



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

**Croeserw Primary School
Bryn Siriol
Cymmer
Port Talbot
SA13 3PL**

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.

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

Croeserw Primary School is in the village of Croeserw in the Upper Afan Valley, about 12 miles north of Port Talbot.

The school has 139 full-time equivalent pupils on roll, aged between three and 11. There are 121 pupils in five mainstream classes and 18 pupils in two learning support classes.

Nearly all pupils come from homes where English is the first language. A few pupils speak English as an additional language and nearly all pupils' ethnicity is White British. Around 62% of pupils are entitled to free school meals. This is significantly higher than the national and local averages.

Approximately 44% of pupils in the mainstream classes have additional learning needs. This is much higher than the national average. In these classes, no pupil has a statement of special educational needs. In the learning support classes, all pupils have a statement of special educational needs.

The school had its last inspection in June 2008. Since September 2013, the school has formed part of the federation of five schools in the Upper Afan Valley. The federation of schools has a headteacher and a primary phase leader and each school has a lead learner. The lead learner is responsible for the day-to-day running of the school.

The individual school budget per pupil for Croeserw Primary School in 2013-2014 means that the budget is £4,708 per pupil. The maximum per pupil in the primary schools in Neath Port Talbot is £8,492 and the minimum is £2,668. Croeserw Primary School is eighth 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 school's current performance is adequate because:

- many pupils achieve well from their starting-points and make good progress over time;
- the school enhances pupils' personal and social development and wellbeing effectively;
- the planning of lessons and other learning experiences is effective;
- teaching across the school focuses well on the different needs and abilities of the pupils;
- the use and impact of support staff are a strength of the school;
- the learning environment, both indoors and outdoors, is stimulating; and
- there are beneficial partnerships with parents and the local community.

However:

- the performance of pupils at the expected levels at the end of the Foundation Phase and key stage 2 is consistently below the average performance for similar schools; and
- overall attendance figures are consistently below the local authority and Wales averages.

Prospects for improvement

The school's prospects for improvement are adequate because:

- the newly-federated leadership team is beginning to deliver improvements through new initiatives;
- leaders have managed recent changes well;
- governors are supportive of the school and work well with leaders to ensure that the school is a focal point for the community; and
- the school has strong links with a range of community and strategic partners that benefit school improvement.

However:

- the roles of senior and middle managers are in the process of development;
- the school's current development plan does not link well with the evaluated needs of the school; and
- the strategic roles of the governors are new and not fully established.

Recommendations

- R1 Improve pupils' reading and extended writing
- R2 Improve attendance
- R3 Provide better opportunities for pupils to undertake mathematical investigations and problem solving
- R4 Improve the accuracy of teachers' assessments
- R5 Ensure that self-evaluation processes identify clear priorities for improvements in the school's development planning

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

During their time at the school, many pupils make good progress from their starting points on entry to the school, which are often much lower than average.

In the Foundation Phase and at key stage 2, the majority of pupils make effective use of their literacy skills across the curriculum and their standards of speaking and listening are generally good. Throughout the Foundation Phase, most pupils listen attentively and many respond appropriately to their teachers and peers when answering questions and discussing their work in groups. In key stage 2, most pupils are confident when talking to adults and other children.

The majority of pupils' reading and writing are developing appropriately. By the end of the Foundation Phase, the majority are able to read with increasing fluency and use appropriate strategies effectively to read unfamiliar words. They make good use of picture clues to identify everyday words to read simple books. Many pupils are able to express an opinion about their books and predict what will happen next. Many younger pupils enjoy retelling stories and recall accurately a number of details, including characters and significant incidents.

By the end of key stage 2, the majority of pupils read to a standard that is at least appropriate for their age and ability. They can select suitable texts from a variety of sources, including electronic equipment, in order to enhance their knowledge about what they are learning. The majority can answer questions about the different styles of texts they read and share their opinions about favourite books and authors. However, across the school, pupils do not always apply strategies effectively to read words that are more challenging. They also do not appreciate the meaning of what they have read with enough accuracy.

The majority of pupils in key stage 2 use scientific and mathematical language purposefully and in the correct context. In the learning support classes, many pupils communicate effectively with adults through a variety of strategies, which include the use of signing and information and communication technology (ICT) equipment.

