the local and national averages. Nearly all pupils are of white British ethnic origin and a very few pupils have English as an additional language. No pupils' speak Welsh at home.

The school has identified 37% of pupils as having additional needs. A very few pupils have a statement of special educational needs. A small percentage of pupils are looked after by the local authority.

The acting headteacher and acting deputy headteacher were appointed in 2007, prior to the last inspection in October 2007.

The individual school budget per pupil for Afon-y-Felin Primary School in 2013-2014 means that the budget is £4,608 per pupil. The maximum per pupil in the primary schools in Bridgend is £4,608 and the minimum is £2,795. Afon-y-Felin Primary School is first out of the 50 primary schools in Bridgend in terms of its school budget per pupil.

Summary

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

Current performance

The current performance of the school is adequate because:

- many pupils make expected and occasionally good progress in relation to their starting points, particularly in their speaking and listening and reading skills;
- many pupils with additional learning needs and free school meal pupils make appropriate and often good progress in line with their age and ability;
- the written work of many pupils is generally well presented; they punctuate their work correctly using appropriate spelling and display good number skills in lessons;
- pupils' thinking skills are developing well;
- almost all pupils have high standards of behaviour and wellbeing;
- teachers prepare well for lessons and generally deliver them at a good pace making good use of additional support in class; and
- pupils with emotional and/or learning needs are well supported.

However:

- very few pupils in key stage 2 write at length or for a range of purposes and audiences;
- in both key stages, the overuse of worksheets means that pupils do not apply their literacy skills well enough across all curriculum areas;
- pupils are generally not confident in solving problems using mental mathematics and do not often apply their numeracy skills well outside of mathematics lessons;
- more able pupils are not always challenged enough;
- the marking of pupils' work is inconsistent and does not often provide clear guidance for pupils on how they can improve;
- the progress that pupils make in speaking and listening, reading and writing in Welsh is not maintained at the end of key stage 2;
- there is no consistent trend of improved performance in the end of key stage 2 results and too few pupils attain the higher levels in mathematics and science; and
- the curriculum has significant aspects that require improvement.

Prospects for improvement

The school's prospects for improvement are adequate because:

- all staff work together successfully to create a welcoming, well-ordered, inclusive learning environment for all pupils where pupils feel valued, respected and ready to learn;
- recent initiatives, focusing on oracy, comprehension and thinking skills, are impacting positively on pupils' standards;
- effective links with a wide range of partnerships are having a positive effect on the achievement and wellbeing of vulnerable pupils, in particular;
- parents are developing a better understanding of how to support their children's learning at home through the school's Family Learning project; and
- the professional development of staff has improved their questioning skills and the promotion of pupils' thinking skills.

However:

- there is long-standing uncertainty about the leadership of the school;
- monitoring is not always effective in identifying the impact of initiatives, securing improvement or ensuring that there is a consistency in approaches, for example in the marking of pupils' work;
- data is not used well enough to inform the school's strategic direction and the prioritising of actions and initiatives;
- leaders do not always have an accurate picture of the strengths and areas for development of the school; and
- recommendations from the last inspection have not been fully met.

Recommendations

- R1 Improve pupils' writing, numeracy and Welsh language skills
- R2 Make sure that marking is used consistently to identify how pupils can improve and use assessment to better inform planning, particularly for the more able
- R3 Ensure that all pupils have their full entitlement to a broad and balanced curriculum that is age appropriate
- R4 Ensure that systems for monitoring, evaluating and reviewing the work of the school are rigorous enough and used more effectively to provide a clear direction for school improvement
- R5 Address the premises related issues identified in the report

What happens next?

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

Main findings

Key Question 1: How good are outcomes?

Adequate

Standards: Adequate

During their time at the school, many pupils make expected and occasionally good progress in relation to their starting points, particularly in their speaking and listening and reading skills.

Pupils' speaking and listening skills develop well and, by the end of key stage 2, many pupils speak clearly and listen with interest to the class teacher or classmates. For example, older and more able pupils in key stage 2 talk confidently about how words can be very persuasive in a propaganda campaign.

Many pupils read an appropriate range of texts accurately and, with some prompting, retell what they have read. In the Foundation Phase, many pupils use their knowledge of letter sounds well to read unfamiliar words and show pleasure and enjoyment in reading. In key stage 2, many pupils are competent readers, with more able pupils reading fluently and expressively. These pupils use the text well to discuss characters and story plots.

