



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

**Coed -y- Garn Primary School
Parrot Row
Blaina
Blaenau Gwent
NP13 3AH
United Kingdom**

Date of inspection: March 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.

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Context

Coed-y-Garn Primary School is in the town of Blaina in Blaenau Gwent local authority. There are 281 pupils between three and 11 years of age on the school register, including 40 part-time nursery pupils.

Most pupils live nearby. The school's catchment is a designated Communities First Area and the school has access to Families First and Flying Start provision. Around 40% of pupils receive free school meals. This is higher than local and national averages. The school has a special needs resource base for 12 pupils between seven and 11 years old with complex needs. These pupils come from within the local authority.

The school has identified approximately 27% of its pupils as having additional learning needs, including 10 pupils who have statements of special educational needs. A very few pupils are looked after by the local authority.

English is the day-to-day language of the school and pupils learn Welsh as a second language. Nearly all pupils come from homes where English is the main language. A very few pupils come from ethnic minority backgrounds. A very few have English as an additional language, but no pupils receive support to learn English.

The headteacher has been in post since September 2013. The school's last inspection was in January 2008.

The individual school budget per pupil for Coed-y-Garn Primary School in 2013-2014 means that the budget is £4,579 per pupil. The maximum per pupil in the primary schools in Blaenau Gwent is £6,278 and the minimum is £3,497. Coed-y-Garn Primary School is 11th out of the 25 primary schools in Blaenau Gwent in terms of its school budget per pupil.

Summary

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

Current performance

The school's current performance is adequate because:

- many pupils make sound progress and achieve appropriate standards;
- many recall information and skills from previous lessons and use them confidently in new situations;
- nearly all pupils enjoy coming to school;
- most pupils have positive attitudes to learning and are proud of their achievements;
- the school offers its pupils plenty of interesting learning opportunities through the curriculum, extra-curricular activities and educational visits; and
- provision in the special needs resource base is effective and meets the needs of its pupils well.

However:

- the overall quality of pupils' writing is not good enough;
- too many boys do not achieve as well as girls, particularly in reading and writing; and
- a few teachers have not responded quickly enough to guidance on how to improve their teaching and assessment practices.

Prospects for improvement

The school's prospects for improvements are good because:

- the headteacher provides strong leadership and has a clear strategic vision for the school;
- the headteacher has secured the commitment of most staff to improving standards and the quality of teaching in a relatively short time;
- leaders at all levels have high expectations of themselves, other staff and pupils;
- the school's self-evaluation report is thorough and based firmly on detailed data analysis and a good range of relevant first-hand evidence;
- the school development plan is detailed and provides a realistic, yet challenging, way forward; and
- recent improvements have already had a positive impact on a few key areas, including behaviour, attendance and provision for mathematics.

Recommendations

- R1 Improve the standard of boys' reading and writing
- R2 Increase provision for, and raise standards in, information and communication technology (ICT)
- R3 Involve pupils in setting their own targets and success criteria, and provide consistently good feedback to pupils that enables them to improve their own work
- R4 Improve the role of governors in monitoring the budget and contributing to self-evaluation and planning for improvement

What happens next?

The school will draw up an action plan which 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?

Adequate

Standards: Adequate

Many pupils make sound progress over time and achieve generally appropriate standards in relation to their ability. The majority recall information and skills well from previous lessons and the majority use these competently when faced with new challenges. Pupils in the learning resource base achieve well in relation to their personal targets. Those with additional learning needs in mainstream classes make generally suitable progress. Many pupils who receive specific support in literacy and mathematics often make considerable gains over time. Overall, girls as a group perform significantly better than boys, particularly in reading and writing.

Standards in speaking and listening vary too much between classes. In the majority of classes, in which teacher expectations are high and there is a strong focus on broadening pupils' vocabulary and sentence patterns, most pupils respond well. They listen attentively and speak confidently, contributing enthusiastically to discussions. This is particularly evident in a few Foundation Phase classes, where young pupils ask questions eagerly during a hot-seating activity and answer clearly, remembering detailed information about a working child in Welsh history. However, a minority of pupils throughout the school struggle to adapt their spoken language well enough to different situations.

