



*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**

**Cwmbach Community Primary School  
Llangorse Road  
Cwmbach  
Aberdare  
Rhondda Cynon Taf  
CF44 0HS**

**Date of inspection: September 2013**

**by**

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

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

**Key Question 1: How good are the outcomes?**

**Key Question 2: How good is provision?**

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

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

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

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

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

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Publication Section  
Estyn  
Anchor Court, Keen Road  
Cardiff  
CF24 5JW or by email to [publications@estyn.gov.uk](mailto:publications@estyn.gov.uk)

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**Publication date: 19/11/2013**

## Context

Cwmbach Community Primary School is in the village of Cwmbach in the Rhondda Cynon Taff local authority. The school opened in September 2012 as the result of the amalgamation of Cwmbach Nursery, Infant and Junior Schools. In September 2013, the school moved to a new building, incorporating the old junior building, on the junior school site. The school has a complex needs unit, which caters for around ten pupils aged from seven to eleven.

There are 276 pupils aged three to eleven years on roll. This includes 42 pupils in the nursery class. Around 26% of pupils are entitled to free school meals. This is higher than the average for Wales (21%). The school has 11 classes, a few of which are mixed-age classes.

The school has identified around 21% of its pupils as having additional learning needs, of whom a very few have a statement of special educational needs. Around 97% of pupils are of white British ethnic origin and nearly all pupils speak English as their first language. Very few pupils speak Welsh as their first language. The headteacher was appointed in 2012. This is the school's first inspection.

The individual school budget per pupil for Cwmbach Community Primary School in 2013-2014 means that the budget is £3,718 per pupil. The maximum per pupil in the primary schools in Rhondda Cynon Taf is £7,033 and the minimum is £2,659. Cwmbach Community Primary School is 49th out of the 110 primary schools in Rhondda Cynon Taf in terms of its school budget per pupil.

## Summary

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

### Current performance

The current performance of the school is adequate because:

- many pupils make good progress in their speaking and listening skills from a low starting point;
- nearly all pupils behave well in classes and around the school;
- staff provide a high level of care, support and guidance to pupils;
- most pupils with additional learning needs make good progress from their starting points; and
- the school is an inclusive community where relationships are positive and pupils are valued.

However:

- although standards in reading have improved over the past year, many pupils read at a level below that appropriate for their age and ability;
- many pupils' skills across the curriculum in literacy and numeracy are not well developed;
- most pupils are not sufficiently involved in the assessment of their own learning; and
- teacher assessment at the end of Foundation Phase and key stage 2 is not always accurate.

### Prospects for improvement

The school's prospects for improvement are good because:

- the headteacher provides highly effective leadership and has managed change successfully in amalgamating three schools;
- senior managers know the school's strengths and areas for development well;
- leadership roles are developing well and there are clear lines of communication to ensure that all members of staff understand the school's priorities for improvement;
- the school improvement plan focuses well on improving pupil outcomes;
- successful arrangements are in place to monitor standards and the curriculum; and
- governors are beginning to challenge the school appropriately as critical friends.

## **Recommendations**

- R1 Raise standards of reading across the school
- R2 Improve standards of numeracy across the curriculum
- R3 Improve standards of writing across the curriculum
- R4 Ensure that assessments at the end of the Foundation Phase and key stage 2 are secure
- R5 Improve pupils' understanding of how well they are doing and what they need to do to improve their work

### **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

The school's baseline assessment indicates that on entry to school many pupils have knowledge, understanding and skills below the level expected for their age.

Throughout the school, pupils listen well to one another and to adults. In the Foundation Phase, most pupils are keen to talk about their work and a few answer questions using suitable detail. Many older pupils express their opinions confidently using a well-developed vocabulary, such as when making a formal presentation to the class about Brazil.

Although standards in reading have improved over the past year, many pupils read at a level below that appropriate for their age and ability. In the Foundation Phase, pupils rely too heavily on phonic skills, as their only strategy, to help them decode new and unfamiliar words. In Year 6, many pupils are confident readers. They read with fluency and expression and discuss books they have read and their favourite authors. More able pupils have well-developed research skills for finding information quickly.

