



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

**Coedffranc Primary School
Stanley Road
Skewen
Neath
SA10 6LP**

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.

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Context

Coedffranc Primary School is in the village of Skewen, near Neath. The school is in a designated Communities First area. There are 412 pupils aged three to 11 years on roll. This includes 64 pupils in the nursery class. Around 27% of pupils are entitled to free school meals. This is above the average for Wales (21%). The school has 17 classes.

The last inspection was in January 2008. The current headteacher took up her post in January 2007, following the amalgamation of the infant and junior schools.

The school has identified around 23% of its pupils as having additional learning needs. A few pupils have a statement of special educational needs. Nearly all pupils are of white British ethnic origin and nearly all pupils speak English as their first language. No pupils speak Welsh as their first language.

The individual school budget per pupil for Coedffranc Primary School in 2013-2014 means that the budget is £3,027 per pupil. The maximum per pupil in the primary schools in Neath Port Talbot is £8,492 and the minimum is £2,668. Coedffranc Primary School is 64th out of the 70 primary schools in Neath Port Talbot in terms of its school budget per pupil.

Summary

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

Current performance

The judgement on the current performance of the school is adequate because:

- nearly all pupils have high standards of speaking and listening;
- the standard of many pupils' reading skills is improving;
- the standard of many pupils' mathematical skills is appropriate for their age;
- most pupils behave well and have positive attitudes to school;
- the inclusive and caring environment has a positive effect on pupils' wellbeing and engagement in learning; and
- many pupils with additional learning needs make appropriate progress in line with their age and ability.

However:

- very few pupils in key stage 2 apply their literacy skills well enough across the curriculum to support extended writing;
- pupils' attendance is too low;
- more able pupils are not always challenged enough;
- many older pupils are not sufficiently involved in the assessment of their own learning; and
- there is no consistent trend of improved performance in the end of key stage 2 results, and too few pupils attain the higher than expected levels at the end of both key stages.

Prospects for improvement

The judgement on the school's prospects for improvement is adequate because:

- the headteacher and senior managers have recently established a clear vision and sense of direction for the school, based on raising standards and creating an inclusive learning community;
- governors are very supportive of the school's work and understand their responsibilities, and are beginning to act as 'critical friends' to challenge the school's performance;
- the good quality teaching in most lessons and the recent initiatives focusing on raising standards in literacy and numeracy are beginning to improve the standards that pupils achieve; and
- effective links with a wide range of partnerships are having a positive effect on the achievement and wellbeing of vulnerable pupils.

However:

- in a few lessons teachers do not challenge all pupils to a suitable level, especially the more able;
- positive changes and new initiatives recently introduced are at an early stage of implementation;
- monitoring and self-evaluation are not always sufficiently focused on the impact of initiatives, through the setting of clear and measureable targets linked to improving pupil outcomes;
- data is not used clearly or consistently enough to support school improvement; and as a result teachers do not always focus sufficiently on what needs to be done in order to raise standards; and
- the school has not fully addressed all of the recommendations of the last inspection, particularly in relation to monitoring, the use of assessment and raising standards.

Recommendations

- R1 Raise the standards achieved by more able pupils
- R2 Improve attendance
- R3 Improve the consistency and effectiveness of individual pupil target setting and marking
- R4 Ensure that self-evaluation procedures are more rigorous, focus strongly on pupil outcomes and link closely to school improvement planning
- R5 Monitor and evaluate progress rigorously against priorities in the school development plan

What happens next?

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

Main findings

Key Question 1: How good are outcomes?

Adequate

Standards: Adequate

Pupils enter the school with a wide range of skills, knowledge and understanding. Many pupils make suitable progress from their differing starting points as they move through the school. However, pupils that are more able do not achieve as well as they could. Pupils with additional learning needs make appropriate progress.

Nearly all pupils have high standards of speaking and listening. They talk confidently to adults, and speak clearly and articulately using a wide vocabulary.

Individual pupils throughout the school respond well to the recently introduced guided reading strategies. As a result, there has been a marked improvement in reading skills. Most Foundation Phase pupils read at an appropriate standard for their age and ability. They confidently discuss books they enjoy and retell stories correctly. Many younger pupils make good use of their knowledge of the sounds that letters make in order to help them decode unfamiliar words. By the end of key stage 2, a majority of pupils read confidently with growing fluency, accuracy and understanding. A few older pupils skim and scan texts to find meaning and information quickly. However, they do not always use a range of suitable strategies to make predictions or to extend their understanding of the text.

