



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

**Nantymoel Primary School
Gwendoline Street
Nantymoel
Bridgend
CF32 7PL**

Date of inspection: June 2014

by

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

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

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

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

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

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

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

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Context

Nantymoel Primary School is in the village of Nantymoel, in the Bridgend local authority.

There are 216 pupils aged three to 11 years on roll, including 30 full time and 15 part-time children in the nursery. There are seven mainstream classes, four of which are mixed year groups.

Around 27% of the pupils are eligible for free school meals. No pupils are looked after by the local authority. Most pupils are of white British ethnicity, with a very few pupils from minority ethnic backgrounds. No pupil speaks Welsh as a first language at home.

The school has identified around 34% of pupils as having additional learning needs. This is well above the average for primary schools in Wales. No pupils have a statement of special educational needs. There have been a very few temporary exclusions in the last three years.

The last inspection was in June 2008. The current headteacher was appointed in April 2009.

The individual school budget per pupil for Nantymoel Primary School in 2012-2013 means that the budget is 3,647 per pupil. The maximum per pupil in the primary school in Bridgend is £4,608 and the minimum is £2,795. Nantymoel Primary School is twelfth out of the 50 primary schools in Bridgend in terms of its school budget per pupil.

Summary

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

Current performance

The school's current performance is good because:

- in lessons and over time many pupils make at least the expected level of progress and a few make very good progress;
- most pupils are keen to learn and they co-operate well with each other and all adults;
- the school's curriculum is effectively organised and meets statutory requirements;
- the quality of teaching is effective across the school;
- the school provides a caring ethos where all pupils are valued; and
- the school has an inclusive and welcoming ethos where all pupils have equal access to the opportunities provided by the school.

Prospects for improvement

The school's prospects for improvement are adequate because:

- the headteacher conveys a clear vision for the school that focuses effectively on the welfare of all pupils;
- the senior leadership team or senior leaders analyse data appropriately to monitor progress and plan for improvement for groups of pupils who are underachieving;
- the school has effective partnerships that have a positive impact on pupils' learning and wellbeing; and
- the school has an effective level of staffing to teach the curriculum successfully.

However:

- the recently introduced whole school tracking system has had little time to impact on improving standards;
- the school's strategies to improve attendance are beginning to have a positive effect;
- recent restructuring of roles and responsibilities has yet to impact fully on whole school improvement;
- the role of the governors in challenging the school as a critical friend is limited; and
- the school is only beginning to develop appropriate self-evaluation procedures.

Recommendations

- R1 Raise standards so that more pupils achieve the higher-than-expected outcome 6 in the Foundation Phase and level 5 in key stage 2
- R2 Improve attendance
- R3 Make effective use of assessment information
- R4 Develop the outdoor area for pupils in the Foundation Phase to improve opportunities for outdoor learning
- R5 Stabilise the senior leadership team and ensure that the governors fulfil their role as critical friends
- R6 Embed self-evaluation processes and ensure that self-evaluation focuses rigorously on raising standards

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?

Good

Standards: Good

In lessons and over time many pupils make at least the expected level of progress and a few make very good progress. However, more able pupils do not always achieve the standards of which they are capable.

In the Foundation Phase, most pupils listen carefully to their teachers and discuss their ideas and thoughts openly in lessons and in response to questions. Older Foundation Phase pupils respond to directions consistently and speak and listen well. In key stage 2, many pupils use well-developed oral skills purposefully. They answer questions in suitable detail and express their views confidently and competently. They collaborate well in group activities, listen well to the views of their peers, and contribute effectively to whole class speaking and listening activities.

Most pupils make good progress in reading. Most younger pupils make good progress in acquiring basic phonic knowledge and recognising common words. Most pupils in the Foundation Phase read fluently and accurately with very good expression. They make interesting predictions about what will happen next. In key stage 2, most pupils reading skills are developing well. Nearly all pupils have a positive attitude towards reading and talk confidently about authors and texts they read. They discuss the content of books using suitable detail, and express and justify their opinions of events and characters confidently.