Many pupils in the Foundation Phase produce short pieces of writing using their knowledge of phonics to help them spell common words. However, they do not use capital letters and full stops consistently when punctuating their work. More able pupils do not generally write at length or use a varied vocabulary to sustain the reader's interest. By the end of key stage 2, many pupils achieve appropriate standards in their writing. In English lessons, they produce extended pieces of writing with a clear structure and many use interesting word choices to keep their audience engaged. However, pupils do not write at a similar standard in other subjects and the presentation of written work is generally of poor quality.

In the Foundation Phase, most pupils develop their numeracy skills successfully in mathematics lessons. For example, in Year 2 many pupils write and order numbers to 100 accurately, know the 2, 5 and 10 times multiplication tables, add and subtract 2 digit numbers correctly, measure lengths using metres and centimetres accurately and record data in simple lists and tables. However, pupils do not generally use these skills at an appropriate level to solve mathematical problems in other areas of learning.

In key stage 2, many pupils make sound progress in mathematics lessons. They use a range of strategies to recall multiplication tables and use this information to solve division problems successfully. They make accurate estimates by rounding decimal numbers to the nearest whole number and use a range of instruments and scales for measuring confidently. More able pupils make good attempts at applying their mathematical knowledge to problem solving activities. However, a minority do not present their work clearly and this leads to inaccuracies when interpreting results,

particularly when using graphs. Across the key stage, pupils do not apply their numeracy skills at the same level in other subjects.

Pupils with additional learning needs generally make good progress.

Many pupils in the Foundation Phase achieve appropriate standards in Welsh. They understand and respond to a limited range of simple questions and instructions. Standards in key stage 2 are adequate. Many pupils are beginning to ask and answer questions using a range of language patterns in the present and past tense with increasing confidence. However, many pupils are reliant on prompt cards to support these activities.

Pupils' thinking and problem solving skills are at an early stage of development across the school.

In 2013, teacher assessments at the end of the Foundation Phase show that the proportion of pupils who achieve the expected outcome is above the average for the family of schools in language, literacy and communication, mathematical development and personal and social development. The proportion of pupils gaining the higher-than-expected outcome is above the family average for language skills, below for personal and social development and well below for mathematical development.

Compared with schools with similar proportions of pupils entitled to free school meals, the performance of pupils at the end of the Foundation Phase places the school in the highest 25% for language and personal skills and in the upper 50% for mathematical development.

However, the inspection team did not agree with a minority of Foundation Phase assessments and found the schools' judgements too generous.

Since 2011, results in English, mathematics and science at the expected level at the end of key stage 2 have improved steadily. The proportion of pupils who attain the expected level is below the family average in English, broadly in line with it in science and above it in mathematics. The proportion gaining the higher-than-expected level is well above the family average in English, mathematics and science. Results for 2013 are significantly higher than those for previous years.

Compared with schools with a similar proportion of pupils entitled to free school meals, the performance of pupils, at the expected level, places the school in the bottom 25% for English and the higher 50% for mathematics and science. However, at the higher level, the school's performance places it in the top 25% for all three subjects.

### **Wellbeing: Good**

Pupils' behaviour is good in lessons and throughout the school day. Nearly all pupils are polite and courteous. Many pupils are motivated and concentrate fully in lessons. They have a positive attitude to learning and focus well on their tasks. Most pupils

are aware of the importance of a healthy diet and are keen to take part in the many opportunities for regular exercise provided by the school.

Nearly all pupils feel safe in school and are confident that the staff will deal effectively with any issues that arise.

Attendance is variable, but over time it compares favourably with that in other similar schools. Punctuality is improving.

Pupils express their opinions confidently and leaders and managers take good account of these, for example when choosing the colour of the new school uniform. The school council makes a useful contribution to improving the playground environment. It also helped to design the new school badge.

As pupils progress through the school, they become more independent. Most pupils co-operate well with each other. They are beginning to set and monitor their own targets.

Pupils benefit from good links with the wider community. They have contributed well to a project to improve the local environment through the creation of a mural and planting flower beds.

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

The school provides a good range of stimulating learning experiences, which interest and engage pupils well. Teachers have recently reviewed and adapted their planning to ensure that it now provides good opportunities to develop pupils' literacy and numeracy skills across the curriculum. A range of educational visits, such as to Cardiff Airport and a local heritage site, are organised throughout the year to enhance the curriculum and enrich pupils' learning experiences effectively. The curriculum meets the requirements of pupils with additional and complex needs well and allows them to take a full and active part in the life of the school. The school offers a comprehensive range of after school clubs, such as cricket club and gardening club, which many pupils attend.