Many older Foundation Phase pupils write successfully for a range of purposes. For example, they write instructions for making toast and record simple scientific experiments. These pupils generally use full stops and capital letters to demarcate sentences suitably and spell most phonetically regular words correctly. A few more able pupils are beginning to use interesting and imaginative vocabulary. In key stage 2, pupils write for a limited range of purposes and audiences. Very few pupils write at length or in enough detail to engage and interest the reader. Most pupils produce neat work with legible, joined handwriting. Spelling is generally good. In both key stages, the overuse of worksheets means that pupils do not apply their literacy skills well enough across all curriculum areas.

In the Foundation Phase, pupils are developing sound basic number skills. They use these skills to good effect when measuring, using money and occasionally in handling data. These skills are built on well as pupils move through key stage 2 with more able pupils confidently using a variety of methods to solve coded message. However, with the exception of more able pupils in Year 6, pupils throughout the school are generally hesitant in solving problems using mental mathematics. In both key stages, many pupils are not confident in applying their numeracy skills outside of mathematics lessons. Pupils' information and communication technology (ICT) skills are developing appropriately.

Many pupils are developing worthwhile thinking skills. In the Foundation Phase, for example, pupils in Year 1 plan their own investigation about weighing vegetables and predict which weighs the heavier. In key stage 2, many pupils ask mature questions about the success of propaganda posters in supporting the war effort in the Second World War.

Throughout the school, many pupils have a positive attitude to learning Welsh. Pupils make a good start in learning Welsh in early Foundation Phase. For example, pupils in the nursery class respond well to simple instructions in Welsh and with a little prompting count to two correctly. In lower key stage 2, pupils make good progress in using their speaking and listening skills. These pupils ask and answer a good range of questions about the weather and their likes and dislikes and express how they feel during class sessions. Pupils at the end of the key stage are less confident in using their Welsh independently and their responses are often uncertain. Throughout the school, pupils' independent reading and writing skills in Welsh are developing too slowly.

Pupils with additional learning needs and free school meal pupils make appropriate and often good progress in line with their age and ability. Generally, boys outperform girls at the expected level in both key stages, although girls generally perform better at the higher level in language work.

In the Foundation Phase, pupils generally achieve well in language, literacy and communication skills and mathematical development compared to similar pupils in other schools in the family and across Wales. They do less well in developing their personal and social skills.

In key stage 2, pupils' performance over time does not show a consistent pattern of improvement. Results improved in 2013 and are amongst the best that the school has achieved although they are generally below family averages. Pupils' performance at the higher level in mathematics and science is generally weak.

Wellbeing: Good

Nearly all pupils enjoy coming to school. They feel safe and know to whom to speak if they are worried or concerned. Pupils that lack confidence or are anxious or vulnerable develop their self-esteem and wellbeing well. Nearly all pupils show care, respect and concern for others. Many pupils have a good understanding of the importance of healthy eating and drinking and the need to take regular exercise to stay fit.

Playground peacemakers promote a positive playground atmosphere by encouraging pupils to play together and in helping to resolve any minor disputes. They take their responsibility very seriously and act as good role models for behaviour. Pupils' behaviour in and around the school is nearly always very good. Most pupils have a good attitude to work and enjoy planning what they want to learn with their class. Pupils' voice is developing appropriately through the school council, eco committee and the learning council.

The school works hard to ensure that pupils are punctual and attend regularly. As a result, both unauthorised absences and persistent absenteeism have fallen steadily. Over the last two years, the school's attendance figures have not compared favourably with those of similar schools across Wales. However, an outbreak of chicken pox last year adversely affected these figures. The school has not excluded any pupils for unacceptable behaviour for the last five years.

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

The curriculum has significant aspects that need improvement. Learning experiences do not always meet the needs of all pupils or engage pupils well. The organisation of intervention programmes means that pupils miss important aspects of teaching and the curriculum. The school has not fully implemented all aspects of the Foundation Phase in all relevant classes, and curriculum coverage for religious education does not meet statutory requirements.

The school promotes pupils' basic skills well. However, they do not offer enough opportunities for pupils to apply and extend their literacy, numeracy and ICT skills across the curriculum. For example, the overuse of worksheets constrains pupils' writing skills. As a result, pupils do not often write at length or produce quality pieces of writing. Planning for the development of pupils' thinking skills is good.