Many pupils make appropriate progress in developing their writing skills. Many pupils in the Foundation Phase produce short pieces of independent writing. Older Foundation Phase pupils are beginning to use capital letters and full stops accurately when punctuating their work. A few pupils that are more able are beginning to write independently in a good range of styles. By the end of key stage 2, many pupils achieve appropriate standards in their writing. However, only a few pupils produce extended pieces of writing, with evidence of drafting and redrafting across a range of different forms of writing. The quality of spelling, punctuation, presentation and the content of written work, seen in books, is not consistently of a high enough standard. However, the recent whole-school focus on developing pupils' literacy skills is beginning to have a positive impact on the standards that pupils currently achieve in lessons.

In the Foundation Phase, nearly all pupils make good progress in developing their Welsh language skills. They speak, read and write with developing accuracy, appropriate to their age and ability. By the end of key stage 2, standards in Welsh are sound. Many older pupils write simple sentences correctly and respond well orally to questions and instructions, using familiar phrases and patterns. Many older pupils read in Welsh at an appropriate level. However, most pupils do not write sufficiently at length in Welsh, or use their Welsh language skills extensively outside of Welsh lessons.

Across the school, many pupils have appropriate standards of mathematical skills. For example, younger Foundation Phase pupils sort and classify objects and collect

data to answer questions. Older Foundation Phase pupils record results in simple tables and block graphs, in order to communicate their findings. Many of these pupils use their times tables effectively to solve simple number problems. Many key stage 2 pupils organise their work well, check results, and are beginning to explain their mathematical thinking. A majority of older pupils are also beginning to apply their numeracy skills across the curriculum, for example in science, when they draw accurate graphs to record results. However, throughout the school many pupils are only just beginning to apply their numeracy skills across the curriculum at a high enough level compared to their work in mathematics.

Over the last two years, performance in the Foundation Phase, at the expected outcome 5, in literacy and mathematical development has varied when compared to performance levels in similar schools, between the lower 50% and the bottom 25%. At the higher outcome 6, performance over the last two years in literacy and mathematical development has remained in the lower 50% when compared to that in similar schools.

In key stage 2, performance in English over the last four years, at the expected level 4, has shown a downward trend, with the school performing in the lower 50% when compared to similar schools, for the last two years. In mathematics and science, the school has fluctuated between the upper 50% and the lower 50%. In 2013, performance in all three subjects placed the school in the lower 50% when compared to similar schools. At the higher level 5, performance in English, mathematics and science has also shown a downward trend. In 2013 for all three subjects, the school was in the bottom 25%.

However, because of recently introduced strategies, the good quality of teaching seen and the improving use of assessment, there is a steady and clear trend of improvement in overall standards seen in lessons.

Wellbeing: Adequate

Most pupils demonstrate a good understanding of how to keep active and healthy and attend a variety of after school clubs. Many pupils also willingly participate in a variety of sporting clubs within their community.

Pupils' attitude to school is good; many of them enjoy their learning and participate enthusiastically in lessons. Many older pupils are now more involved in planning and developing topics. As a result, they are motivated and enthusiastic about their learning. However, although many pupils can say what they do well, they are sometimes unclear about what their targets for improvement are, and how these help them to improve their work.

Nearly all pupils feel safe in school. At break and lunch times the effective use of playground buddies ensures that nearly all pupils are fully involved in a range of activities. Behaviour is generally good and most pupils are polite and respectful of each other, staff and visitors.

The school council meet regularly and play an active part in making decisions. For example, they had significant input into information on how they are promoting

recycling and reduction of waste in the school and this presentation was shown during parent evenings.

Attendance has placed the school in the bottom 25% when compared to similar schools over the past three years, despite the many proactive efforts by the school to address this. Recent upward trends in attendance figures show signs of improvement. Nearly all pupils arrive in school on time.

Key Question 2: How good is provision?	Good
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Learning experiences: Good

The school provides broad and balanced coverage of the Foundation Phase, the National Curriculum and religious education, which meets statutory requirements. The school is making good progress in implementing the national literacy and numeracy framework. As a result, pupils have sufficient opportunities to apply these skills across many areas of the curriculum.

