



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

**Cefn Fforest Primary School
Cefn Fforest Avenue
Cefn Fforest
Blackwood
NP12 3JX**

Date of inspection: February 2014

by

**Estyn, Her Majesty's Inspectorate for Education
and Training in Wales**

During each inspection, inspectors aim to answer three key questions:

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

Inspectors also provide an overall judgement on the school's current performance and on its prospects for improvement.

In these evaluations, inspectors use a four-point scale:

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

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

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

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Context

Cefn Fforest Primary School serves the village of Cefn Fforest, although approximately a third of the pupils come from the Blackwood area of Caerphilly. The school is in a Community First area. The buildings are split onto two sites with Foundation Phase classes in the newer building and key stage 2 located in the old Victorian building on the opposite side of the road.

There are 300 pupils on roll, including 32 of nursery age. Pupils enter the nursery the day after their third birthday. Nearly all pupils are of white ethnic background. No pupils speak Welsh as a first language.

There are currently 12 full time teachers and one part time teacher at the school. About 33% of pupils are entitled to free school meals, which is higher than the average for the local authority and Wales.

Approximately 30% of pupils have additional learning needs and a very few have a statement of special educational needs; this is higher than the local authority average. In key stage 2, there are two local authority funded resource base classes. One social inclusion class takes pupils in year 3 and 4 from other schools in the local authority and pupils are dual registered. The other class caters for pupils with complex needs from all over the local authority. All pupils are on the school's admission role and all have a statement of special educational needs and are included in the school's end of key stage 2 assessment results.

The headteacher was appointed in September 2009 and the school was last inspected in June 2008.

The individual school budget per pupil for Cefn Fforest Primary School in 2013-2014 is £3,373. The maximum per pupil in primary schools in Caerphilly is £5,118 and the minimum is £2,645. Cefn Fforest Primary School is in 23rd place of the 75 primary schools in Caerphilly in terms of the school budget per pupil.

Summary

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

Current performance

The current performance of the school is good because:

- nearly all pupils make good progress, often from a low starting points;
- pupils' attainment in Welsh is good;
- learning experiences are good and stimulate the interest of nearly all pupils;
- staff work well together as a team;
- nearly all teaching is of good quality; and
- the school is a happy and inclusive community.

Prospects for improvement

The school's prospects for improvement are good because:

- the headteacher and senior management team provide a very purposeful lead and have high expectations of all;
- staff share a strong commitment for further improvement;
- the governing body are very effective in holding the school to account;
- the school has a good track record of improving pupil outcomes; and
- it has effective systems for self-evaluation and school improvement planning.

Recommendations

- R1 Raise the performance of more able boys and the attainment of pupils entitled to free school meals
- R2 Improve pupils' use of numeracy skills across the curriculum
- R3 Address issues of presentation and handwriting with pupils in key stage 2
- R4 Improve attendance
- R5 Provide opportunities for pupils to take responsibility for their own learning

What happens next?

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

Main findings

Key Question 1: How good are outcomes?	Good
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Standards: Good

Many pupils enter the nursery with levels of skills below those expected for their age. Nearly all 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. Many speak clearly when talking to the teacher and teaching assistants. 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, using extended sentences and a developing range of vocabulary.

In the Foundation Phase, pupils' early reading skills are developing appropriately. They understand that sounds have meaning and show a keen interest in books. By the end of the phase, many more able pupils read with a good degree of accuracy and understanding. By the end of key stage 2, many pupils read with good expression and fluency from a wide range of books. They talk enthusiastically about characters and events. They use their reading skills effectively to research for information in books and by using information and communication technology (ICT).

By the end of Year 2, many pupils form their sentences correctly and show greater understanding and confidence of writing in different styles and for different purposes. By the end of key stage 2, most pupils write purposefully in a variety of contexts across the curriculum. Many develop good spelling skills and use punctuation accurately. The quality of written work produced by pupils who are more able is often of a very good standard with the content of extended pieces of writing engaging the reader effectively. However, the overall standard of boys' writing is often lower than that of girls. The quality of handwriting and the presentation of pupils' work in books across the curriculum do not match the standards seen on classroom displays.

Most pupils develop their numeracy skills successfully in mathematics lessons. Many Year 2 pupils count confidently to a 100 and add and subtract correctly using tens and units. They use different combinations of money to pay for items up to 20 pence. Most understand and use simple measurements and have a good knowledge of shape. They interpret information on a block graph accurately. The majority use these skills well to solve appropriate mathematical problems in a wide variety of contexts.

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

All pupils who attend the two resource base classes make appropriate progress in their literacy and numeracy skills.