The school uses visits and visitors well to enrich the curriculum. For example, the visit by a local Para Olympian promoted pupils' understanding of diversity and raised their aspirations. There is reasonable provision to promote pupils' Welsh language skills and the language and culture of Wales.

The school acts in a sustainable way, recycling many items and helping pupils to understand the need to conserve resources. The eco committee is very involved with this and helps with maintaining the school garden and with litter picking. There are appropriate links with a school in Sri Lanka, which develop pupils' understanding of different cultures acceptably.

Teaching: Adequate

In all classes, teachers use an appropriate range of strategies to engage and motivate many pupils to learn. Teachers are generally skilful in asking open-ended questions that encourage pupils to think for themselves and to test their thinking. However, teachers do not always adapt their work well enough to meet the needs of all pupils in their class.

Relationships between pupils and all staff are excellent and based on mutual respect. All staff are sensitive to the needs of pupils and manage behaviour well and consistently. As a result, pupils are ready to learn.

Teaching and non-teaching staff are good role models for language. For example, in nursery, staff make sure that children answer in sentences during circle time. In physical education sessions in key stage 2, staff support pupils well in using subject vocabulary.

Teachers prepare well for lessons and generally deliver them at a good pace. Learning support officers provide worthwhile support in class for individual pupils and groups and in supporting the school's intervention programmes.

The school has detailed assessment and tracking systems. However, teachers do not always use this information to plan effectively or to take account of pupils' prior learning to plan their next steps. Although teachers mark pupils' work regularly there are inconsistencies in how they apply the school's agreed marking policy. In many cases, marking does not help pupils in identifying what they need to do to improve. Assessment for learning is developing appropriately. The school keeps parents and carers well informed about their children's achievement and wellbeing.

Care, support and guidance: Good

The good level of care, support and guidance provided by the school has a positive impact on pupils' learning. As a result, most pupils enjoy school and want to learn. The school communicates well with parents and helps families to support their child in their learning and personal development. There are appropriate arrangements for promoting healthy eating and drinking and for supporting pupils' spiritual and cultural development.

Provision for promoting pupils' moral and social development is very good. All staff know the pupils well and offer very good support for their wellbeing. The school upholds good values and successfully helps pupils to understand the difference between right and wrong. The school is particularly successful in promoting good behaviour and there are sufficient strategies in place to improve attendance.

The school liaises well with specialist agencies to gain greater insight into the needs of individuals and to provide successfully for them. There are effective processes for the early identification of pupils with additional learning needs. Well-trained learning support assistants deliver a number of intervention programmes for pupils who struggle with literacy, numeracy and social and emotional development. These programmes have an increasingly beneficial effect on raising pupils' self-esteem, confidence and basic skills.

The school's arrangements for safeguarding meet requirements but a site related issue is a cause for concern.

Learning environment: Adequate

The school is an inclusive community with a very strong supportive and caring ethos. It has appropriate policies and procedures in place to ensure that all pupils have equal access to the curriculum. For example, the school's strategic equality plan is of good quality and policy is guiding practice. The school, however, is less successful in promoting an understanding of ethnic diversity in Wales.

The school grounds are extensive and pupils make the most of them during playtime and lunchtimes. However, the nature of the site means that certain areas are not in full view of the adult supervising playtimes and lunchtimes. The relatively new forest school initiative makes appropriate use of a small area of scrubland and orchard. However, the school has not developed the grounds well enough to enrich pupils' learning experiences, particularly in the Foundation Phase. The outside tarmac area is pitted and uneven and is a potential trip hazard.

The accommodation is reasonably well maintained and secure. The site is accessible from gates from adjoining properties and, although staff do not allow pupils to use these areas unaccompanied, it means that the site is not wholly secure.

There are sufficient resources that match pupils' learning needs well. Resources for ICT are good. There is a well-stocked library, but the lack of appropriate labelling means that the school does not exploit its full potential in supporting pupils' research skills.

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

All staff share a common vision, values and purpose, and work successfully to create a welcoming, well-ordered, inclusive learning environment for all pupils. The school gives high priority to the care and welfare of pupils and there is a clear focus on improving pupils' basic skills. However, leaders do not always prioritise school improvement initiatives well enough or manage change appropriately. The school has an abundance of data but leaders are not good at summarising this information to identify key issues and to evaluate school improvement initiatives.

