



*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**

**Blaengarw Primary School  
Station Street  
Blaengarw  
Pontycymer  
Bridgend  
CF32 8BA**

**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:

<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: 16/07/2014**

## Context

Blaengarw Primary School is in the village of Blaengarw, in the Bridgend local authority.

There are 180 pupils aged three to 11 years at the school, including 21 full time and 16 part-time children in the nursery. A very few pupils attend the learning resource base provided by the local authority. There are six mainstream classes of mixed year groups. The learning resource base class caters for pupils with moderate learning difficulties and complex needs.

Around 33% of the pupils are eligible for free school meals, which is well above the average for Wales. A very few pupils are looked after by the local authority. Most pupils are of white British ethnicity, with a very few pupils from minority ethnic backgrounds. No pupil speaks Welsh as a first language at home.

The school has identified around 43% of pupils as having additional learning needs. This is significantly above the average for primary schools in Wales. A very few pupils have a statement of special educational needs. There have been no fixed term exclusions in the last three years.

The last inspection was in April 2008. The current headteacher was appointed in April 2010.

The individual school budget per pupil for Blaengarw Primary School in 2012-2013 means that the budget is £3,561 per pupil. The maximum per pupil in the primary school in Bridgend is £4,608 and the minimum is £2,795. Blaengarw Primary School is 15th out of the 50 primary schools in Bridgend in terms of its school budget per pupil.

## Summary

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

### Current performance

The school's current performance is good because:

- most pupils, including those with additional learning needs, make good progress as they move through the school;
- nearly all pupils enjoy lessons, are well motivated and demonstrate good attitudes to learning;
- pupils play an active part in school life through the activities of the enthusiastic school council and eco committee;
- teachers organise a good range of interesting and exciting opportunities for learning in the Foundation Phase and in key stage 2;
- teachers place emphasis on good values and respect for others for all pupils; and
- the school has implemented successfully a wide range of intervention programmes to develop pupils' personal and social skills.

### Prospects for improvement

The school's prospects for improvement are good because:

- the headteacher has a clear vision for the school and provides purposeful leadership;
- staff, led effectively by the senior management team, work well together, feel part of a team and they have clearly-defined roles;
- systems for self-evaluation are well established and lead to an accurate picture of the school's current strengths and areas for improvement;
- the school has a number of purposeful partnerships which impact successfully on pupils' wellbeing and standards of work; and
- the headteacher and staff manage resources skilfully and monitor the school's expenditure regularly and appropriately.

## **Recommendations**

- R1 Improve pupils' ability to apply their numeracy skills across the curriculum
- R2 Improve the handwriting and presentation skills of the majority of pupils in key stage 2
- R3 Provide opportunities for pupils in key stage 2 to develop better skills in reading and writing in Welsh
- R4 Ensure that feedback on written work shows pupils clearly how to improve it
- R5 Increase the opportunities for teachers to develop professional learning communities in the wider community

### **What happens next?**

The school will draw up an action plan that shows how it is going to address the recommendations.

## Main findings

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

Good

#### Standards: Good

Nearly half of the pupils enter the nursery with levels of skills below those expected for their age. Most pupils, including those with additional learning needs, make good progress as they move through the school.

Throughout the school, most pupils develop good speaking and listening skills. In the Foundation Phase, most pupils listen to and answer questions sensibly and speak clearly when talking to adults. By the end of key stage 2 most pupils listen carefully to adults and to each other before giving thoughtful answers. They speak with confidence about a wide range of subjects that interest them.

In the Foundation Phase, pupils' early reading skills are developing well. They understand that letters link to sounds have meaning and blend them together to decode words effectively. They show a keen interest in books. By the end of the phase, many more able pupils read accurately with a sound understanding. Most pupils in key stage 2 read with good expression and fluency from a wide range of books. They can make deductions from the text and predict possible storylines well. Many pupils speak confidently about genres of books that they like and dislike, giving mature reasons to support their choices.