Many pupils read well enough to carry out work across the curriculum successfully. Average and above average pupils in Year 2 use their phonic knowledge to decode words accurately and are beginning to use appropriate expression in their reading. In key stage 2, the majority read competently and more able pupils skim and scan texts well, enabling them to carry out research. Pupils' writing skills vary too much. Although the majority of key stage 2 pupils write appropriately for a range of purposes in English lessons and across the curriculum, too few pupils write extensively, using a wide vocabulary and complex sentence patterns. Pupils' spelling and punctuation are not accurate enough and the quality of handwriting and presentation is often poor.

Most pupils' progress in numeracy is appropriate for their age and ability. By the end of the Foundation Phase, most use addition and subtraction facts to solve simple problems. They recognise common 2D and 3D shapes and identify their features correctly. In key stage 2, pupils build on these skills successfully. They use mental strategies competently to investigate patterns and solve problems, such as breaking simple codes, and they use a range of formal and informal written methods confidently.

Many pupils in the Foundation Phase respond positively to learning Welsh. The majority answer simple questions appropriately and write familiar phrases and sentences correctly. Pupils' reading and writing skills progress well in key stage 2. In Year 3, many start to write independently and make plausible attempts to spell familiar words. By Year 6, pieces of writing are longer and more complex. Pupils

write the past and present tense correctly to answer questions and they give reasons for their likes and dislikes. Despite the relatively good standards in writing, pupils' spoken Welsh is limited and most lack the confidence to use the language outside Welsh lessons.

Over the last two years, performance in the Foundation Phase indicator at the expected outcome 5 has improved. Performance in literacy places the school consistently in the higher 50% when compared with similar schools, while mathematical development has improved, moving the school from the lower 50% to the top 25%. The performance of pupils at outcome 6 placed the school in the top 25% of similar schools in 2012 in literacy and in the higher 50% in mathematical development. However, in 2013, performance fell and placed the school in the higher 50% of similar schools in literacy and the lower 50% in mathematical development.

In key stage 2, performance at the expected level 4 has moved the school between the lower 50% and higher 50% over the last four years when compared with similar schools. Performance in English has placed it mainly in the higher 50%. Although there has been improvement in mathematics, the school has remained in the lower 50% of similar schools. Outcomes in science have varied, moving the school between the lower 50% and the higher 50%. The performance of pupils at level 5 has fluctuated considerably in all three subjects. When considering the outcomes of Year 6 pupils in mainstream classes separately from those in the learning support class, performance at the expected level 4 has been consistently high

Wellbeing: Good

Nearly all pupils enjoy school and feel safe there. They are confident that staff will deal effectively with issues that arise. They understand the need to eat healthily and to take regular exercise.

Nearly all pupils concentrate well in class. Most work together well and this creates a positive learning atmosphere. Pupils move around the school calmly and follow the school rules, which they understand clearly. Nearly all pupils behave well, but a few pupils report that low-level disruption occasionally disturbs learning in a very few classes.

Pupils are proud to take on responsibilities. The role of playground buddies is successful in encouraging co-operation and positive interaction between pupils. Older pupils monitor the weekly attendance of each class and record it on a prominent notice board. They display great pride in their success in encouraging regular attendance at school. The school council is effective in an appropriate range of activities, including promoting healthy lunchboxes and running a fruit tuck shop, although members do not yet have well-defined roles.

There has been an increase in attendance rates in recent years and, in three of the last four years, the school has been in the higher 50% of similar schools. Nearly all pupils arrive on time for school, but a few pupils are frequently late

Key Question 2: How good is provision?