In both the Foundation Phase and key stage 2, the minority of pupils write well for an increasingly wide range of purposes and in a good variety of forms, for example when writing reports about the moon landing and recounting facts about the 1960s. However, the majority of pupils do not sustain their written ideas in interesting ways and in different genres across the curriculum. Their writing is often disorganised and does not engage the reader well enough. The majority of pupils apply their knowledge of grammar, spelling and punctuation appropriately when writing across the curriculum. However, many pupils' handwriting and presentation are untidy.

Younger pupils in the Foundation Phase can count, order and sort numbers to six correctly and many older pupils know number bonds up to 20 well. By the end of key

stage 2, the majority of pupils can calculate fractions, decimals and percentages appropriately and they have a good knowledge of place value. They use calculators and other electronic equipment efficiently to check their working out of number problems. Many pupils improve their recall of times tables effectively through regular challenges. The majority of pupils have a good understanding of the basic types of graphs and charts used to present different data. Around a half of the pupils apply their numeracy skills well across the curriculum. Most pupils' ICT skills are well established and they save and find their work efficiently on a variety of electronic equipment.

Most pupils' standards in Welsh are good. Many pupils throughout the school use Welsh naturally outside of Welsh lessons and they make steady progress in gaining skills in the Welsh language. They achieve well in lessons, listening appropriately, responding independently and reading with understanding in a variety of different situations.

Pupils with additional learning needs in mainstream classes make good progress towards achieving the appropriate targets set for them. Pupils in the learning support classes make good progress, especially in their personal and social development.

In 2013, the percentage of pupils who attained the expected outcome (outcome 5) at the end of the Foundation Phase in literacy placed the school in the bottom 25% when compared with similar schools. This was down from 2012, when school performance placed it in the lower 50% of similar schools. At the higher-than-expected outcome 6, performance in literacy improved, moving the school from the bottom 25% of similar schools in 2012 to the top 25% in 2013.

The percentage of pupils who attained the expected outcome 5 at the end of the Foundation Phase in mathematical development placed the school in the lower 50% when compared with similar schools. This was down from 2012, when school performance placed it in the upper 50%. At the higher-than-expected outcome 6, performance in mathematical development improved, moving the school from the lower 50% of similar schools in 2012 to the upper 50% in 2013.

For performance in key stage 2 at the expected level 4, the school has remained in the bottom 25% of similar schools in English, mathematics and science for the past five years. At the higher-than-expected level 5, pupils' performance over the last five years generally places the school in the upper 50% or top 25% of similar schools.

From the evidence in pupils' work, lesson observations and in talking to pupils, the standards in classes are adequate. The pupils' work does not match the outcomes reported in the Foundation Phase and in key stage 2 assessments in 2013, especially at the higher-than-expected levels.

Wellbeing: Adequate

Nearly all pupils are aware of the importance of health and fitness and achieve well in their personal, social and cultural development. Nearly all pupils feel safe in school and know how they can keep healthy by eating sensibly and exercising their bodies in lessons and in physical activities.

Most pupils enjoy their lessons and give sensible opinions about what they are learning. Behaviour is very good and nearly all pupils are polite and respond respectfully to adults and peers. Nearly all pupils understand that they have rights as individuals and this is very evident across the school. They are good at discussing the need to care for the environment and the diverse world in which they live. Nearly all pupils are punctual.

Members of the school council and the eco committee take an active part in school life and they make sensible decisions. Many pupils take part in extra-curricular activities and show a positive commitment to their local community.

Over the last four years, pupils' overall attendance rate has been below the local and national average and places the school in the lower 50% when compared with similar schools across Wales. New school strategies have improved pupils' attendance, but the trend of relatively low performance over time is a significant shortcoming.

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

The school provides a good range of quality learning experiences for pupils that enrich and enhance their education. Teachers plan a balanced curriculum with a positive emphasis on developing pupils' literacy skills. The planning of the curriculum is thorough and consistent; however, there are not enough opportunities planned to challenge pupils sufficiently in mathematical investigations and problem solving, especially in key stage 2.