Many pupils in the Foundation Phase produce short pieces of writing using their knowledge of phonics to help them spell common words accurately. They use capital letters and full stops correctly when punctuating their work. Many pupils write well at length and use a varied vocabulary to sustain the reader's interest, for example, when writing Celtic tales. By the end of key stage 2, many pupils achieve good standards in their writing. They produce extended pieces of writing with a clear structure across a range of subjects. Many use a well-developed vocabulary and accurate punctuation, for example, when creating a poem in the style of Shakespeare. However, the presentation and handwriting of the majority of pupils in key stage 2 is satisfactory.

Many pupils develop their numeracy skills well as they move through the Foundation Phase, for example when generating bar charts in their topic work and using money in role play situations. Most understand place value of units and tens appropriately. More able pupils use Venn diagrams effectively in different contexts and interpret the information correctly. By the end of key stage 2, many pupils use their numeracy skills well, for example when adding and subtracting two-digit and three-digit numbers. Most pupils understand place value and develop a range of mental techniques to solve problems effectively. They can use data skills effectively when collecting and presenting data, for example in tables, bar charts and line graphs. However, many pupils across the key stage do not apply their numeracy skills sufficiently in other subjects across the curriculum.

Throughout the school, nearly all pupils have a positive attitude to learning Welsh. Most pupils in the Foundation Phase and Key Stage 2 make good progress in using their speaking and listening skills.

Most pupils in the Foundation Phase understand and respond to instructions given in Welsh and use the Welsh language naturally during the day. They answer a range of questions about the weather, different colours and their likes and dislikes. The majority of pupils are developing independent writing skills well. A few of the younger pupils choose to write sentences linked to the topic in Welsh.

In key stage 2, many pupils use a more complex vocabulary and extend their sentences using connectives when sharing preferences about food and describing people. However, most pupils' independent reading and writing skills in key stage 2 are less well developed.

In the Foundation Phase, pupils' performance in 2013 at the expected outcome 5 is higher than in 2012 in mathematical development, whereas pupils' performance in literacy declined. Over the last two years, the school moved from the bottom 25% to the lower 50% in mathematical development compared with similar schools. Performance in literacy moved the school from the higher 50% to the lower 50% over the same period.

In 2013, at the higher than expected outcome 6, pupils' performance in literacy moved from the bottom 25% to the lower 50% when compared with similar schools. Performance in mathematical development moved from the lower 50% to the upper 50%.

In key stage 2, pupils' performance at the expected level (level 4) has improved in English and mathematics. Results have fluctuated and have placed the school between the bottom 25% and the top 25% when compared with similar schools over the last four years. The school was placed in the lower 50% for English and the bottom 25% in mathematics in 2013. In science, pupils' performance has tended to be in the lower 50% when compared with similar schools. It was placed in the bottom 25% for science in 2013.

Over the last four years, pupils' performance at the higher than expected level (level 5) has placed the school between the bottom 25% and the top 25% in the core subjects, when compared to similar schools. Pupils' performance in 2013 placed the school in the top 25% for English, the higher 50% for mathematics and the lower 50% for science.

### **Wellbeing: Good**

Nearly all pupils understand the importance of taking regular physical exercise and take part in physical activity and in extra-curricular clubs. They have a positive attitude towards eating and drinking healthily.

Pupils feel safe in school. They enjoy lessons, are well motivated and demonstrate good attitudes to learning. They work productively on their own and with others to

complete tasks to the best of their ability. Behaviour is good throughout the school. Nearly all pupils are polite, courteous and respectful.

The school has devised effective strategies to increase pupil attendance and these have had a positive impact on attendance levels. The school's attendance rates have placed it in the top 25% when compared with similar schools over the last two years. Almost all pupils arrive punctually in the mornings.

Pupils play an active part in school life through the activities of the enthusiastic school council and eco committee. Members represent other pupils well and staff and governors take their views seriously. Pupils benefit from participating in cultural and environmental activities in their local area, such as a family cooking course where the vegetables are sourced from the community allotment.