The majority of younger pupils make good progress in developing their writing skills and, by the end of Foundation Phase, many pupils write for a variety of purposes, with increasingly accurate punctuation, spelling and grammar. By the end of key stage 2, pupils' writing is varied and interesting. Most pupils write in paragraphs and a few more able pupils write extended stories well. They present their work neatly and often spell complex words correctly. Most pupils use their skills effectively in other areas of the curriculum, for example when explaining scientific methods and describing results of experiments.

Most pupils develop their numeracy skills well as they progress through the school. In the Foundation Phase they calculate simple addition and subtraction problems appropriately and develop a sound knowledge of number facts. In key stage 2, standards in numeracy are good overall. Many pupils use number skills to solve problems and complete tasks involving multiplication and division accurately. They apply skills such as measuring, using graphs, plotting co-ordinates and completing basic financial calculations appropriately, for example when organising a party. However, pupils do not always apply their numeracy skills across the curriculum at a similar level to the work they complete in mathematics lessons.

Most pupils' speaking and listening skills in Welsh are developing well in the Foundation Phase. For example, the older pupils use simple vocabulary related to the life cycle of a butterfly. The majority of pupils in key stage 2 understand simple

instructions and use a limited range of sentence patterns with accurate pronunciation. The majority of pupils develop effective reading skills and have a reasonable understanding of what they read. Most pupils write simple phrases at an appropriate level. Pupils of all ages do not apply their Welsh language skills often enough outside the classroom.

Most pupils with additional learning needs make good progress.

In the Foundation Phase, performance in 2013 at the expected outcome 5 was higher than in 2012 in literacy and numeracy. Over the last two years, pupils' performance has improved, moving the school from the bottom 25% to the lower 50% for language, literacy and communication and to the higher 50% in mathematical development when compared with schools with a similar percentage of pupils eligible for free school meals.

At the higher outcome 6 in 2013, results in literacy declined and moved the school from the lower 50% to the bottom 25% of similar schools. In mathematics, performance improved, moving the school from the lower 50% to the higher 50% of similar schools.

In key stage 2, pupils' performance at the expected level 4 in English, mathematics and science has generally remained the same. Performance has generally placed the school in the higher 50% and top 25% of similar schools in all three subjects. However, in 2013, pupils' performance declined in all three subjects. The school moved from the top 25% to the lower 50% in English and from the higher 50% to the lower 50% in mathematics. Pupils' performance in science has placed the school in the bottom 25% when compared to similar schools.

At the higher level 5, performance in all three areas of learning has shown very little trend of improvement over the last four years. Pupils' performance has mostly placed the school in the bottom 25% when compared with similar schools. In 2013, pupils' performance has moved the school from the bottom 25% to the lower 50% in English and science. Performance in mathematics has declined and has placed the school in the bottom 25%.

Wellbeing: Adequate

Most pupils are keen to learn and they co-operate well with each other and all adults. They show an interest in lessons and display pride in their work. Nearly all pupils' behaviour in lessons and around the school is very good.

Nearly all pupils feel safe and secure in school and know who to talk to if they are worried or upset. They have a good awareness of the importance of eating healthily and participating in regular exercise. Many pupils take advantage of the football and hockey clubs after school that contribute well towards their wellbeing and raises their confidence.

Throughout the school most pupils concentrate well during lessons and take turns appropriately. They are beginning to be involved in planning their own learning,

however, this is inconsistent. The majority of pupils are often unclear about what their targets for improvement are and how these will help them to improve their work.

Attendance rates over the last four years have placed the school in the lower 50% of similar schools. Most pupils arrive at school punctually.

The school council is beginning to represent pupils' opinions appropriately. Members meet on a regular basis and discuss topical issues, such as how to improve the quality of the resources on the playground. Council members have also taken part in the process to select new staff. Through a range of activities in school and their participation in events and religious services within the community, most pupils' social and life skills develop effectively.

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

Teachers collaborate well when organising the curriculum. The school provides a wide range of interesting activities that engage many pupils' interests well. However, these experiences are not always successful in fully engaging more able pupils. For the younger pupils in the Foundation Phase, there is a suitable emphasis on learning through practical experiences and the use of the outdoors. However, morning sessions for Year 1 and Year 2 focus on literacy and numeracy and there are too few opportunities for the pupils to develop their independent learning skills.

