



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

**Goetre Primary School
Rowan Way
Gurnos Estate
Merthyr Tydfil
CF47 9PB**

Date of inspection: December 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:

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

Goetre Primary School is an English medium school situated in the Gurnos area on the outskirts of the town of Merthyr Tydfil. There are currently 387 pupils on roll aged from four to 11 years.

All pupils come from homes in which the predominant language is English. Very few pupils come from an ethnic background.

The school serves an area that is one of the most challenging and deprived areas in Wales. Fifty-eight per cent of pupils are entitled to free school meals. The school has five learning resource base units, including one class for pupils with social, emotional and behaviour difficulties. It has identified approximately 62% of its pupils as having additional learning needs. Very few pupils have a statement of special educational needs.

Goetre Primary School has evolved from the amalgamation of Goetre Junior School and Goetre Infant School in May 2011. The present headteacher has been in post since the amalgamation and was previously the headteacher of Goetre Infant School.

The individual school budget per pupil for Goetre Primary School in 2013-2014 means that the budget is £4,219 per pupil. The maximum per pupil in the primary schools in Merthyr Tydfil is £4,219 and the minimum is £3,257. Goetre Primary School is first out of the 23 primary schools in Merthyr Tydfil 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 current performance of Goetre Primary School is adequate because:

- the school provides exceptional support for vulnerable pupils in terms of their emotional health and wellbeing;
- most pupils make at least the expected levels of progress from a very low baseline during their time in school;
- teachers and support staff work effectively to ensure that pupils make good progress in literacy and numeracy in structured lessons; and
- pupils with additional learning needs make good progress towards achieving the challenging targets set for them.

However:

- the performance of pupils at the end of the Foundation Phase and key stage 2 is consistently below the average performance for similar schools;
- attendance figures are consistently below the local authority and Wales averages; and
- teaching time spent on specific initiatives leaves limited time to cover the broader curriculum.

Prospects for improvement

Prospects for improvement of Goetre Primary School are adequate because:

- the leadership of the headteacher is impacting positively on the strategic development of the school;
- the school pays appropriate attention to addressing many national priorities;
- the school has an appropriate system for evaluating its work; and
- there are clear links between the outcomes of self-evaluation and the priorities for improvement.

However:

- the priorities for improvement have not yet had enough of a positive impact on standards in the core areas of learning in the Foundation Phase or the core subjects at key stage 2; and
- the governors' role in challenging the school is not developed enough.

Recommendations

- R1 Improve standards in the core areas of learning in the Foundation Phase and the core subjects at key stage 2
- R2 Improve standards in Welsh as a second language
- R3 Improve attendance
- R4 Review the school timetable in order to ensure an appropriate balance in teaching time for all areas of the curriculum
- R5 Refine assessment procedures in order to ensure that they are effective and manageable
- R6 Develop the role of the governors in challenging the school
- R7 Ensure that the priorities in the improvement plan focus appropriately on raising standards across all areas of the curriculum

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

Most pupils make at least the expected levels of progress from a very low baseline during their time in school.

Most pupils listen attentively to adults and each other in lessons and during other activities. Many pupils' oral skills are less well developed. Although many pupils respond appropriately to questions asked by teachers and other adults, only a minority can hold extended conversations confidently about specific aspects of their work or about their interests.

Pupils' reading skills in English are developing appropriately. By the end of the Foundation Phase, many are able to read fluently and use appropriate strategies effectively to read unfamiliar words. Many pupils are able to express an opinion about their books and predict what will happen next. By the end of key stage 2, many pupils read to a standard that is at least appropriate to their age and ability. They can select suitable texts from a variety of sources in order to enhance their knowledge about what they are learning. Many can answer questions about the different styles of texts they read and share their opinion about favourite books and authors.

The writing skills of most pupils are developing well. By the end of the Foundation Phase, many pupils are able to write short texts independently in a variety of genres. By the end of key stage 2, many pupils have an appropriate vocabulary and are able to write extended pieces of interesting work in many contexts, for example writing a newspaper report about Neil Armstrong's historical visit to the moon and writing poems about the planets in science. Pupils' handwriting skills are developing well and most present their work neatly. This is a strength of the school.