Nearly all pupils have many opportunities to use their literacy and ICT skills. The good provision and use of ICT is a prominent feature of the school in all year groups. The school makes positive use of small groups to help pupils in need of additional support in literacy and numeracy. This has a beneficial effect on pupils' progress, especially in the use of literacy across the curriculum in key stage 2. Regular homework develops learning effectively.

The provision for pupils' Welsh language development is good and many staff use incidental Welsh regularly. There are effective opportunities for pupils to learn about their locality and the history and culture of Wales. The school offers a worthwhile range of extra-curricular activities. These opportunities, together with a range of visits to museums and sporting venues, enrich the pupils' learning experiences successfully.

The school promotes sustainable development and global citizenship positively across the curriculum. It has a well-established eco-committee, which has undertaken effective improvements, for example recycling, picking up litter and saving energy.

Teaching: Good

Nearly all teachers focus well on pupils' progress and have good up-to-date subject knowledge. They use a broad range of approaches and make effective use of

support staff. The support staff make a significant contribution to the learning experiences and progress of pupils. All staff have good working relationships with pupils. They manage behaviour well through clear expectations of what is appropriate. In a very few less effective lessons, the introductions were too long and a few pupils lost concentration.

All teachers plan lessons thoroughly and identify learning objectives and skills clearly, which they share effectively with pupils. In most lessons, teachers match tasks effectively to pupils' ages and abilities. They use a suitable range of stimulating resources thoughtfully to ensure that they provide pupils with interesting tasks.

Assessment for learning, including self and peer evaluations, is beginning to have a positive effect on raising pupils' standards. All teachers respond purposefully to pupils' work, both orally and in writing. However, teachers' assessments are not always accurate enough when they allocate National Curriculum levels to pupils' work.

The school has effective systems for tracking and recording pupils' progress. All teachers keep accurate assessment records and individual profiles. Reports to parents are detailed and informative. They identify clear targets for improvement and include opportunities for parents and pupils to comment.

Care, support and guidance: Good

The school provides a safe, caring and respectful environment for pupils. As a result of effective support and guidance, nearly all pupils feel safe in school and know where to go if they are worried or upset. Most pupils support their peers well and play a valuable role in helping them to express their feelings and opinions.

The school makes effective use of a wide range of external providers and support agencies to help it to meet pupils' social, moral, cultural, emotional and spiritual needs. These arrangements contribute well to pupils' all-round development and wellbeing and support their learning purposefully. The school has appropriate arrangements to promote and encourage healthy eating, drinking and regular exercise.

The school sets out clear expectations of pupils' behaviour and staff promote these consistently in all classes. The school deals effectively with any incidents of bullying.

The provision for pupils with additional learning needs is well planned and co-ordinated efficiently. Staff know their pupils well. The school has developed an effective system to identify pupils' learning needs and produces child-friendly individual education plans. It provides a well-structured programme of support for pupils' needs in both mainstream classes and the learning support classes. All pupils mix well in both formal and informal activities and the school integrates pupils well, whenever the opportunities arise.

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

Learning environment: Good

The school is a safe, secure and welcoming community and it respects and values all its pupils. It provides equal opportunities and is wholly inclusive. Staff encourage pupils to consider and appreciate their various backgrounds, whatever their gender, race or religion. The school meets its statutory duties appropriately, including an operational accessibility action plan.

A wide range of resources of high quality support pupils' learning well. The buildings and the grounds provide a stimulating working environment. The school uses all its facilities purposefully and maintains them very well.

The outdoor areas and equipment enrich pupils' learning effectively. The outdoor garden area is well established and is used regularly by all pupils. Investment in outdoor furniture to further enhance the provision for outdoor learning and social interaction opportunities is a positive feature of the learning environment. Indoors, displays are of a consistently high standard. Teachers and pupils use the wall displays regularly in the course of lessons and the displays celebrate pupils' work and achievements successfully.

A wide range of resources of high quality, including ICT equipment, are available to staff and pupils in all classes and role-play areas enhance pupils' learning imaginatively.

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

There has been a new, federated leadership team in place since September 2013. However, the strategic planning does not focus closely enough on the improvement needs of the school. Currently, the roles of senior and middle managers are in the process of development and are not well enough established to have made a significant impact on improving standards.

The teachers respect the values and key purposes of the school. They work successfully together to create a welcoming and inclusive learning environment for pupils. The school gives high priority to the care and welfare of pupils and there is a clear focus on improving pupils' literacy and numeracy skills from an early age.