Good

Learning experiences: Good

A good range of stimulating learning experiences delivered through a topic-based approach meets the needs of most pupils well. Teachers complete weekly planning consistently using a recently-agreed format. Themed enterprise weeks motivate learners well and provide interesting opportunities for them to develop real-life skills. The curriculum builds appropriately on pupils' knowledge and understanding as they move through the school. The provision of smaller classes for literacy and numeracy in upper key stage 2 means that staff give pupils more focused support in these areas. However, the development of pupils' skills across the curriculum is not systematic enough to ensure pupils make sufficient progress in writing and ICT. A wide range of interesting visits, visitors and after-school clubs enhances pupils' learning opportunities well. Life skills sessions offered to learning resource base pupils are particularly effective in addressing the specific challenges these pupils face.

Planning for developing pupils' skills in Welsh language lessons is good. However, staff do not always encourage pupils to speak Welsh often enough outside of the lessons. The school promotes pupils' understanding of the culture, history and economy of Wales well through learning about Welsh sports personalities, artists and places, such as Bedwellty House, and by creating Welsh products during enterprise weeks.

Cross-curricular topics, including those on 'Keen to be Green' and on Africa, help to develop pupils' understanding of sustainability and global citizenship well. The eco-committee leads the school's effective work on recycling, and on water and waste management. Members encourage all pupils to act sustainably and to develop their roles as global citizens by saving water and raising funds for children in Malawi

Teaching: Adequate

Teachers in many classes know the ability of their pupils well and plan a suitable range of activities that stimulate their interest and match their abilities accurately. Careful questioning and sensitive intervention encourage pupils to develop their thinking skills well and help pupils to understand topics well. In the majority of classes, teachers explain the learning objectives well and how this links to previous and future learning. However, a few teachers plan work that does not challenge pupils sufficiently. This means that a minority of pupils, particularly the more able and those with challenging behaviour, lose interest and do not make enough progress.

The consistency of assessment processes are improving. In lessons, nearly all teachers give useful oral feedback that helps pupils progress well. However, in most classes, pupils are not routinely involved in setting their own targets and creating success criteria. Teachers' marking is thorough, but does not always help pupils to know how to improve their work. A few teachers do not expect enough of their pupils and too many fail to challenge incomplete or poorly presented work robustly enough.

School leaders have identified these weaknesses clearly and all teachers know what needs to be done to improve their practice. However, a minority have not acted upon this advice urgently enough.

The school has a range of useful data about pupils' achievements. Leaders analyse this data thoroughly to inform planning, particularly for intervention groups. Teachers are beginning to use tracking effectively to monitor and ensure pupil progress. Reports to parents are clear and consistent. They inform parents clearly about their children's achievements provide suitable opportunities for pupils and parents to respond to their contents

Care, support and guidance: Good

The school has effective provision to support the health and wellbeing of pupils, and to develop pupils' spiritual, moral, social and cultural development. A new behaviour strategy and pupil involvement in the monitoring of attendance has brought about significant improvement in pupils' wellbeing. The school makes appropriate arrangements for promoting healthy eating and drinking. The school has effective procedures to support pupils' personal and social development and to prevent bullying. However, teachers do not always offer enough opportunities for pupils to influence what and how they learn. There is a good variety of opportunities for pupils to contribute to local community activities, such as working with the fire service and contributing to parent and children together (PACT) sessions.

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

The school has good links with a range of specialist services, including the educational psychologist, the educational welfare officer and the outreach service from the local special school. These provide effective support to pupils and parents.

There are clear systems to identify and support pupils with additional learning needs, including effective planning in the resource base that focuses well on pupils' individual needs. The school makes good use of the expertise of specialist staff to support the work of other teachers. Pupils' individual education plans and targets are appropriate, but teachers do not involve pupils enough in creating or assessing these targets.

Learning environment: Good

The school is an inclusive and happy environment where there is a clear focus on mutual respect and positive relationships between staff and pupils. All pupils have equal access to all aspects of school life and staff treat them fairly and with respect. There are prominent displays around the school of the school's core principles and these help to promote positive values that pupils understand and respond to well.

The high-quality modern building is spacious and secure. The outdoor learning facilities, including the all-weather pitch, garden, adventure trail, pond and biodiversity area, benefit pupils' physical and social skills well. Displays in classes and in corridors are vibrant and celebrate pupils' work successfully.