The numeracy skills of most pupils at the end of the Foundation Phase and the end of key stage 2 are developing appropriately. When provided with suitable opportunities, pupils are able to apply a range of numeracy skills across the curriculum, to a standard that is in line with their mathematical ability. For example, pupils in Year 2 measure the distance of jumps in physical development sessions, and pupils in Year 6 apply their number and problem-solving skills effectively to work out the costs of setting up and advertising a virtual lunar theme park.

Pupils with additional learning needs in mainstream classes make good progress towards achieving the challenging targets set for them. Pupils in the resource base classes make progress that is at least good and occasionally excellent. More able pupils make suitable progress.

Pupils' attitudes to Wales and learning Welsh are good. However, the bilingual and Welsh language skills of most pupils are not developed enough. Although many older pupils can write at an appropriate length using simple phrases and sentences,

few are able to hold simple conversations and answer basic questions confidently without adult intervention. Very few pupils are able to read with any expression and understanding in the Welsh language.

The standard of pupils' work observed during the inspection is significantly higher than the data suggests.

In the end of Foundation Phase and key stage 2 assessments, pupils' performance at both the expected and higher outcomes is consistently below that of other similar schools. In 2013, for the Foundation Phase indicator and the expected and higher outcomes for language, literacy and communication skills, mathematical development and personal and social development, the school was in the bottom 25%. In key stage 2, the school was in the bottom 25% for the core subject indicator, and for the expected and higher levels in English, mathematics and science. The school's end of key stage 2 results at the expected levels show a slight improvement over four years.

Girls significantly outperformed boys in the Foundation Phase and at key stage 2 in 2013. However, this has not always been the case in preceding years.

Wellbeing: Adequate

Almost all pupils feel safe in school. They know whom they can turn to if they are worried or upset. Pupils speak very positively about the peer mediators and the family education support worker, who listen to them and make them feel safe and cared for. Most pupils have a suitable understanding of how they can stay healthy through what they eat or drink. They also understand the importance of taking enough exercise.

Pupils of all ages and abilities are generally motivated to learn. They gradually gain confidence in themselves and in what they can achieve over the course of their time in school. In most lessons, pupils concentrate well. Pupils are generally polite and respectful to adults and to each other. Many pupils are keen to improve and most of them know how to do this.

The most recent attendance figure of about 91% is below the local authority and Wales averages. This places the school in the bottom quarter for a second year when compared with similar schools in terms of the percentage of pupils entitled to free school meals. Whilst the school has achieved improvement in its attendance levels since amalgamation, the rate of improvement has been relatively slow. There have been a few fixed term exclusions over the last year but, overall, most pupils, including many with very complex emotional needs, behave well. A few pupils arrive late but there has recently been an improvement in punctuality.

Pupils have a limited say in what and how they learn. They often identify what they need to find out in their topic work, for example, but they do not contribute to planning schemes of work or discussing topics to be covered. Members of the school council are beginning to understand their role in making relevant decisions in the school.

A majority of older pupils take on roles and responsibilities appropriately to support younger pupils and effect changes in the school, but these are at an early stage of development. Most pupils have a developing understanding of sustainability and global citizenship, and an appropriate understanding of the world of work having undertaken projects with local businesses.

Key Question 2: How good is provision?	Adequate
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Learning experiences: Unsatisfactory

Members of staff plan many successful intervention programmes to develop pupils' literacy and numeracy skills that meet the particular and often complex needs of the school's pupils well. This is a strong feature of the school's work. However, carrying out such a wide range of interventions limits the time allocated to covering other aspects of the statutory curriculum in the Foundation phase and at key stage 2.

The school has effective plans in place to implement the Literacy and Numeracy Framework. Teachers plan appropriately for pupils to improve their literacy, numeracy and information and communication technology (ICT) skills within specific lessons. However, teachers provide limited opportunities for them to use these skills appropriately in many other areas of the curriculum.

The school has detailed plans for developing Welsh as a second language. However, it does not allocate enough teaching time to allow pupils to make good enough progress. The curriculum provides appropriate opportunities for pupils to improve their knowledge and understanding of the history and culture of Wales, but provides few opportunities for pupils to learn about sustainability and global citizenship.