Provision for the development of pupils' Welsh oracy skills in the Foundation Phase is good. Pupils have a good range of opportunities to practise language patterns throughout the day. However, opportunities to write in Welsh in the Foundation Phase are limited. At key stage 2, provision for Welsh is good. Pupils have suitable opportunities to develop their speaking and listening skills outside of Welsh lessons and to develop their writing skills. The school promotes the Welsh culture effectively through, for example, an annual eisteddfod, a Welsh week and visits to Cardiff Castle and the Museum of Welsh Life.

Pupils participate in a comprehensive range of initiatives, which increase their knowledge of sustainability well. Many older pupils have a sound knowledge of the principles of recycling and of monitoring energy consumption. Pupils have good

opportunities to learn about other cultures and to develop their understanding of the wider world, for example through studies of Brazil and India.

### **Teaching: Adequate**

Across the school, staff establish positive relationships with pupils and manage their behaviour well. The working relationship between teachers and teaching assistants is a strength of the school and ensures that support focuses well on pupils who require additional help. Many teachers conduct lessons at a brisk pace and use a range of teaching strategies effectively to interest and engage pupils in developing skills. However, in many classes there is an over reliance on the use of worksheets and this limits opportunities for pupils to produce extended pieces of writing or to make decisions about how to present their work. In a few classes, teachers do not challenge all pupils to a suitable level.

Most teachers mark pupils' work regularly. They recognise what a pupil has done well and indicate what they need to do to improve. Pupils are beginning to respond to these comments, but this is at an early stage of development. Pupils have targets for literacy, numeracy and Welsh. However, a majority of pupils do not know what their targets are and, as a result, they do not impact on pupils' progress.

Opportunities to involve pupils in assessing their own and others learning are limited. Teacher assessments at the end of Foundation Phase and key stage 2 are not always accurate. Reports to parents are informative and meet statutory requirements.

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

Provision for pupils' social and emotional needs is good and pupils feel safe and well cared for. The school makes appropriate arrangements for promoting healthy eating and drinking. Teachers provide a variety of sporting activities that encourage pupils to be active. Assemblies and acts of collective worship promote pupils' spiritual and moral development successfully.

Teachers set high standards of behaviour. They use sanctions and rewards fairly and consistently across the school. Arrangements for safeguarding pupils meet requirements and give no cause for concern.

There is a well-organised programme of intervention and support for pupils with additional learning needs. Teachers identify areas of concern at an early stage. This ensures that pupils receive support that is relevant to their needs. Pupils in mainstream classes, who are withdrawn for specific literacy and numeracy sessions, receive well-planned support and make good progress. Teaching assistants provide valuable guidance and their work is effectively monitored. The school makes good use of specialist services and outside agencies, such as educational psychology and occupational therapy. This ensures that pupils receive a high level of support and guidance.

Children in the complex learning needs class have full access to the National Curriculum and are fully involved in the life of the school. The school includes pupils

and parents well in developing appropriate individual education plans that clearly identify the next steps pupils need to take in their learning.

### **Learning environment: Good**

The school is a friendly and caring community where there are positive and supportive relationships between staff and pupils. There is a strong inclusive ethos where all pupils have equal access to the educational and extra-curricular provision. The school promotes equal opportunities well and places a strong emphasis on respecting each other and celebrating diversity.

Accommodation at the new school is spacious and staff make effective use of the different learning areas. It is fully accessible and promotes pupils' wellbeing through access to a good range of resources, such as the multipurpose sports area. Classrooms are spacious and the school has invested in high quality furniture and resources. There is a good range of learning materials to assist pupils in developing their skills. The complex needs class provides a stimulating environment where pupils feel secure and, as a result, make good progress in their learning.

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

The headteacher is strongly committed to the school and contributes positively to the supportive ethos, where pupils and staff feel valued and respected. She provides high quality leadership and manages change successfully, for example when amalgamating the nursery, infant and junior schools. The newly appointed deputy headteacher supports the headteacher well. Leaders and managers have reviewed successfully staff roles and responsibilities to reflect the requirements of the new school. Leadership roles are developing well throughout the school and there is effective communication to ensure that all members of staff understand the school's priorities for improvement.

The school has effective performance management processes. Teachers' improvement targets link clearly to school needs and there are good processes to monitor the work of teachers and assess what they need to do to improve. The school identifies training needs well and ensures that it meets those needs.