However, although teachers use the outdoors frequently as a learning environment, resources for areas of learning in the Foundation Phase are limited. The school has appropriate ICT provision in two ICT suites, but a lack of mobile ICT equipment limits opportunities for pupils to apply and consolidate their ICT skills in day-to-day situations in the classroom and around the school.

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

The recently-appointed headteacher provides a clear strategic vision for the future development of the school and has high expectations of himself and his team. Staff and pupils have a particularly good understanding of the school's guiding principles of respect, quality, trust, innovation and equality. This shared vision enables the school community to support and challenge everyone to do their best.

School leaders work together well in implementing change and manage the school effectively. They monitor provision appropriately and make good use of data to identify goals for improvement. Leaders have a clear understanding of their roles in the school's structure and in improving standards. However, job descriptions are not up-to-date and, in a very few cases, leaders' job descriptions do not match their role in the school.

Performance management systems are comprehensive and staff targets link very closely to the school's strategic priorities. Senior leaders use this system efficiently to identify training needs.

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. However, their understanding of performance data and budget is not yet comprehensive enough to challenge the school as a critical friend.

The school takes good account of local and national priorities. There are appropriate plans for implementing the national literacy and numeracy framework and the school's action in improving attendance has been successful

Improving quality: Good

The headteacher has secured a culture of self-evaluation and improvement planning based on a careful analysis of evidence and data. School leaders' use of classroom observations and book scrutiny has enabled them to monitor and evaluate learning and teaching accurately. They use this information well to identify clear priorities that focus on improving pupil outcomes. Subject and senior leaders produce useful reports about their areas of responsibility that evaluate provision and standards well. These inform the school's self-evaluation report appropriately.

There are very strong links between the school's clear self-evaluation report and the robust development plan. As a result, the plan focuses skilfully on identified priorities. Priorities in the development plan have clear, challenging targets,

appropriate time scales and measurable success criteria that focus sharply on pupil outcomes. Leaders allocate resources carefully to support these activities. Staff's performance management targets and training activities link closely to identified improvement priorities.

Staff throughout the school benefit from a good range of training opportunities that support their continuous professional development and expand the school's capacity for making improvements.

Partnership working: Good

The school has a good variety of partnerships with parents and the community. The school organises suitable activities, such as the 'All About George' literacy initiative, that involve parents in the life of the school and develops their understanding of how to support their children's learning.

The school benefits from a broad range of links with the local and wider community, including local churches, the local council and the Gwent Wildlife Trust. These links provide pupils with valuable learning opportunities. For instance, the local authority's biodiversity officer is helping pupils to develop the school grounds to broaden its use as a learning environment.

The school works well with the local cluster of schools to bring about improvements in its provision. For example, the development of a computer-based system to track pupils' personal and social skills enables staff to monitor pupils' wellbeing and to provide them with support when needed.

Effective collaboration with the cluster of local primary schools ensures that teacher assessments are accurate at the end of Foundation Phase and key stage 2. The school has put in place an appropriate range of transition processes to support pupils' movement from Foundation Phase to key stage 2 and to the local comprehensive. Activities such as the week-long induction to the local comprehensive school are particularly beneficial to pupils.

Resource management: Adequate

The school deploys its teachers and support assistants effectively and there are enough staff to teach and support pupils appropriately.

Staff undertake a relevant range of professional development activities and this is having a positive influence on developing their confidence and skills. For example, recent training has improved the ability of teachers and support staff to develop pupils' numeracy skills effectively. Arrangements for teachers' planning, preparation and assessment time are appropriate.

The school is generally well resourced. However, a lack of portable ICT equipment, such as laptop computers and tablet devices, has had a negative impact on the development of pupils' ICT skills across the curriculum.

Over the last four years, the school has had a significant budget surplus and governors cannot account clearly for its growth or purpose. The governing body's finance committee has not met regularly and governors' monitoring and oversight of its finances has lacked rigour. However, the headteacher, supported by the local authority and governing body, has developed an agreed surplus reduction plan, which addresses this issue. School leaders now link spending priorities closely to the school's development plan.