Regular meetings and whole-day training events support the staff's professional development well and have helped to move the school forward appropriately. Teachers and support staff have specific responsibilities to develop the school as a learning environment and they are undertaking these roles appropriately. They share ideas purposefully in order to improve their professional practices and pupils' standards.

The performance management system is thorough and there are appropriate arrangements in place to monitor and evaluate formally the quality of teaching in every class. The school addresses most national priorities appropriately, including raising standards in numeracy and literacy. The school has recently introduced

federated initiatives, which are having a suitable impact on improving pupils' literacy skills. The impact on pupils' numeracy skills is not as well developed.

Governors meet as a federated body and have an appropriate awareness of their responsibilities. The federated body is new and the strategic roles of the governors are not well established. The recently-formed body is beginning to offer more challenge to leaders, but the role of governors as critical friends is in the process of development.

Improving quality: Adequate

The school has a suitable system for self-evaluation. Its current self-evaluation report is generally evaluative. It focuses on an appropriate range of evidence, including pupils' standards, data analysis, lesson observations, curriculum reviews and the scrutiny of books. However, when planning for improvements, the targets are not specific enough to impact fully on improving pupils' outcomes.

The self-evaluation uses the school's strengths and areas for development as starting-points to move the school forward. The areas for development include national priorities, such as the implementation of the Literacy and Numeracy Framework. The plan outlines staff responsibilities, funding and resource requirements appropriately.

Senior managers, teachers and governors understand the purpose and importance of self-evaluation. Their roles in the new monitoring activities are developing as the new federated system becomes more established. However, the school's current development plan does not link well with the evaluated needs of the school, for example developing the leadership responsibilities and the role of the governors within the federated management system.

Partnership working: Good

Partnerships with parents, the community and others are effective. The school has an inclusive 'open door' policy for parents and carers. The partnerships with local agencies, like the pre-school nursery, are strong. This has a beneficial impact on the school's admission arrangements and its preparation for pupils prior to starting school.

The links with the other federated schools are beneficial, especially in sport and cultural activities. The transition plans between the school and the partner secondary school enable older pupils to transfer efficiently to the next stage in their education.

The school collaborates well with a range of agencies to deliver support programmes. Due to the many complex issues connected with families and pupils, the school arranges regular, collaborative meetings with external agencies in order to support pupils' wellbeing effectively.

Regular visits by pupils to the community and visitors from the local area into the school make purposeful contributions to enriching pupils' experiences. This has a positive effect on the pupils' awareness of their locality.

The school promotes pupils' understanding of other cultures well through the curriculum and through links with other countries. The school supports appropriate charities, for example by sponsoring a polar bear, and this raises pupils' awareness of environmental issues and others' needs successfully.

Resource management: Adequate

The school has enough suitably qualified and experienced staff. Teaching assistants support teachers successfully and give effective support to individuals and groups of pupils in lessons and in a variety of intervention sessions. The school has a stimulating range of resources that staff and pupils use well to promote and enhance learning.

The school meets national requirements in relation to teachers' planning, preparation and assessment time. Staff have good opportunities for professional development and training. This now includes working directly with federated colleagues in other schools, which broadens staff's learning experiences well.

The school manages the accommodation and resources efficiently. The use of both the indoor and outdoor areas has a positive impact on pupils' academic and social development. The careful management of the budget is in line with the needs of the school.

Given pupils' outcomes over time and the newly-established nature of the leadership structure, the school provides adequate value for money.

Appendix 1

Commentary on performance data

In 2013, the percentage of pupils who attained the expected level (outcome 5) at the end of the Foundation Phase in literacy placed the school in the bottom 25% when compared with similar schools. This was down from 2012, when school performance placed it in the lower 50% of similar schools. In 2013, the pupils performed below the averages for the family and for primary schools in Wales.

The percentage of pupils who attained the expected level at the end of the Foundation Phase in mathematical development placed the school in the lower 50% when compared with similar schools. This was down from 2012, when school performance placed it in the upper 50%. In 2013, the pupils performed below the averages for the family and for primary schools in Wales.