The school is making good progress in implementing the Literacy and Numeracy framework. Schemes of work provide good opportunities for pupils to develop their literacy skills. However, the planning for developing numeracy skills across the curriculum is less effective.

The school makes good use of visits and a wide range of extra-curricular activities to enhance pupils learning. For example, pupils attend an outdoor activity centre to develop awareness of the environment.

Provision for the development of pupils' Welsh language skills is appropriate. However, pupils do not have enough opportunities to develop their speaking skills outside Welsh lessons. The school promotes an understanding of Welsh traditions appropriately through an annual eisteddfod, the study of Welsh artists, and visits, such as to castles and museums, with a focus on Welsh heritage.

The eco committee promotes sustainable development successfully. There are good opportunities for pupils to be involved in, for example, water conservation activities in school. Pupils' understanding of global citizenship is developing appropriately. The school is involved with fund raising activities relating to the needs of those in other countries, for example donating shoes for children in India.

Teaching: Adequate

The quality of teaching is effective across the school. Teachers have a good understanding of the curriculum and most plan their lessons well with clear learning objectives. They explain new concepts to pupils clearly and use appropriate questioning techniques to assess pupils' learning. Nearly all lessons move forward at an appropriate pace and teachers use a wide variety of strategies to maintain pupils' interest and to secure good behaviour. Teaching assistants make a very good contribution to enhancing pupils' learning experiences across a range of activities throughout the school.

A recently established whole-school approach to tracking pupils' progress has had too little time to impact on pupil outcomes. Staff do not always analyse the available data well enough to plan effectively for all pupils, particularly for the more able pupils. Teachers give pupils suitable opportunities to assess their own work and that of their peers and the process of setting targets for individual pupils is beginning to have a positive effect on pupils' progress.

Teachers mark pupils' work regularly. However, written feedback is not always helpful to pupils in identifying the next steps they need to take to improve the quality of their work. Teachers do not regularly encourage pupils to respond to the feedback they receive in their books.

Annual reports to parents include clear and useful information about each child's progress.

Care, support and guidance: Good

The school provides a caring ethos where all pupils are valued. There is a strong culture of mutual respect and the school has effective systems to make sure that pupils behave well.

The school promotes pupils' spiritual, moral, social and cultural development effectively by providing a range of suitable experiences, such as raising money for less fortunate children and encouraging pupils to express their feelings each morning. The school makes appropriate arrangements for promoting healthy eating and drinking.

The school has a number of strategies in place to ensure that parents know and understand why regular school attendance is important. These are beginning to impact on improving attendance.

The school liaises effectively with many outside agencies and specialist services, which provide good guidance and support and meet pupils' needs appropriately. For example, the primary health worker provides effective support for parents in crisis and pupils who receive additional learning support.

Provision for pupils with additional learning needs is good. The school has well-organised systems to identify and to support pupils from an early age. Individual educational plans are comprehensive and set out suitable targets for improvement

within realistic time scales. Teachers review these on a regular basis in consultation with parents.

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

Learning environment: Good

The school has an inclusive and welcoming ethos where all pupils have equal access to the opportunities provided by the school. It bases its ethos on positive values, where all learn tolerance, respect and fairness. The school promotes equal opportunities well and places a strong emphasis on pupils respecting each other and celebrating diversity. There are very supportive relationships between pupils. For example, the school has a buddy system, where older pupils help those who are younger than themselves.

Classrooms provide purposeful areas to promote pupils' learning. Displays around the school are appropriate; they support pupils' learning well and celebrate pupils' achievements effectively. The quality and range of learning resources are good in most areas and meet the needs of pupils well.

The interior of the accommodation is well maintained and appropriate for the number of pupils and the school uses the indoor spaces well. However, limited use is made of the outdoor environment, and areas to promote outdoor learning in the Foundation Phase are underdeveloped.

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

The headteacher has a clear vision for the school that focuses effectively on the welfare of all pupils. All staff feel valued and work well together to bring about necessary improvements. This impacts positively on pupils attitudes towards their learning.