The provision of an appropriate range of interesting learning experiences stimulates and engages many pupils, including those with additional learning needs. Foundation Phase pupils receive an effective balance of structured and free choice learning activities in both the indoor and outdoor environment. Key stage 2 planning builds suitably on pupils' previous knowledge and understanding.

Provision for information and communication technology (ICT) is particularly effective in supporting the development of pupils' oracy, reading and writing skills across the curriculum. This provision is beginning to have a positive effect on standards of writing.

Provision for developing Welsh language skills throughout the school helps pupils to make steady progress. However, opportunities to write in Welsh in key stage 2 are limited. The school promotes the Welsh culture and heritage successfully with an annual eisteddfod and a suitable range of educational visits to support pupils' understanding of local history and heritage.

There is a wide range of extra-curricular activities, which enrich the learning experiences of most pupils.

The school acts in a sustainable way, promoting energy conservation, recycling and reducing rubbish. Useful international links help pupils to develop an understanding of the wider world. For example, visitors from Bangladesh shared their beliefs and customs with the pupils.

Teaching: Adequate

Many teachers have established effective classroom routines, especially in the Foundation Phase. These create a calm and orderly learning environment and promote independent learning well. The supportive relationships between staff and pupils are a strong feature of the school. This builds pupils' confidence and helps to

ensure pupil engagement in learning. Support staff make a strong contribution to the progress that pupils make.

Where teaching is good in most classes, there is pace, effective use of questioning, a range of stimulating activities and teaching strategies that enthuse and engage pupils of all abilities. Teachers use resources to good effect, including a suitable range of ICT. In a very few lessons where teaching has shortcomings, work is not adapted well enough. As a result, tasks do not challenge high achieving pupils sufficiently and the pace of learning slows.

Most teachers mark pupils' work regularly. Many give pupils useful oral and written feedback on what they have done well and indicate what they need to do to improve. However, in a few instances, the quality of marking is not sufficiently rigorous and, in general, pupils do not always have sufficient opportunities to reflect on feedback and respond appropriately in their next piece of work. Most pupils have targets for literacy and numeracy. However, around half of pupils asked are unclear what their targets are and, as a result, they do not yet fully influence pupils' progress. Opportunities to involve older key stage 2 pupils in assessing their own and others' learning is developing well.

Teachers are beginning to use the new school system for tracking pupils' progress purposefully and systematically in order to inform planning. Until very recently, the use of data by many staff was underdeveloped. As a result, teacher assessments at the end of the Foundation Phase and key stage 2, at the higher than expected levels, are not always accurate. However, the standards that pupils currently attain in lessons are generally at an improving level.

The school keeps parents well informed about their children's progress, achievement and wellbeing through regular meetings and annual written reports.

Care, support and guidance: Good

The school works hard to fulfil its motto, 'every child, every chance, every day'. It is a safe and caring community that values and respects all its pupils equally.

The school makes appropriate arrangements for promoting healthy eating and drinking and has a healthy schools award. It provides well for pupils' spiritual and moral development through daily acts of collective worship and curriculum activities. There are good opportunities for pupils to reflect on their own beliefs and those of other cultures. The school promotes pupils' cultural awareness well through various arts projects, visits and visitors.

Pupils, including the most vulnerable, benefit from professional support both from within the school and from specialist services. The school identifies pupils with additional learning needs at an early stage and supports them effectively. This enables these pupils to make sufficient progress against their individual targets and raises their self-esteem.

The school now has a rigorous approach to promoting attendance and punctuality and this is beginning to have a positive effect on raising attendance. The arrangements for safeguarding give no cause for concern.

Learning environment: Good

The school is a friendly, caring and inclusive community where there are positive and supportive relationships between staff and pupils. The school promotes equal opportunities successfully and places a strong emphasis on respecting each other and celebrating diversity.

Displays in classrooms and corridors are bright, are useful teaching aids and celebrate pupils' work well. The school uses all available space well. It is clean and generally well maintained given the size of the site and age of the buildings. There is a range of good quality resources to support pupils' learning, such as the new computer tablets used across a wide range of learning areas. The school has an extensive range of reading books and uses these to promote pupils' enjoyment of reading effectively. The school's provision for outdoor learning is suitable given the limited space available.

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

The headteacher has a clear vision for the school and shares it effectively with the staff, governors and parents. The leadership team creates a caring and supportive ethos for learning and, as a result, staff feel valued.