Pupils' listening skills are developing well in Welsh. Nearly all respond positively to instructions and display a good understanding of incidental Welsh used by staff. As they progress through the school, most pupils develop a good understanding of what they have read and are able to answer basic questions on the text. Pupils' writing skills in Welsh are progressing well.

In the Foundation Phase in 2013, performance at the expected outcome (outcome 5) in language literacy and communication places the school in the top 25% when compared to similar schools and in the top 50% in mathematical development. The performance of pupils who achieve the higher outcome (outcome 6) in language literacy and communication and mathematical development places the school in the top 25% of similar schools. All outcomes are higher than those achieved in 2012.

In key stage 2, performance in English, mathematics and science at the expected level (level 4) has placed the school in the lower 50% or bottom 25% of similar schools from 2010 to 2012. However, in 2013 performance in all three subjects improved, moving the school to the higher 50%. At the higher than expected level (level 5), performance in English shows a steady improvement over the last four years, moving the school to the higher 50% of similar schools in 2013. Performance in mathematics and science over the same period has generally placed the school in the higher 50% of similar schools.

Wellbeing: Adequate

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

Most pupils display good levels of confidence from a very early age. They enjoy taking on responsibilities; a good example of this is the work of the playground leaders in supporting the younger children. Most pupils work well on their own and in groups on a variety of activities. Their ability to improve their own learning is developing well. By the end of key stage 2, many pupils particularly the more able have a very good understanding of how well they are doing and what they need to do to improve their work.

Most pupils have a good understanding of how to keep fit and healthy. They demonstrate healthy lifestyle choices, for example by participating in regular physical activity and choosing to eat fruit during break times. Nearly all feel safe in school and are confident that the school deals well with any bullying.

An enthusiastic school council has a significant impact on the quality of life of the school community, for example in improving the outdoor play area.

Attendance has improved slightly over the past four years. However, the school has remained in the bottom 25% for three of the last four years when compared with similar schools. During 2012 to 2013, attendance improved, moving the school to the lower 50%.

Key Question 2: How good is provision?

Good

Learning experiences: Good

The school provides stimulating opportunities for learning that meet the needs of most pupils. Teachers plan interesting topics that capture the imagination of nearly all pupils. School visits at the start of topics inspire pupils and generate a powerful sense of purpose that motivates boys and girls equally. Extra-curricular activities, such as the Rock Choir and Urdd dance, add to the pupils' enjoyment of school life.

Teachers plan thinking skills very well, setting imaginative problems that engage and challenge pupils. Teachers also plan well for the development of literacy skills, but rarely plan opportunities for pupils to apply numeracy skills across the curriculum. Teachers' planning also restricts the freedom pupils have to choose when and how to apply their very well developed skills in ICT.

Provision in the resource base classes is good and the pupils integrate successfully into mainstream classes for activities such as physical education.

There are consistently good opportunities for pupils to develop their Welsh language skills. Most teachers encourage pupils to use Welsh throughout the day. This contributes well to the frequent use of incidental Welsh by pupils. However, there are few activities for pupils to learn successfully about Welsh culture and heritage.

Sustainability is a live issue in school and pupils are actively involved in recycling batteries, paper and clothing. The support of a child's education in India gives the pupils a good understanding of global citizenship. A vibrant display shows the impact the pupils have had on a child's life on the other side of the world.

Teaching: Good

Teachers in almost every class use a wide range of teaching strategies in a skilful way and present lessons in a lively and enthusiastic manner. Overall, teachers plan activities well with clear learning objectives. However, there are missed opportunities for pupils to take responsibility for their own learning and therefore tasks tend to be similar in nature. Teachers use skilful questioning to encourage pupils to think sensibly about their work and to suggest their own ideas and opinions.

All teachers and teaching assistants act as good role models for pupils and working relationships between adults and pupils are very good. They manage behaviour very well. All teachers provide pupils with clear and frequent oral feedback, which helps them to understand what to do and how to improve their work. Teachers mark pupils' work regularly with an appropriate balance between complementary and constructive comments.

Teachers track the progress of every pupil carefully. This ensures that all pupils have realistic targets. Staff monitor and update these regularly so that learning experiences can be tailored to suit the needs of individual pupils.

Reports to parents are detailed and informative. They clearly identify targets for improvement and provide appropriate opportunities for both pupils and parents to comment on the reports. They fully meet statutory requirements.

Care, support and guidance: Good

The provision for promoting pupils' health and wellbeing is good. Arrangements to promote healthy eating and drinking are effective. A fruit tuck shop encourages pupils to eat healthy snacks and water is available throughout the day. The curriculum is full of opportunities for pupils to make and appreciate healthy food. Young leaders promote active playtimes well.