Members of staff plan a suitable range of extra-curricular activities and special events in order to enhance the curriculum, which is beginning to have a positive impact on pupils' learning and wellbeing, for example World Book Day and The Narnia Club.

Teaching: Adequate

In around a half of lessons, teachers have good subject knowledge. They use a variety of teaching strategies appropriately to provide pupils with tasks that are challenging and appropriate to their learning needs. They are appropriate language models and ask questions effectively in order to assess pupils' understanding of new concepts. Many teachers use a range of assessment for learning strategies appropriately, which is beginning to encourage pupils to take responsibility for their own learning. However, a minority of teachers plan activities that are too teacher-led and do not give pupils the opportunity to learn independently. In these lessons, teachers' expectations of pupils are too low and result in a few pupils making limited progress. All teachers use structured intervention strategies effectively to improve pupils' literacy and numeracy skills. However, this is time-consuming and limits their creativity when teaching the wider curriculum. A few teachers use incidental Welsh effectively in their lessons.

The school has appropriate assessment and tracking procedures that enable staff to identify pupils who are not performing well enough. Staff use this information well to plan interventions for these pupils. However, the procedures are very time-consuming and have yet to impact positively on end of key stage assessment results. A system of moderation involving all teachers ensures that assessments are accurate. Many teachers provide pupils with appropriate oral and written feedback on their work. However, feedback often refers to what pupils have achieved rather than how they can make further progress. In key stage 2, many teachers provide pupils with appropriate opportunities to evaluate their own work and the work of others. Target-setting procedures are beginning to enable pupils in key stage 2 to set and review their own targets in literacy and numeracy. However, it is too early to evaluate the effectiveness of these procedures on improving standards.

The school provides parents and carers with informative written reports and regular opportunities to discuss pupils' achievements and progress.

Care, support and guidance: Good

The school provides exceptional support to develop pupils' emotional health and wellbeing. This is particularly effective for the most vulnerable pupils. For example, it has a designated support worker who is available to meet the additional needs of parents and pupils throughout the school day. This has a very positive effect on behaviour of pupils and the attitude of parents to their child's learning needs. The school ensures that other health and education professionals are also readily accessible to families and work collaboratively to ensure that there is continued support for pupils and parents. These are strong features of the school's work.

The school makes appropriate arrangements for promoting healthy eating and drinking.

The curriculum and other activities provided ensure that pupils gain an appropriate awareness of spiritual, moral, social and cultural issues.

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

The school identifies pupils with additional learning needs in mainstream classes at an early stage. Teachers and learning support staff make effective provision for them through structured intervention programmes that meet their individual needs. The school regularly evaluates the effectiveness of these programmes and reviews pupils' progress well.

The school also makes good provision for pupils with additional and complex learning needs in the learning resource bases. Staff successfully plan well-designed activities and deliver effective intervention programmes to match the individual needs of the pupils. Staff assess carefully and monitor how well these pupils are doing in order to ensure that they make continued progress.

Learning environment: Adequate

The school is fully inclusive and offers all pupils equal access to the curriculum. It has appropriate equality schemes and action plans that meet statutory requirements, and has effective measures in place to ensure that pupils and staff are free from harassment. However, the building has not been adapted for use by wheelchair users.

The school has appropriate resources to support all areas of teaching and learning. The accommodation is of a suitable quality and includes many classrooms, two large halls, a library and many useful smaller teaching rooms. The classrooms and communal areas contain stimulating displays of pupils' work, which promote a sense of achievement effectively. The school grounds are less well developed, which limits pupils' learning experiences in the outdoors, particularly their physical development. The building and outdoor areas are secure and generally maintained appropriately. However, parts of the building are in need of painting.

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

The leadership of the headteacher and senior management team is impacting positively on the strategic development of the school. The school shares many management responsibilities effectively amongst experienced teachers. They respect the values and key purpose of the school, and 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' basic skills. There are detailed and relevant job descriptions for all members of staff and the lines of accountability are clear.