The new governing body has an appropriate knowledge of pupils' performance and keeps well informed about how the school operates on a day-to-day basis. Governors support the school conscientiously. They are beginning to challenge the school appropriately as critical friends.

The school takes good account of local and national priorities. It has introduced a number of appropriate initiatives, particularly to improve standards in literacy. The result of these is evident in improved standards.

### **Improving quality: Good**

The senior management team know the school's strengths and areas for development well. Most members of staff contribute effectively to the rigorous self-evaluation process. Leaders and managers take good account of the views of pupils, parents and governors when evaluating the school's performance.

Successful monitoring arrangements are in place and include careful analysis of data, lesson observations, listening to learners and the scrutiny of pupils' work. The self-evaluation report is generally evaluative and covers all aspects of the school's work. However, in a few instances the link between the report and priorities in the school improvement plan are not clear.

The school improvement plan focuses consistently on improving pupil standards. It contains suitable success criteria and measurable targets. Lines of responsibility are clear and the school sets a budget for training and resources linked to priorities. All teachers have a good understanding of what the school wants to achieve. The senior management team regularly monitor progress to ensure that staff implement priorities consistently. As a result, the school has improved pupils' standards in literacy over the past year. However, in a minority of instances senior leaders do not ensure the accuracy of teacher assessments.

### **Partnership working: Good**

The school has established a good range of successful partnerships, which contribute well towards improving pupils' standards and wellbeing.

Teachers keep parents well informed about their children's progress and consultation meetings contribute effectively towards this. This enables parents to have a better understanding of the school's role in their child's education. The parents' forum gives parents regular opportunities to voice their opinion about school matters. Leaders listen well and act effectively to address any concerns.

A recent community project has resulted in transforming a piece of wasteland into a pleasant woodland walk. Pupils' involvement in this project has increased their interest and pride in their local environment.

There are strong transition links between the school and the local secondary school. A successful programme involves secondary teachers teaching at the primary school. This enables pupils to become familiar with the teaching methodology that they will experience following transfer. As a result, pupils settle quickly into their new school.

The school works well with the cluster to produce a portfolio of moderated and standardised samples of pupils' work. However, teachers do not always use this information effectively to ensure the accuracy of their assessments.

### **Resource management: Adequate**

The school has enough suitably qualified and experienced staff. Leaders manage support staff carefully to ensure that they have the greatest impact on raising standards for individual and small groups of pupils.

The sharing of good practice within and beyond the school has enhanced teaching and learning by improving teachers' understanding of how to implement a range of new initiatives associated with literacy successfully. The school identifies staff training needs well and ensures that it meets those needs.

All teachers receive appropriate time for planning, preparation and assessment. Performance management procedures are well established and used well to identify appropriate opportunities for all staff to attend suitable training courses. Managers ensure that learning resources are of good quality, accessible and well used.

The headteacher and governing body manage and monitor the school's financial resources well and ensure that they link carefully to the improvement plan.

Considering the standards pupils achieve and their progress overall, the school gives adequate value for money.

## Appendix 1

### Commentary on performance data

In the Foundation Phase, around 90% of pupils achieved the expected level in relation to the development of their language, literacy and communication skills, mathematical development and personal and social development, wellbeing and cultural diversity (the Foundation Phase indicator) in 2013. This is above the average for both the family and schools in Wales. All pupils achieved the expected level in personal and social development.

The percentage of pupils who achieved the higher-than-expected level is slightly above the averages for both the family and Wales for language, literacy and communication. However, the percentage of pupils achieving the higher-than-expected level in personal and social development, wellbeing and cultural diversity is below the family and Wales averages and well below these averages for mathematical development.

When compared with schools with similar proportions of pupils entitled to free school meals, the school's outcomes place it in the top 25% for the development of pupils' language, literacy and communication skills and personal and social development, wellbeing and cultural diversity and in the higher 50% for mathematical development.

In key stage 2, the percentage of pupils who achieve the expected level or above in English, mathematics and science (the core subject indicator) is below the average for the family and Wales. However, when subjects are considered separately, results for mathematics are above these averages and results for science are broadly in line with them.

In 2013, in relation to schools with a similar proportion of pupils entitled to receive free school meals, the school is in the bottom 25% for English and in the upper 50% for mathematics and science. The school's results place it in the lower 50% for the core subject indicator.