In view of the adequate standards achieved by pupils and the significant financial surplus, the school provides adequate value for money

Appendix 1

Commentary on performance data

In 2013, the percentage of pupils who achieved the expected outcome 5 at the end of the Foundation Phase was in line with the average for the family of similar schools in literacy, language and communication and just above average for mathematical development and the Foundation Phase indicator. However, it was below the average in personal and social skills. The proportion attaining the higher-than-expected outcome 6 in the Foundation Phase in 2013 was just below the family average in literacy, language and communication and mathematical development, but significantly below the average in personal and social skills.

Over the last two years, performance in the Foundation Phase indicator at the expected outcome 5 has improved. Performance in literacy places the school consistently in the higher 50% when compared with similar schools, while mathematical development has moved the school from the lower 50% to the top 25%. The performance of more able pupils at outcome 6 placed the school in the top 25% of similar schools in 2012 in literacy and in the higher 50% in mathematical development. However, in 2013, performance fell and placed the school in the higher 50% of similar schools in literacy and the lower 50% in mathematical development.

In 2013, the percentage of key stage 2 pupils who achieved the expected level 4 was just below the family average in English, mathematics and science. The proportion attaining the higher-than-expected level 5 was also below the family average in all three subjects.

In key stage 2, performance at the expected level 4 has moved the school between the lower 50% and higher 50% over the last four years when compared with similar schools. Performance in English has placed the school mainly in the higher 50%. Although there have been improvements in mathematics, the school remains in the lower 50% of similar schools. Outcomes in science have varied, moving the school between the lower 50% and the higher 50%. The performance of pupils at the higher-than-expected level 5 has fluctuated considerably in all three subjects. When considering the outcomes of Year 6 pupils in mainstream classes separately from those in the learning support class, performance at the expected level 4 has been consistently high for all indicators for the last two years.

For most indicators in the Foundation Phase and in key stage 2, the performance of girls as a group was better than that of boys. This gender gap was most significant in language, literacy and communication at Foundation Phase and in English at key stage 2. The exception to this is in mathematics at the higher level 5 where boys as a group do better than girls.

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	96 98%	2 2%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	100	90 90%	10 10%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	99	99 100%	0 0%	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	99	99 100%	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.	99	97 98%	2 2%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	90	86 96%	4 4%	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.	100	100 100%	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.	100	97 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	90 92%	8 8%	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	93 95%	5 5%	Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
		95%	5%	
Other children behave well and I can get my work done.	90	45 50%	45 50%	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	95	69 73%	26 27%	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.	31	17 55%	14 45%	0 0%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	31	20 65%	11 35%	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.	31	23 74%	8 26%	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.	31	21 68%	9 29%	1 3%	0 0%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	31	10 32%	15 48%	3 10%	0 0%	3	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	46%	4%	1%		
Teaching is good.	31	23 74%	8 26%	0 0%	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.	31	24 77%	7 23%	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.	29	15 52%	12 41%	0 0%	0 0%	2	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.	29	18 62%	9 31%	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.	31	19 61%	11 35%	0 0%	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.	31	22 71%	9 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.	31	18 58%	9 29%	1 3%	0 0%	3	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		50%	35%	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.	30	14 47%	10 33%	6 20%	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.	31	22 71%	8 26%	1 3%	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.	31	17 55%	8 26%	1 3%	0 0%	5	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.	31	18 58%	12 39%	0 0%	0 0%	1	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.	29	15 52%	6 21%	1 3%	1 3%	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.	31	15 48%	10 32%	3 10%	2 6%	1	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	39%	5%	1%		
The school is well run.	31	23 74%	7 23%	0 0%	0 0%	1	Mae'r ysgol yn cael ei rhedeg yn dda.
		60%	33%	3%	2%		

Appendix 3

The inspection team

Mrs Sarah Jane Morgan	Reporting Inspector
Mr Andrew Thorne	Team Inspector
Mrs Deirdre Mary Emberson	Lay Inspector
Mrs Debbie Woodward	Peer Inspector
Mr Andrew Brasington (headteacher)	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.