Staff work well together as a committed team and support the senior management's drive to improve provision and raise standards. They plan appropriately to identify areas for development. However, they do not always evaluate the impact of new initiatives effectively enough to ensure a consistent improvement in standards.

The school has appropriate procedures for performance management, which include suitable arrangements for monitoring and evaluating the quality of learning and teaching in every class. However, at times, evaluations do not focus enough on the main issues needed to raise standards.

Governors are supportive of the school's work and understand their responsibilities. By considering relevant data, discussions with the headteacher and visits to the school, they have a sound understanding of how the school is performing in comparison with similar schools. They are beginning to challenge the school more as critical friends, but they do not always receive sufficiently comprehensive information from the headteacher to do this effectively.

The school now pays good attention to local and national priorities, especially in relation to improving literacy and numeracy and addressing poverty and disadvantage. This focus is beginning to have a positive effect on pupils' standards of achievement, for example the improving application of numeracy skills seen in lessons.

Improving quality: Adequate

The school is developing effective procedures for self-evaluation. Leaders and managers take appropriate account of the views of parents, pupils, staff and governors when evaluating the school's performance. A suitable range of processes is in place, including data analysis, lesson observations and scrutiny of books. For example, the school can demonstrate the emerging improvements from the recently introduced group guided reading on pupils' reading skills. However, self-evaluation reports do not always identify strengths and shortcomings accurately enough in order to concentrate on specific areas needing to improve to raise standards.

The self-evaluation report is detailed and generally evaluative. However, the link between self-evaluation and the school's current development plan is unclear. Although the school development plan has a manageable number of targets and includes appropriate actions and success criteria, it again lacks sufficient focus on improving specific areas of pupils' standards.

The school has made appropriate progress in meeting many of the recommendations from the previous inspection.

Partnership working: Good

The school works effectively with a wide range of partners in order to support pupils' wellbeing and achievement. It provides parents with regular newsletters, meetings and relevant information via the school website. The parent-teacher association works hard to raise funds to improve school resources, for example the recently purchased ICT tablet equipment. This resource is helping to improve pupils' communication skills.

The school has developed strong partnerships with a range of specialist services and the wider community, including the police, charities and other organisations. These successfully support pupils' wellbeing and enrich pupils' learning experiences. The local community makes good use of the school for annual events.

Good links with the comprehensive schools ensure smooth transition for Year 6 pupils and enable them to settle quickly into their new schools. Appropriate joint cluster arrangements are in place to moderate end of key stage teacher assessments. However, teachers do not always use these effectively to ensure the accuracy of their own assessments, particularly at the higher than expected levels.

Resource management: Adequate

The school has a sufficient number of qualified staff to deliver the curriculum and to ensure the wellbeing of pupils. All teachers receive appropriate time for planning, preparation and assessment and senior managers receive additional non-contact time for leadership duties. Staff are deployed appropriately, making effective use of their areas of expertise.

The school is involved with several professional learning communities within its cluster in order to improve numeracy skills and support boys' writing, but these are at

an early stage of development. Performance management procedures are appropriate and identify opportunities for staff to attend suitable training courses. They also link clearly to whole-school priorities, focusing on raising pupils' standards in literacy and numeracy.

The headteacher and governing body manage finances carefully and have appropriate systems to plan and monitor spending closely to ensure that decisions meet the needs and priorities identified in the school development plan. The school currently has a large deficit budget linked to funding changes when the infant and junior schools amalgamated. However, the headteacher and governors are working closely with the local authority to address the situation.

The school makes good use of available additional finances by means of grants and fund raising events to improve its technology resources and enhance literacy and numeracy provision. This is beginning to have a positive effect on pupils' outcomes in these areas.

Despite there being several positive recent changes, there has not yet been sufficient time for the changes to raise pupils' overall standards of achievement. Standards over time and pupils' performance in the end of Foundation Phase and key stage 2 assessments do not compare well to levels in other schools. As a result, the school gives only adequate value for money.

Appendix 1

Commentary on performance data

Compared to similar schools in 2013, pupils' performance at the end of the Foundation Phase at the expected outcome 5 placed the school in the lower 50% for language, literacy and communication, mathematical development and personal and social development. In 2013, performance at outcome 5 was just below the family average for all three areas of learning. This shows a slight upward trend in all three areas of learning compared to 2012, when the school performed significantly below family averages.