Following a period of instability within the staffing structure managers have re-defined the roles and responsibilities of the senior leadership team. This is beginning to impact positively on the commitment of staff to school improvement. Staff meetings focus well on school improvement issues. However, the recording of agreed decisions and the communication of agreed action points to other members of staff is limited.

The school has recently improved its use of performance data and leaders at all levels are becoming more accountable through effective use of this information. These actions have yet to result in consistently better outcomes for pupils. The school has appropriate performance management processes for teaching staff. Improvement targets link clearly to school priorities.

The school takes good account of national and local priorities. In particular, strategies to promote pupils' wellbeing and planning to improve standards in literacy and numeracy are effective.

The governing body is very supportive of the school and fulfils its statutory duties effectively. Governors have an increasing understanding of the school's strengths and weaknesses; however, their role in challenging the school about the standards it achieves is limited.

Improving quality: Adequate

The school has a range of procedures for self-evaluation but the process does not focus effectively enough on whole school improvement. Senior leaders carry out a range of monitoring activities including lesson observations, scrutiny of pupils' work and they seek the views of the parents and pupils. However, other staff are not involved fully enough in the process and have little opportunity to influence the outcomes. The process lacks rigour and does not give sufficient attention to evaluating the development of pupils' skills and the impact of provision.

Senior leaders analyse data appropriately to monitor progress and plan for improvement for groups of pupils who are underachieving. For example, the school has improved the literacy and numeracy skills of a minority of pupils over a short period of time. The implementation of effective intervention strategies has been successful in raising pupils' standards.

Areas identified for improvement through the self-evaluation process do not always feed into the school improvement plan. The plan includes relevant success criteria, areas of responsibility, timescales, resources and funding. The implementation of this plan is beginning to have a positive impact on improving standards. However, the annual review of past school improvement plans is not evaluative enough in relation to the impact on pupils' learning and standards over time.

The school has not fully addressed the recommendations from the previous inspection report, for example, attendance and assessment.

Partnership working: Good

The school has effective partnerships that have a positive impact on pupils' learning and wellbeing. Partnerships with parents are effective. They are regularly involved in their child's education through purposeful homework tasks. Many parents engage with nursery staff in pre-nursery home visits ensuring that pupils settle quickly into school life.

Parents raise substantial funds to support and enhance pupils' learning experiences and to improve the learning environment. Recent purchases, such as a cave and a large castle, have enabled pupils' to develop their language skills further through planned activities and during break times.

The school has effective links with the local community. For example, local businesses provide opportunities for pupils to learn about the world of work. An

effective range of volunteers take part in weekly reading sessions improving pupils' confidence in reading.

The school has successful links with the local comprehensive school and cluster primary schools. Effective moderation and standardisation activities improve the robustness of teacher assessment. Pooling resources to provide training and additional staffing enhances provision for pupils' wellbeing. For example, the cluster wellbeing teacher provides weekly support and guidance for pupils with social and emotional difficulties. Transition links and visits with the feeder high school prepare Year 6 pupils appropriately for the next phase in their education.

Resource management: Good

The school has an effective level of staffing to teach the curriculum successfully. The school deploys staff to make the best use of their expertise and experience. Arrangements for teachers' planning, preparation and assessment time are appropriate. Support staff carry out their roles effectively and make a valuable contribution to the work and life of the school.

The school works successfully with other schools in the cluster and in the consortium to develop provision for pupils in literacy and to improve pupils' reasoning skills in numeracy. Other professional learning communities are not fully developed.

The headteacher and staff manage all resources efficiently. The finance committee of the governing body oversees the school's expenditure and ensures that the school allocates resources effectively in line with the priorities identified in the school improvement plan. The headteacher and governing body secure funds successfully from other sources to address school priorities, for example sponsorship to improve pupils' attendance.

In view of the progress and standards achieved by most pupils, the school gives good value for money.

Appendix 1

Commentary on performance data

In 2013, the percentage of pupils who achieved the expected outcome 5 and at the higher outcome 6 at the end of the Foundation Phase was below the average for the family of similar schools in all assessed areas of learning.