The school knows its pupils well and acts swiftly to meet specific needs that arise. Good partnerships exist with outside agencies that provide effective support to individual pupils. Teaching assistants are competent and skilled and have a significant positive impact on the progress made by pupils throughout the school.

Agreed class rules promote good behaviour and set clear moral boundaries. Pupils enjoy well-established and effective reward systems such as the raffle ticket system that results in a weekly class prize. The school provides worthwhile opportunities for pupils to collaborate and develop social skills. Arrangements for dealing with bullying are clear, well-established and understood by the pupils. The worry box is an effective strategy for gauging pupils' concerns.

The school is a strong community. Pupils have numerous opportunities to take responsibility for the wellbeing of the community as a whole, such as acting as digital leaders.

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

Learning environment: Good

The school is a happy community, which treats pupils equally and with respect. There is a clear emphasis on recognising, respecting and celebrating diversity and creating an ethos that fosters care and tolerance. Pupils attending the special resource classes are successfully involved in school life. All pupils have equal access to the curriculum and to extra-curricular activities.

There are many creative and purposeful displays throughout the building, which include very good examples of artwork. These contribute significantly towards creating a stimulating and tasteful environment. The school celebrates pupils' progress and achievement well, both in class and during whole school assemblies.

There is an extensive supply of good quality resources to support teaching and learning in all areas. Recent investments in ICT and the school library have equipped the school with good quality resources, which enhance learning.

The buildings on both sites are of good quality and accessible to everyone. The school uses every indoor space effectively for pupils' benefit. The toilets and changing facilities are in good order and are appropriate to meet the needs of all pupils. The school makes good use of its outside areas with all pupils having access to useful outdoor learning spaces such as the school allotment.

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

Leadership: Good

The headteacher has a clear vision for the school, communicates high expectations to all staff and provides strong and effective leadership. The school's strategic planning puts a sharp focus on moving the school forward and there are comprehensive structures, policies and plans in place, which focus well on meeting the wide range of pupils' needs.

There is a clear management structure within the school with roles and responsibilities well defined and understood by all staff. All staff work effectively as a team. The senior management team support the headteacher well. They understand and perform their roles effectively and are very involved in contributing to the strategic direction of the school. At regular staff meetings, there is clear focus on analysing data to track individual pupils' progress and to provide appropriate intervention, when necessary.

The governing body supports and challenges the school effectively. Governors are aware of the school's current strengths and areas that require improvement. They have a very good knowledge of the priorities within the school development plan and monitor the implementation of strategies well.

The school has responded well to local and national priorities. The arrangements for assessment of and for learning are a strength of the school.

Improving quality: Good

The school has established effective procedures for self-evaluation. The headteacher, senior management team and governors have an accurate picture and understanding of the school's strengths and areas for development. Every teacher and teaching assistant is fully involved in the process and the views of staff, governors, pupils and parents are carefully considered.

The school uses a good range of first hand evidence such as the scrutiny of pupils' work, lesson observations, monitoring reports, analysis of data and questionnaires. There is a clear reference in the self-evaluation report for the need to improve the attainment of certain groups of pupils, particularly in relation to attainment at the higher levels in the Foundation Phase and key stage 2. Actions to achieve this are clearly noted in the school development plan.

There are clear links between the self-evaluation process and priorities in the school development plan. The plan is an effective tool for moving the school forward and securing further improvements. It identifies appropriate actions, success criteria, time scales and cost implications along with the person responsible. Monitoring arrangements are detailed to measure the effects of improvement, particularly in improving the attainment of boys and pupils on free school meals.

Partnership working: Good

There is a wide range of useful partnerships with parents, the community and other schools. Parents are supportive and well informed about the school's work and activities through regular newsletters and the school's website.

The school has good links with a number of community groups and works effectively with them to enhance the learning experiences of pupils, notably the echo park warden who provides good opportunities for pupils to care and appreciate their wider environment.

The Little Angels Playgroup and wrap around arrangements for rising threes are located at the school. This provision supports well the early development of local children, particularly in relation to their emotional and social needs.

The school works productively with other schools in the area, and they have looked jointly at Welsh as a second language, physical education and the moderation of work in the core subjects. There are clear comprehensive portfolios with examples of pupils' levelled work in these areas, which teachers find useful in assessing pupils' progress.

The school has worked successfully with its local secondary school to develop effective transition arrangements. As a result, pupils are prepared well and have a clear understanding of what to expect when they change schools.

There is a range of useful strategic partnerships with several specialist services. The school works particularly hard with the education welfare officer to improve attendance.

The resource base classes also maintain good links with a wide range of specialist support services.