In personal and social development, the school moved from the top 25% of similar schools, in 2012 to the lower 50% in 2013. In 2013, pupils' performance in personal and social development at the expected level was above the family, but below national averages.

The proportion of more able pupils attaining outcome 6 in the Foundation Phase in 2013 in literacy, placed the school in the top 25% compared with similar schools and was above the family and national averages. This showed an improvement from 2012 when the school was placed in the bottom 25%.

In mathematical development and personal and social development, pupils' attainment placed the school in the upper 50% compared with similar schools. This was above the family average, but below the national average in 2013. This showed an improvement from 2012 when the school was placed in the lower 50% for mathematical development and in the bottom 25% for personal and social development.

Performance at key stage 2 has meant that the school has remained in the bottom 25% of similar schools in English, mathematics, science and the core subject indicator for the past four years.

At the higher than expected levels (level 5), the school has generally fluctuated between the top 25% and upper 50% compared with similar schools in relation to pupils' performance in English, mathematics and science over the past five years. However, in 2012, the school was placed in the bottom 25% in English and science and in the lower 50% in mathematics. In 2013, pupils' attainment was above the family and national averages in all subjects.

Over time, girls as a group consistently perform better than boys, and pupils entitled to free school meals perform less well than their peers. The small numbers of pupils in the learning support classes affect the school's overall performance in end of key stage assessments in comparison with national benchmarks from one year to the next. However, the evidence in pupils' work does not match the outcomes reported in the Foundation Phase and key stage 2 assessments in 2013, especially at the higher than expected levels.

Appendix 2

Stakeholder satisfaction report

Responses to learner questionnaires

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.	50	49 98%	1 2%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	50	50 100%	0 0%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	50	49 98%	1 2%	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	50	50 100%	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.	50	50 100%	0 0%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	50	50 100%	0 0%	Rwy'n gwneud yn dda yn yr ysgol.
		96%	4%	
The teachers and other adults in the school help me to learn and make progress.	50	50 100%	0 0%	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.	50	50 100%	0 0%	Rwy'n gwybod beth I'w wneud a gyda phwy i siarad os ydw I'n gweld fy ngwaith yn anodd.
		98%	2%	
My homework helps me to understand and improve my work in school.	50	49 98%	1 2%	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.	50	49 98%	1 2%	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.	50	46 92%	4 8%	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	50	43 86%	7 14%	Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
		84%	16%	

Responses to parent questionnaires

denotes the benchmark - this is a total of all responses since September 2010.

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
Overall I am satisfied with the school.	56	29 52%	26 46%	1 2%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	56	37 66%	19 34%	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.	56	38 68%	16 29%	2 4%	0 0%	0	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		72%	26%	1%	0%		
My child is making good progress at school.	56	33 59%	22 39%	1 2%	0 0%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	56	18 32%	37 66%	0 0%	1 2%	0	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	46%	4%	1%		
Teaching is good.	56	32 57%	24 43%	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.	56	37 66%	19 34%	0 0%	0 0%	0	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		63%	34%	1%	0%		
The homework that is given builds well on what my child learns in school.	56	30 54%	24 43%	2 4%	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.	56	26 46%	28 50%	1 2%	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.	56	36 64%	19 34%	1 2%	0 0%	0	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		59%	36%	2%	0%		
My child is safe at school.	56	36 64%	17 30%	3 5%	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'.	54	33 61%	16 30%	2 4%	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.	56	28 50%	25 45%	2 4%	0 0%	1	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.	55	30 55%	23 42%	2 4%	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.	55	24 44%	26 47%	3 5%	0 0%	2	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		44%	39%	7%	2%		
The school helps my child to become more mature and take on responsibility.	55	31 56%	24 44%	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.	52	18 35%	25 48%	3 6%	1 2%	5	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		42%	34%	4%	1%		
There is a good range of activities including trips or visits.	56	24 43%	30 54%	2 4%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	39%	5%	1%		
The school is well run.	53	27 51%	26 49%	0 0%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		60%	33%	3%	2%		

Appendix 3

The inspection team

Nicholas Jones	Reporting Inspector
David Kenneth Davies	Team Inspector
Rhiannon Mary Boardman	Lay Inspector
Susan Marie Sibert	Peer Inspector
Alan Clifford	Enwebai

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.