In the Foundation Phase, performance in 2013 at the expected outcome 5 was higher than in 2012 in language, literacy and communication, mathematical development and personal and social skills.

Compared to similar schools, in 2013, pupils' performance at the end of the Foundation Phase for the expected outcome 5 placed the school in the higher 50% for mathematical development. Although performance in literacy and personal and social skills improved, pupils' performance meant that the school remained in the lower 50%.

Over the last two years, attainment at the higher outcome 6 has improved for mathematical development and the school has moved from the lower 50% to the higher 50% of similar schools. Pupils' performance in literacy and personal and social skills declined in 2013. Performance in literacy moved the school from the lower 50% to the bottom 25% of similar schools. The school has remained in the bottom 25% of similar schools for performance in personal and social skills.

At the end of key stage 2 in 2013, pupils' performance in all three core subjects at the expected level 4, was significantly lower than in previous years and below the family average overall. Pupils' performance in English, mathematics and science, over the last four years, at the expected level 4, has generally remained the same, with the school fluctuating between the higher 50% and top 25% of similar schools. In 2013, pupils' performance in English and mathematics placed the school in the lower 50% of similar schools. Performance in science placed the school in the bottom 25% of similar schools.

In 2013, at the higher level 5, attainment placed the school in the lower 50% for English and science and in the bottom 25% for mathematics. The school has performed below the family average for all three areas of learning. Standards at level 5 have generally placed the school consistently in the lower 50% or bottom 25% of similar schools over the last four years.

Although there are cohort variations, there is a fluctuating trend over time in boys' and girls' performance. Pupils entitled to free school meals tend to achieve less well than their peers.

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.	108	104 96%	4 4%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	107	91 85%	16 15%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	108	94 87%	14 13%	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	108	104 96%	4 4%	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
		97%	3%	
There are lots of chances at school for me to get regular exercise.	108	98 91%	10 9%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	108	97 90%	11 10%	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.	108	106 98%	2 2%	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.	107	99 93%	8 7%	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.	108	93 86%	15 14%	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.	108	104 96%	4 4%	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.	108	58 54%	50 46%	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	108	72 67%	36 33%	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.	30	9 30%	20 67%	0 0%	0 0%	1	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	30	15 50%	15 50%	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.	30	13 43%	16 53%	1 3%	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.	30	16 53%	13 43%	1 3%	0 0%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	30	6 20%	17 57%	3 10%	0 0%	4	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	46%	4%	1%		
Teaching is good.	30	13 43%	16 53%	0 0%	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.	30	12 40%	18 60%	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.	30	11 37%	19 63%	0 0%	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.	29	9 31%	13 45%	4 14%	1 3%	2	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		58%	34%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	30	14 47%	15 50%	0 0%	0 0%	1	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		59%	36%	2%	0%		
My child is safe at school.	29	12 41%	17 59%	0 0%	0 0%	0	Mae fy mhentyn yn ddiogel yn yr ysgol.
		66%	31%	1%	0%		
My child receives appropriate additional support in relation to any particular individual needs.	30	13 43%	13 43%	1 3%	1 3%	2	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		50%	34%	4%	1%		

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
I am kept well informed about my child's progress.	29	10 34%	15 52%	3 10%	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.	30	15 50%	12 40%	0 0%	1 3%	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.	30	10 33%	14 47%	3 10%	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.	30	13 43%	15 50%	0 0%	0 0%	2	Mae'r ysgol yn helpu fy mhlentyn 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.	29	7 24%	12 41%	5 17%	0 0%	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.	30	7 23%	19 63%	3 10%	1 3%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	38%	5%	1%		
The school is well run.	30	9 30%	17 57%	1 3%	1 3%	2	Mae'r ysgol yn cael ei rhedeg yn dda.
		60%	33%	3%	2%		

Appendix 3

The inspection team

Eleri Anwen Hurley	Reporting Inspector
Gill James	Team Inspector
Julie Ann Price	Lay Inspector
Pamela Jane Parry	Peer Inspector
Alyson Jones	School 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.