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

The school provides a broad and balanced curriculum that meets statutory requirements. Teachers plan a good range of interesting and exciting opportunities for learning in the Foundation Phase and in key stage 2. Cross-curricular themes provide a good range of activities that enable pupils to apply literacy and information, communication technology (ICT) skills in all areas of the curriculum. Opportunities for pupils to develop and apply their numeracy skills across the curriculum are less successful.

A good range of visits, including three residential courses offered to key stage 2 pupils enrich pupils' experiences of the wider locality. Many pupils benefit from a good range of extra-curricular activities that develop specific skills in sports, gardening and cooking.

The provision to develop pupils' Welsh language skills engages pupils' interest well, for example, the Criw Cymraeg reinforces incidental Welsh successfully during playtimes. There are suitable opportunities for pupils to learn about their locality and the history and culture of Wales through the curriculum, visits to places of interest and the contribution of visitors.

The school promotes pupils' awareness of sustainable development well. The eco committee further promotes pupils' understanding of current issues well, for example their understanding of saving energy. Pupils' understanding of different cultures and lifestyle is developing appropriately.

### **Teaching: Good**

Teachers have good subject knowledge and deliver imaginative learning activities to help pupils to learn effectively. Most teachers prepare and structure lessons well using a suitable range of strategies. They share learning objectives with pupils and use relevant questioning techniques. Most conduct lessons at a good pace and monitor pupils' progress effectively. In the very few lessons where teaching is less effective, planned activities do not challenge the more able pupils sufficiently.

The school groups pupils successfully for literacy and numeracy lessons.

Support staff contribute significantly to pupils' learning in these groups.

Nearly all teachers mark pupils' work regularly and comment positively on pupils' achievements. However, they do not always focus well enough on giving pupils useful information on how to improve.

The school undertakes an appropriate range of relevant assessments to track pupils' performance. It has developed its own effective system to monitor and record pupils' progress and to set appropriate targets. Leaders use this information well to plan a successful provision for pupils in need of additional support. Teachers are developing assessment for learning strategies appropriately and are beginning to involve pupils in evaluating their own progress.

Annual reports to parents are appropriate. They give useful details of pupils' achievements and set out the next steps in their learning clearly.

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

The school has implemented successfully a wide range of intervention programmes to develop pupils' personal and social issues. The school co-operates well with many external services who contribute effectively to the health and wellbeing of many pupils. The school has effective whole-school strategies to foster good behaviour and to monitor attendance. Pupils receive rewards for achieving success in these aspects, which motivates them to improve.

Collective worship is regularly organised on a class, phase and whole-school basis. Overall, the school promotes pupils' spiritual, moral, social and cultural development effectively. Teachers place emphasis on good values and respect for others effectively through the school.

The school makes appropriate arrangements for promoting healthy eating and drinking.

The school supports pupils with additional learning needs well. Staff identify pupils' needs at an early stage and organise effective support promptly. The co-ordinator liaises effectively with staff, pupils, parents and a wide range of other key agencies. Staff work efficiently to provide appropriate and effective support for the pupils. All pupils with additional learning needs have individual education plans of good quality and teachers monitor and update these regularly. These plans include pupils' and parents' views when discussing and identifying targets. Learning support assistants implement intervention programmes well and this has a valuable impact on pupils' attainment.

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

## **Learning environment: Good**

The school is a welcoming and inclusive community. There is a caring and supportive ethos where staff value and treat all pupils equally. Pupils have a good understanding of the diverse world in which we live.

The buildings and site provide a stimulating and varied learning environment for pupils. There is a well-resourced secure outdoor area for Foundation phase. Despite not having a school field, all classes grow vegetables and flowers. The school is well equipped with appropriate facilities and resources. The school has a well-resourced library which becomes a lending library for the pupils during lunchtimes.

The school building provides a clean and pleasant learning environment. Displays throughout the school celebrate pupils' achievements well and provide a good focus for learning. Staff use the locality well to extend pupils' experiences, such as building a retreat in a local forest.

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

The headteacher leads the school effectively and has a clear vision for raising standards. As a result, she provides a sound strategic direction for the school's life and work. She has succeeded in sharing the vision well with staff, Governors and parents.