The school defines staff roles and responsibilities appropriately. There are appropriate systems in place for the performance management of staff. These focus acceptably on the professional development needs of staff but do not always link closely to the school's development priorities. As a result, staff are not always clear about what the main priorities are.

The school pays due attention to addressing most national priorities, including raising standards in numeracy and literacy. The acting deputy headteacher, for example, has successfully implemented the thinking skills strategy across the school. As a result, many pupils confidently use and apply these skills in their classwork.

The governing body is supportive of the school. However, their role as a 'critical friend' is underdeveloped.

Improving quality: Unsatisfactory

The school has recently implemented revised arrangements for self-evaluation. This has improved the identification of strengths and areas for improvement. For example, the school identified and planned improvements in pupils' oracy and comprehension skills. As a result, pupils' speaking and listening skills have improved, as have older and more able pupils' higher order reading skills. The school is also reducing the gap reasonably well between pupils' chronological age and their reading ages. This is particularly the case at the end of the Foundation Phase, where the introduction of a more structured approach to phonic teaching is improving pupils' ability to read unfamiliar words.

Despite these positive improvements, leaders have not focused enough on monitoring and improving standards and the quality of provision in the school, since the last inspection. A lack of rigour in monitoring, including the use of data, means that the school does not always have an accurate picture and understanding of its strengths and areas for development to plan effectively and secure lasting improvement.

The school seeks the views of pupils, parents and the broader community regularly to inform school improvement and acts upon recommendations and reviews from the local authority appropriately.

The school has made slow progress in addressing the recommendations from the last inspection.

Partnership working: Good

The school has effective links with a wide range of partners. These partnerships have a positive effect on the achievement and wellbeing of pupils.

The school keeps parents well informed through regular newsletter and the school website. It provides a wide range of workshops to encourage parents and carers to become more involved with their child's learning at home. For example, parents have valued the opportunity to attend the 'Language and Play' and 'Number and Play' workshops. These have enabled parents to acquire a range of practical ideas in order to support the development of their child's numeracy and literacy skills.

There are very effective partnerships between the school and other essential agencies in the community including health, social services, police and welfare groups. These valuable community partnerships impact positively upon the school's ability to support its more vulnerable pupils and enhance curriculum provision. The local community police officer, for example, runs the school's football club, which encourages pupils to see the police in a positive, supportive role.

The school has good joint working practices, including transfer arrangements from the local pre-school and to the feeder secondary school. Older pupils use the secondary school facilities, for example the cookery room and science laboratories, and secondary school staff visit regularly. These arrangements help to prepare pupils well for the next stage of learning.

Resource management: Adequate

The school has enough suitably qualified teachers and support staff to teach the curriculum appropriately. However, class organisation, including the withdrawal of pupils for support, means that not all pupils have their full curriculum entitlement. Good use is made of the expertise and knowledge of support staff in providing effective support for vulnerable pupils, in particular, and as a result the school has not excluded any pupil for inappropriate behaviour for the last five years.

There are good opportunities for all staff to engage in continuous professional development activities and a majority of teachers are involved in networks of professional practice with other schools. These activities are impacting positively upon certain aspects of school life. For example, all staff are more confident in asking open-ended questions that challenge pupils' thinking.

Leaders generally link financial resources appropriately to priorities in whole-school development plans. However, they do not always accurately review the impact of new resources on the quality of learning and teaching.

As standards are adequate and learning experiences do not meet the needs of all pupils successfully, the school provides adequate value for money.

Appendix 1

Commentary on performance data

In the Foundation Phase, around 81% of pupils achieved the expected level in relation to their language, literacy and communication skills, mathematical development and personal and social skills in 2013. This represents a fall of approximately 6 percentage points from 2012 but compares favourably with family averages and places the school in the upper 50% of similar schools across Wales.

Over the last two years, pupils' performance at seven years of age in the individual areas of learning of language, literacy and communications skills and mathematical development, at the expected level and above, has compared favourably with the average performance of pupils in the family of similar schools and nationally. The school results in 2013 placed it in the top 25% of schools across Wales for language, literacy and communication skills, in the upper 50% for mathematics and in the bottom 25% for personal and social skills. Pupils do less well at the expected level or above in personal and social skills compared to pupils in the family and nationally.