The school has a sufficient range of monitoring processes that focus appropriately on the performance of teachers. All teachers with a management responsibility monitor and report regularly on the standards of pupils' work. The comprehensive electronic system for tracking pupils' progress enhances leaders' knowledge about whole school performance effectively. However, this information is not always used strategically enough to raise standards in all areas of the curriculum.

The school addresses most national priorities appropriately, including raising standards in numeracy and literacy. The school has recently introduced local authority initiatives, which are having a positive impact on improving pupils' literacy skills. However, the teaching time spent on these initiatives leaves limited time to cover the broader curriculum.

The governing body is very supportive of the school's work. Governors meet regularly and have an appropriate awareness of their responsibilities. The new arrangements for governors to visit the school to monitor the quality of provision and teaching is giving them a better understanding of the school's priorities and is beginning to focus their attention more on standards. The recently formed standards

committee is beginning to offer more challenge to leaders but the role of governors as critical friends has not yet developed well enough.

Improving quality: Adequate

The school has an effective system for self-evaluation. The school's current self-evaluation report is broadly evaluative, and identifies strengths and actions to be taken to move the school forward. The report is based on an appropriate range of evaluative evidence including data analysis, lesson observations, subject reviews and scrutiny of books. However, there are limited opportunities to take account of the views of pupils, parents and the governing body.

Teachers, support staff and governors understand the purpose and importance of self-evaluation, and their role in appropriate monitoring activities is developing well. The outcomes of these processes, however, are not rigorous enough to impact fully on improving standards and provision.

There are clear links between self-evaluation and the school's improvement plan. Leaders use the information gathered to determine key priorities and targets for school improvement. The areas for development also include national priorities such as the implementation of the Literacy and Numeracy Framework. The plan clearly outlines staff responsibilities, funding and resource requirements. However, the priorities in the improvement plan do not always focus enough on raising standards across all areas of the curriculum.

Partnership working: Good

The school has effective partnerships with many relevant agencies and external bodies. The school has strong links with parents, which has a positive effect on children's wellbeing. The school provides parents with a "Parents as Partners" booklet and a starter pack containing a school uniform, pens and other useful equipment for every child who starts school. This ensures that all new pupils start school on an equal basis. Parents are encouraged to play a practical part in the life of the school, for example by attending the family learning support groups, or volunteering on school trips.

The school collaborates effectively with a range of multi-disciplinary agencies to deliver support programmes. Due to the complex issues connected with many of the pupils, the school arranges regular collaborative meetings with health visitors, police and educational psychologists. It has employed a Family Education Support Worker, who is having a very positive impact on pupils' wellbeing.

The school has strong partnerships with its feeder nursery school, which helps new pupils settle in easily. An effective partnership with the local secondary school supports the smooth transition of older pupils. The school has developed a successful system of moderation of pupils' work with the feeder nursery school, the local cluster of primary schools and the local secondary school. This ensures that staff have a common understanding of the standards of pupils' work.

Resource management: Adequate

The school has enough suitably qualified and experienced staff. Classroom 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 an appropriate range of resources that are used well to promote and enhance learning.

The school meets national requirements in securing appropriate arrangements for teachers' planning, preparation and assessment time. Staff have good opportunities for professional development and training, which link well to school priorities. The school is involved with a few professional learning networks within the cluster, which broaden staff's learning experiences sufficiently and are beginning to improve outcomes for pupils.

The headteacher and the governing body manage the budget carefully and in line with the stated priorities in the school improvement plan.

Given pupils' outcomes over time, the school provides adequate value for money.

Appendix 1

Commentary on performance data

In the end of Foundation Phase assessments, pupils' performance at both the expected and higher outcomes are below the average performance levels in similar schools, other schools in the family and the whole of Wales. In 2013, the school's results show a slight improvement compared with 2012. However, for the Foundation Phase indicator and at the expected and higher outcomes for language, literacy and communication skills, mathematical development and personal and social development, the school is in the bottom 25%.

In the end of key stage 2 teacher assessments in 2013, pupils' performance at both the expected and higher levels are below the average performance levels in other similar schools, other schools in the family and the whole of Wales. The school's results at the expected levels show a slight improvement over four years. However, there is no pattern of improvement for the school's performance at the higher levels over the same period. It was in the bottom 25% for the core subject indicator, and for the expected and higher levels in English, mathematics and science. In the preceding three years, the school's performance has consistently placed it in the lower 50% or bottom 25% for the core subject indicator, English, mathematics and science when compared with similar schools in terms of the percentage entitled to free school meals.