The senior leadership team and other teaching staff have a clear understanding of their roles and responsibilities. Leaders communicate high expectations to staff through regular staff and leadership team meetings. They focus effectively on school improvement issues and staff take forward agreed actions well. Staff monitor the performance of pupils regularly and use information from the tracking of pupil progress strategically enough to raise standards effectively. There are well established procedures to manage the performance of staff.

The school responds well to local and national priorities. There is a strong focus on improving pupils' literacy and numeracy skills and the school's action in improving attendance has been successful.

The governing body is supportive of the school. Governors receive a good range of relevant information from the headteacher and are beginning to use this to develop a better understanding of the school's strengths and priorities for improvement. They are effective in their financial oversight of the school.

## **Improving quality: Good**

Systems for self-evaluation are well-established and lead to an accurate picture of the school's current performance. The senior management team has a good knowledge and understanding of the school's strengths and the main areas for improvement. Staff contribute well to the established monitoring and evaluation

procedures. The self-evaluation process also draws appropriately on the views of parents, governors and pupils.

The monitoring programme uses a wide range of evidence, including a detailed analysis of pupil performance in literacy and numeracy, evaluation of pupils' work, lesson observations and seeking the views of the local authority. Monitoring reports are clear and contribute well to accurate self-evaluation.

There are effective links between the self-evaluation report and the priorities in the school improvement plan. The plan is thorough and identifies individual responsibilities, training needs, costs, success criteria and timescales. Targets within the plan are challenging, but manageable, and centre on pupil performance. The plan is a working document and ensures effective attention to key aspects, such as the recent improvement in pupils' writing skills across the curriculum.

### **Partnership working: Good**

The school has a number of purposeful partnerships which impact successfully on pupils' wellbeing and standards of work. The headteacher and staff work successfully with the active parent-teacher association, which supports the school well, for example, through improving the outdoor facilities for all pupils. A cluster initiative aimed at parents, provides purposeful support on specific well-being initiatives. This has impacted successfully on improving pupils' attendance.

The school has an effective partnership with the local secondary school and the cluster of primary schools. The cluster has a clear, detailed transition plan which includes good curriculum links and joint visits. The school works well with outside agencies, such as the police, health services and road safety officers, to support pupils' learning.

The school works well with other primary schools for the standardisation and moderation of pupils' work. The school also participates in regular cluster meetings to share good practice. All staff use portfolios of pupils' work to ensure that they assess and moderate pupils' work accurately in the areas of learning and the core subjects.

There are successful links with the community and pupils benefit from a variety of visitors to school, for example by, working with a regeneration development trust to improve the quality of the local environment. This results in increased opportunities for pupils to improve their wellbeing and to develop life-long skills.

### **Resource management: Good**

The headteacher and staff manage resources skilfully and monitor the school's expenditure regularly and appropriately. The governing body oversees the expenditure and ensures that the school's expenditure decisions link well with priorities for improvement.

There are sufficient qualified and experienced staff to deliver the curriculum. The school deploys learning support assistants efficiently and they contribute very

positively to pupils' learning and wellbeing. A comprehensive training programme ensures that all staff have suitable opportunities to develop their practice in teaching and learning. Appropriate performance management processes are in place for teachers and learning support assistants and staff objectives link clearly to school priorities.

Currently, the school is involved in one professional learning community to improve the quality of teaching, which involves a very few pupils in year 6. However, networks of professional practice not contribute well enough to school improvement.

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

## Appendix 1

### Commentary on performance data

In the Foundation Phase, performance in 2013 at the expected outcome 5 remained marginally below the family average in two areas of learning assessed. Pupil performance in personal and social development remained above the family average. In comparison with similar schools, this placed the school in 2013 in the higher 50% for personal and social development and the lower 50% for language, literacy and communication skills and mathematical development.

In 2013, at the higher outcome 6, attainment in 2013 was lower than 2012 in two areas of learning and performed below the family average. In comparison with similar schools, this placed the school in the higher 50% for mathematical development but in the lower 50% for language, literacy and communication skills and personal and social development.