In key stage 2, 75% of pupils achieved the expected level in relation to English, mathematics and science in 2013. This is slightly below family averages and significantly below national averages. In three out of the last five years, the school's results in the core subject indicator have been below the family averages.

Over time, pupils' performance at 11 years of age at the expected level or above has not generally compared favourably with family averages. End of key stage data shows falling trends in the core subject indicator, English and mathematics at the expected level. Except in 2012, pupils' results in science at the expected level show an improving trend although results remain generally below family averages. Pupils' performance over time in the core subject indicator and in the individual subjects of English, mathematics and science has frequently placed the school in the lower 50% of similar schools and often in the bottom 25% at both the expected level and above. Pupils achieve significantly less well over time than pupils in the family of similar schools and nationally at the higher levels in mathematics and science. In 2013, the school's results improved considerably in each core subject at the expected level but remain below family averages.

Generally, boys outperform girls at the expected level in both key stages and at the higher level in the Foundation Phase in personal and social skills and mathematical development. Girls achieve well at the higher level in language, literacy and communication skills in the Foundation Phase compared to boys. However, cohort sizes in the Foundation Phase are relatively small and the number of boys and girls varies each year. In key stage 2, girls slightly outperform boys in English at the higher level over time.

Pupils entitled to free school meals achieve well compared to other pupils in the Foundation Phase. There are no obvious trends of performance of these pupils in key stage 2. Pupils with additional learning needs generally make good progress in line with their age and ability.

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.	36	36 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	36	35 97%	1 3%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	35	34 97%	1 3%	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	36	36 100%	0 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.	36	36 100%	0 0%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	35	35 100%	0 0%	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.	36	36 100%	0 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.	36	36 100%	0 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.	35	35 100%	0 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.	36	36 100%	0 0%	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.	30	23 77%	7 23%	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	34	30 88%	4 12%	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 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.	30	18 60%	9 30%	3 10%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	30	22 73%	7 23%	0 0%	0 0%	1	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.	30	22 73%	6 20%	2 7%	0 0%	0	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		72%	26%	1%	0%		
My child is making good progress at school.	30	18 60%	11 37%	0 0%	1 3%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	0%		
Pupils behave well in school.	30	14 47%	12 40%	3 10%	0 0%	1	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	46%	4%	1%		
Teaching is good.	30	24 80%	4 13%	1 3%	1 3%	0	Mae'r addysgu yn dda.
		60%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	30	22 73%	6 20%	2 7%	0 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.	29	14 48%	11 38%	4 14%	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.
		47%	40%	6%	1%		
Staff treat all children fairly and with respect.	30	20 67%	8 27%	1 3%	0 0%	1	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.	30	23 77%	7 23%	0 0%	0 0%	0	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.	30	17 57%	11 37%	1 3%	1 3%	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'.	28	17 61%	8 29%	0 0%	1 4%	2	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 my child's progress.	30	19 63%	10 33%	0 0%	1 3%	0	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.	29	18 62%	7 24%	4 14%	0 0%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		62%	31%	4%	2%		
I understand the school's procedure for dealing with complaints.	29	12 41%	9 31%	5 17%	1 3%	2	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.	30	17 57%	12 40%	0 0%	1 3%	0	Mae'r ysgol yn helpu fy mhlentyn 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.	28	10 36%	13 46%	2 7%	1 4%	2	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		42%	34%	4%	1%		
There is a good range of activities including trips or visits.	30	16 53%	13 43%	0 0%	1 3%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	38%	5%	1%		
The school is well run.	30	22 73%	4 13%	2 7%	2 7%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	32%	3%	1%		

Appendix 3

The inspection team

Mrs Beverley Jenkins	Reporting Inspector
Sue Davies	Team Inspector
Jane McCarthy	Team Inspector
Mrs Rhiannon Mary Boardman	Lay Inspector
Jayne Elizabeth Woolcock	Peer Inspector
Susan Bennett	School Nominee

Copies of the report

Copies of this report are available from the school and from the Estyn website (www.estyn.gov.uk)

Year groups, the Foundation Phase and key stages

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

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

Primary phase:

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

Secondary phase:

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

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

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

Glossary of terms – Primary

Foundation Phase indicator (FPI)

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

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

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

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

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

The core subject indicator (CSI)

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

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

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

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

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

All-Wales Core Data sets

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

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

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