Resource management: Good

The school has an appropriate level of staff and uses their expertise to enrich teaching and learning and to deliver the curriculum appropriately. This expertise for example is used very effectively to raise standards in subjects such as ICT and Welsh as a second language. Teaching assistants' involvement in the delivery of intervention programmes and in supporting pupils with social and emotional needs is effective and successful.

The school has set up an effective professional learning network within the school that is working well to develop the skills of all teachers in monitoring teaching and learning.

Planning, preparation and assessment arrangements are suitable and staff make good use of their time. Appropriate arrangements are in place for managing the performance of all staff, which determine personal targets and targets associated with priorities in the school development plan.

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

The school provides good value for money in terms of pupils' outcomes, quality of provision and use of funds.

Appendix 1

Commentary on performance data

In 2013, the percentage of Foundation Phase pupils who achieved the expected outcome (outcome 5) in language literacy and communication and mathematical development was above the family of similar schools average, but below in personal and social development. The school's performance at the higher outcome (outcome 6) was above the average for other schools in the same family in all areas.

In comparison with similar schools, performance in 2013 at the expected outcome placed it in the top 50% in language, literacy and communications skills and mathematical development and in the lower 50% in personal and social development. The percentage of pupils who achieved the higher outcome (outcome 6) placed it in the top 25% in all areas. There has been an improvement at the expected and higher outcome from the previous year.

In 2013, the percentage of key stage 2 pupils who achieved the expected level 4 in English, mathematics and science was above the average for the family of schools. In comparison with similar schools, performance at the expected level placed it in the top 50% of schools in all subjects. Generally, the school's performance for the past four years has shown a steady improvement, moving the school from the lower 50% of schools to the top 50% in 2013.

In 2013, the percentage of pupils who achieved the higher level 5 in English and mathematics was slightly above the average for the family of schools but slightly below in science. In comparison with similar schools, performance at the expected and higher outcome placed it in the top 50% of schools in all subjects. However, over the past four years, the school's performance in English and mathematics has fluctuated, moving it between the lower 50% and the top 50%. Except in 2011, the school has remained consistently in the higher 50% of similar schools for science during this period.

In the Foundation Phase, the performance of girls and boys at the expected outcome are generally in line. However, at the higher outcome (outcome 6) girl's performance is generally better in all areas. In key stage 2, the performance of boys and girls at the expected level is generally in line but, at the higher level, except in science, girls do much better.

Over the past two years, pupils in the Foundation Phase and in key stage 2 entitled to free school meals perform less well than their peers. In key stage 2, the gap is significantly greater at the higher level in all subjects.

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.	98		88 90%	10 10%	Rwy'n teimlo'n ddiogel yn fy ysgol.
			98%	2%	
The school deals well with any bullying.	98		78 80%	20 20%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			92%	8%	
I know who to talk to if I am worried or upset.	98		91 93%	7 7%	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	98		82 84%	16 16%	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.	98		87 89%	11 11%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			96%	4%	
I am doing well at school	98		90 92%	8 8%	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.	98		94 96%	4 4%	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.	98		95 97%	3 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.	98		87 89%	11 11%	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.	98		85 87%	13 13%	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.	98		56 57%	42 43%	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	98		55 56%	43 44%	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.	16	6 38%	9 56%	1 6%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	16	11 69%	5 31%	0 0%	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.	16	9 56%	7 44%	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.	15	9 60%	5 33%	1 7%	0 0%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	16	3 19%	9 56%	3 19%	0 0%	1	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	46%	4%	1%		
Teaching is good.	16	8 50%	7 44%	1 6%	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.	15	8 53%	7 47%	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.	16	3 19%	11 69%	2 12%	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.	16	6 38%	10 62%	0 0%	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.	16	2 12%	12 75%	1 6%	0 0%	1	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		59%	36%	2%	0%		
My child is safe at school.	16	5 31%	10 62%	1 6%	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.	15	3 20%	12 80%	0 0%	0 0%	0	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		50%	34%	4%	1%		
I am kept well informed about my child's progress.	16	6 38%	9 56%	1 6%	0 0%	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.	16	7 44%	8 50%	1 6%	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.	16	4 25%	12 75%	0 0%	0 0%	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.	16	7 44%	9 56%	0 0%	0 0%	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.	15	6 40%	6 40%	2 13%	0 0%	1	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.	15	8 53%	5 33%	1 7%	0 0%	1	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	38%	5%	1%		
The school is well run.	15	6 40%	8 53%	1 7%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		60%	33%	3%	2%		

Appendix 3

The inspection team

Mervyn Jones	Reporting Inspector
Geoff Cresswell	Team Inspector
Lynne Bowen-Jones	Team Inspector
Deirdre Emberson	Lay Inspector
Elizabeth Neave	Peer Inspector
Julie Farmer	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.