The proportion of pupils who achieve the higher-than-expected level in English, mathematics and science is significantly above the average for the family and Wales. At the higher level, the school's performance in comparison with that of schools with a similar proportion of pupils entitled to free school meals places it in the top 25% for all three subjects.

In key stage 2, the performance of boys and girls is similar for all three subjects at the expected level and for English at the higher-than-expected level. However, boys outperform girls in mathematics and science at the higher-than-expected level by significantly more than the family average.

Pupils entitled to free school meals generally attain less well than other groups of pupils.

## 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		Cytuno Agree	Anghytuno Disagree	
I feel safe in my school.	97		96 99%	1 1%	Rwy'n teimlo'n ddiogel yn fy ysgol.
			98%	2%	
The school deals well with any bullying.	97		90 93%	7 7%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			92%	8%	
I know who to talk to if I am worried or upset.	97		96 99%	1 1%	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	97		91 94%	6 6%	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.	96		95 99%	1 1%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			96%	4%	
I am doing well at school	96		94 98%	2 2%	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.	97		97 100%	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.	96		96 100%	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.	96		94 98%	2 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.	97		87 90%	10 10%	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.	96		82 85%	14 15%	Mae plant eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
			78%	22%	

	Number of responses Nifer o ymatebion	Cytuno Agree	Anghytuno Disagree	
Nearly all children behave well at playtime and lunch time	95	86 91%	9 9%	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	Cytuno'n gryf Strongly Agree	Cytuno Agree	Anghytuno Disagree	Anghytuno'n gryf Strongly disagree	Ddim yn gwybod Don't know	
Overall I am satisfied with the school.	22	11 50%	10 45%	1 5%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	22	14 64%	8 36%	0 0%	0 0%	0	Mae fy mhlentyn 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.	22	16 73%	6 27%	0 0%	0 0%	0	Cafodd fy mhlentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		72%	26%	1%	0%		
My child is making good progress at school.	22	13 59%	8 36%	1 5%	0 0%	0	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	0%		
Pupils behave well in school.	21	9 43%	8 38%	2 10%	0 0%	2	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	46%	4%	1%		
Teaching is good.	22	14 64%	6 27%	1 5%	0 0%	1	Mae'r addysgu yn dda.
		60%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	22	14 64%	6 27%	1 5%	0 0%	1	Mae'r staff yn disgwyl i fy mhlentyn 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.	22	7 32%	12 55%	3 14%	0 0%	0	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhlentyn yn ei ddysgu yn yr ysgol.
		47%	40%	6%	1%		
Staff treat all children fairly and with respect.	22	14 64%	6 27%	1 5%	0 0%	1	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		58%	34%	4%	1%		

	Number of responses Nifer o ymatebion	Cytuno'n gryf Strongly Agree	Cytuno Agree	Anghytuno Disagree	Anghytuno'n gryf Strongly disagree	Ddim yn gwybod Don't know	
My child is encouraged to be healthy and to take regular exercise.	21	13 62%	6 29%	0 0%	0 0%	2	Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		59%	36%	2%	0%		
My child is safe at school.	22	16 73%	5 23%	0 0%	0 0%	1	Mae fy mhlentyn yn ddiogel yn yr ysgol.
		66%	31%	1%	0%		
My child receives appropriate additional support in relation to any particular individual needs'.	19	9 47%	6 32%	1 5%	1 5%	2	Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		50%	35%	4%	1%		
I am kept well informed about my child's progress.	22	11 50%	7 32%	3 14%	1 5%	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.	22	13 59%	5 23%	4 18%	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.	22	9 41%	7 32%	2 9%	0 0%	4	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.	22	13 59%	9 41%	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.	21	10 48%	8 38%	2 10%	0 0%	1	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		42%	34%	4%	1%		
There is a good range of activities including trips or visits.	22	13 59%	7 32%	2 9%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	38%	5%	1%		
The school is well run.	22	11 50%	7 32%	1 5%	2 9%	1	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	32%	3%	1%		

## Appendix 3

### The inspection team

Ms Jane Rees	Reporting Inspector
Mr Merfyn Lloyd Jones	Team Inspector
Mrs Deirdre Mary Emberson	Lay Inspector
Samantha Rowland	Peer Inspector
Eileen King	Nominee

## Copies of the report

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

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

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

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

Primary phase:

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

Secondary phase:

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

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

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

## **Glossary of terms – Primary**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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