In key stage 2, in 2013, pupils' performance at the expected level 4 (level 4) was similar to the family average in English, mathematics and science. In two of the core subjects, pupils' performance has placed the school between the bottom 25% and top 25% when compared with similar schools over the last four years. In English, pupils' performance has placed the school in the lower 50% and mathematics and science in the bottom 25% when compared with similar schools.

At the higher than expected (level 5), pupils' performance in 2013 was below the family average in all three core subjects. There is a clear improvement evident over the last four years. When compared with similar schools, pupils' performance in 2013 placed the school in the top 25% in English, higher 50% in mathematics and lower 50% in science. In English, pupils' performance has placed the school between the bottom 25% and the top 25%, mathematics between the bottom 25% and higher 50% when compared with similar schools over the last four years. Science has moved from the bottom 25% to the lower 50%.

A large number of pupils enter the school with a low level of skills, but most make the expected progress and a few exceed their targets. Those in receipt of free school meals achieve less well than their peers.

Overall, girls' performance has been better than that of boys in comparison to national benchmarks at the end of the Foundation Phase and key stage 2. There is a clear trend of boys underperforming, in Literacy at the higher levels.

## 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.	77	74 96%	3 4%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	76	71 93%	5 7%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	77	73 95%	4 5%	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	77	70 91%	7 9%	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
		97%	3%	
There are lots of chances at school for me to get regular exercise.	76	74 97%	2 3%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	75	70 93%	5 7%	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.	77	76 99%	1 1%	Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddysgu a gwneud cynnydd.
		99%	1%	
I know what to do and who to ask if I find my work hard.	77	75 97%	2 3%	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.	77	68 88%	9 12%	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.	76	74 97%	2 3%	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.	74	61 82%	13 18%	Mae plant eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
		77%	23%	
Nearly all children behave well at playtime and lunch time	76	65 86%	11 14%	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.	56	33 59%	19 34%	4 7%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	56	35 62%	20 36%	1 2%	0 0%	0	Mae fy mhentyn yn hoffi'r ysgol hon.
		72%	26%	1%	0%		
My child was helped to settle in well when he or she started at the school.	56	41 73%	15 27%	0 0%	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.	56	37 66%	19 34%	0 0%	0 0%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	56	23 41%	31 55%	1 2%	0 0%	1	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	46%	4%	1%		
Teaching is good.	56	32 57%	23 41%	1 2%	0 0%	0	Mae'r addysgu yn dda.
		60%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	56	39 70%	17 30%	0 0%	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.	56	27 48%	20 36%	7 12%	1 2%	1	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.	56	30 54%	25 45%	1 2%	0 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.	56	33 59%	23 41%	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.	56	40 71%	16 29%	0 0%	0 0%	0	Mae fy mhentyn yn ddiogel yn yr ysgol.
		66%	31%	1%	0%		
My child receives appropriate additional support in relation to any particular individual needs.	51	29 57%	20 39%	1 2%	0 0%	1	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		50%	34%	4%	1%		

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
I am kept well informed about my child's progress.	56	30 54%	23 41%	3 5%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		49%	41%	8%	2%		
I feel comfortable about approaching the school with questions, suggestions or a problem.	56	34 61%	21 38%	1 2%	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.	56	30 54%	22 39%	1 2%	3 5%	0	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.	56	32 57%	23 41%	1 2%	0 0%	0	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		56%	39%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	52	22 42%	22 42%	2 4%	0 0%	6	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.	56	32 57%	23 41%	0 0%	1 2%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	38%	5%	1%		
The school is well run.	55	33 60%	18 33%	4 7%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		60%	33%	3%	2%		

## Appendix 3

### The inspection team

Eleri Hurley	Reporting Inspector
Geoff Cresswell	Team Inspector
Rhiannon Boardman	Lay Inspector
Neil Gledhill	Peer Inspector
Terry Emanuel	Nominee

## Copies of the report

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

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

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

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

Primary phase:

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

Secondary phase:

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

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

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

## **Glossary of terms – Primary**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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