In the Foundation Phase and in key stage 2, in 2013, the performance of girls is better than boys at the expected and higher outcomes or levels in all statutory assessments. This difference in performance is significantly more than the average for the family of schools and the whole of Wales.

There is no pattern of difference between the performance of pupils entitled to free school meals compared with those not entitled over four years.

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.	132	126 95% 98%	6 5% 2%	Rwy'n teimlo'n ddiogel yn fy ysgol.
The school deals well with any bullying.	132	113 86% 92%	19 14% 8%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
I know who to talk to if I am worried or upset.	131	121 92% 96%	10 8% 4%	Rwy'n gwybod pwy i siarad ag ef/â hi os ydw I'n poeni neu'n gofidio.
The school teaches me how to keep healthy	132	132 100% 98%	0 0% 2%	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
There are lots of chances at school for me to get regular exercise.	132	132 100% 96%	0 0% 4%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
I am doing well at school	132	122 92% 96%	10 8% 4%	Rwy'n gwneud yn dda yn yr ysgol.
The teachers and other adults in the school help me to learn and make progress.	132	127 96% 99%	5 4% 1%	Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddsygu a gwneud cynnydd.
I know what to do and who to ask if I find my work hard.	132	126 95% 98%	6 5% 2%	Rwy'n gwybod beth I'w wneud a gyda phwy i siarad os ydw I'n gweld fy ngwaith yn anodd.
My homework helps me to understand and improve my work in school.	127	111 87% 91%	16 13% 9%	Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol.
I have enough books, equipment, and computers to do my work.	132	126 95% 95%	6 5% 5%	Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
Other children behave well and I can get my work done.	132	104 79% 78%	28 21% 22%	Mae plant eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
Nearly all children behave well at playtime and lunch time	132	101 77% 84%	31 23% 16%	Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.

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.	84	51 61%	32 38%	0 0%	0 0%	1	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	84	57 68%	25 30%	0 0%	2 2%	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.	84	48 57%	36 43%	0 0%	0 0%	0	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		72%	26%	1%	0%		
My child is making good progress at school.	83	57 69%	25 30%	0 0%	1 1%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	0%		
Pupils behave well in school.	83	29 35%	45 54%	3 4%	0 0%	6	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	46%	4%	1%		
Teaching is good.	83	54 65%	29 35%	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.	83	48 58%	32 39%	1 1%	0 0%	2	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		63%	33%	1%	0%		
The homework that is given builds well on what my child learns in school.	82	45 55%	35 43%	1 1%	0 0%	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.	83	49 59%	32 39%	1 1%	0 0%	1	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		58%	34%	3%	1%		
My child is encouraged to be healthy and to take regular exercise.	81	39 48%	41 51%	0 0%	0 0%	1	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		60%	36%	2%	0%		
My child is safe at school.	82	50 61%	30 37%	1 1%	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'.	82	42 51%	36 44%	2 2%	0 0%	2	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		50%	34%	4%	1%		
I am kept well informed about my child's progress.	83	40 48%	37 45%	5 6%	0 0%	1	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		49%	40%	8%	2%		

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
I feel comfortable about approaching the school with questions, suggestions or a problem.	84	44 52%	37 44%	1 1%	0 0%	2	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.	83	37 45%	40 48%	3 4%	0 0%	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.	84	40 48%	42 50%	1 1%	0 0%	1	Mae'r ysgol yn helpu fy mhentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		56%	39%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	77	33 43%	36 47%	1 1%	0 0%	7	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.	82	40 49%	39 48%	2 2%	0 0%	1	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	38%	5%	1%		
The school is well run.	82	49 60%	32 39%	1 1%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	33%	3%	1%		

Appendix 3

The inspection team

Huw Watkins	Reporting Inspector
Janet Marsden	Team Inspector
Eleri Hurley	Team Inspector
Rhiannon Boardman	Lay Inspector
Nicola Williams	Peer Inspector
Catherine Morgan	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.