Over the last two years, attainment at the higher outcome 6 has meant that the school has remained in the lower 50% of similar schools for language, literacy and communication and mathematical development, and has dropped from the upper 50% for personal and social development to the lower 50%. In 2013, performance in all three areas of learning was below the family average.

In key stage 2, performance in English over the last four years, at the expected level 4, has shown a downward trend, with the school performing in the lower 50% of similar schools for the last two years. In mathematics and science, the school has fluctuated between the upper 50% and the lower 50%. In 2013, performance in all three subjects placed the school in the lower 50% when compared to similar schools and was just below the family average for English and mathematics, but above for science. At the higher than expected level 5, performance in English, mathematics and science has generally shown a downward trend. In 2013 for all three subjects, the school was in the bottom 25% when compared to similar schools and performed significantly below the family average.

In 2013, at the end of Foundation Phase, boys generally outperformed girls at the expected outcome 5 in mathematical development and personal and social development. However, girls outperformed boys in language, literacy and communication. At the higher than expected outcome 6, girls slightly outperformed boys in language, literacy and communication. However, boys outperformed girls in mathematical development and personal and social development. In key stage 2, girls outperformed boys at the expected level 4 in English and mathematics. However, boys outperformed girls in science. At the higher than expected level 5, boys outperformed girls in all three subjects.

Pupils entitled to free school meals perform less well than their peers in the Foundation Phase and in key stage 2.

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.	104	104 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	102	80 78%	22 22%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	104	101 97%	3 3%	Rwy'n gwybod pwy i siarad ag ef/â hi os ydw I'n poeni neu'n gofidio.
		97%	3%	
The school teaches me how to keep healthy	104	96 92%	8 8%	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.	104	87 84%	17 16%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	104	96 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.	104	101 97%	3 3%	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.	104	100 96%	4 4%	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.	104	87 84%	17 16%	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.	104	87 84%	17 16%	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.	101	49 49%	52 51%	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	103	72 70%	31 30%	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.	29	5 17%	19 66%	2 7%	2 7%	1	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	30	14 47%	13 43%	2 7%	0 0%	1	Mae fy mhentyn yn hoffi'r ysgol hon.
		72%	26%	1%	0%		
My child was helped to settle in well when he or she started at the school.	30	8 27%	19 63%	1 3%	1 3%	1	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.	29	7 24%	16 55%	4 14%	1 3%	1	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	30	5 17%	14 47%	5 17%	0 0%	6	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	46%	4%	1%		
Teaching is good.	29	9 31%	14 48%	1 3%	1 3%	4	Mae'r addysgu yn dda.
		60%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	30	11 37%	17 57%	0 0%	1 3%	1	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	4 14%	15 52%	4 14%	5 17%	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.	29	7 24%	15 52%	4 14%	0 0%	3	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		58%	34%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	30	7 23%	21 70%	0 0%	1 3%	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.	30	9 30%	19 63%	1 3%	0 0%	1	Mae fy mhentyn yn ddiogel yn yr ysgol.
		66%	31%	1%	0%		
My child receives appropriate additional support in relation to any particular individual needs'.	30	4 13%	9 30%	7 23%	1 3%	9	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.	30	8 27%	11 37%	4 13%	7 23%	0	Rwy'n cael gwybodaeth gyson am gynydd fy mhentyn.
		49%	41%	8%	2%		
I feel comfortable about approaching the school with questions, suggestions or a problem.	30	11 37%	8 27%	10 33%	1 3%	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.	30	7 23%	14 47%	5 17%	1 3%	3	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		44%	39%	7%	2%		
The school helps my child to become more mature and take on responsibility.	30	8 27%	17 57%	2 7%	0 0%	3	Mae'r ysgol yn helpu fy mhentyn 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.	27	4 15%	10 37%	1 4%	2 7%	10	Mae fy mhentyn 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.	29	6 21%	12 41%	6 21%	2 7%	3	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	38%	5%	1%		
The school is well run.	29	4 14%	16 55%	6 21%	1 3%	2	Mae'r ysgol yn cael ei rhedeg yn dda.
		60%	33%	3%	2%		

Appendix 3

The inspection team

Mrs Susan Davies	Reporting Inspector
Mr William Glyn Griffiths	Team Inspector
Mrs Eleri Anwen Hurley	Team Inspector
Mrs Julie Ann Price	Lay Inspector
Mrs Lynn Bartlett	Peer Inspector
Mrs Cheryl Jones	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.