



*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**

**Cilfynydd Primary School  
Ann Street  
Cilfynydd  
Pontypridd  
RCT  
CF37 4EN**

**Date of inspection: May 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:

<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 date: 16/07/2014**

## Context

Cilfynydd Primary School is situated in the village of Cilfynydd near Pontypridd in Rhondda Cynon Taf local authority. There are 155 pupils aged three to 11 years at the school, including 31 children in the nursery. There are six mixed age classes, which includes the nursery. Nursery children are admitted to the school on a full-time basis at the beginning of the academic year following their third birthday.

Around 33% of pupils are entitled to free school meals, which is significantly higher than the local and national averages.

Nearly all pupils come from homes where English is the main language. Very few pupils speak Welsh at home. Just under 4% of pupils speak English as an additional language. Pupils' ethnicity is largely white British (90%). The remainder are of mixed ethnicity. Twenty-eight per cent of the pupils are on the school's additional learning needs register. No pupils have a statement of special educational needs. Currently, a very few pupils are looked after by the local authority.

The school was last inspected in 2008.

Leadership has been unstable over the last three years. Since September 2013, an experienced deputy headteacher has been in post as an acting headteacher. Following the resignation of the substantive headteacher in March 2014, the school is now in the process of appointing a new headteacher.

The individual school budget per pupil for Cilfynydd Primary School in 2013-2014 means that the budget is £3,957 per pupil. The maximum per pupil in the primary schools in Rhondda Cynon Taf is £7,033 and the minimum is £2,659. Cilfynydd Primary School is 33rd 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>Adequate</b>

### Current performance

The current performance of the school is adequate because:

- nearly all pupils make good progress in their literacy skills;
- by the end of the Foundation Phase, many pupils produce written work that is well organised and imaginative;
- across the school, many pupils read with fluency and use a range of strategies effectively when reading unfamiliar words;
- standards of pupil behaviour are good; and
- there is a trend of improvement in pupils' attendance.

However:

- over the last four years performance in key stage 2 has often placed the school in either the lower 50% or bottom 25% of similar schools;
- pupils' oral and writing skills in Welsh are under developed;
- pupils are not applying their numeracy and reasoning skills effectively to solve real life problems in other curriculum areas;
- in a minority of lessons, tasks do not challenge pupils sufficiently, and do not provide enough opportunities for pupils to develop as independent learners; and
- marking is not always rigorous enough in all areas of learning and across curriculum subjects.

### Prospects for improvement

The prospects for improvement of the school are adequate because:

- the newly formed senior leadership team work well together to support new initiatives to improve standards;
- the governing body shares the acting headteacher's sense of direction for the school and has a clear understanding of the school's main strengths and weaknesses;
- the school makes good use of first-hand evidence as part of its self-evaluation procedures;
- the current school improvement plan links appropriately to the outcomes of the school's self-evaluation processes and focuses on key areas to improve standards; and
- there have been recent improvements in raising attendance rates, and in improving pupils' behaviour and standards in literacy.

However:

- leadership has not yet had enough impact on raising standards;

- governors have not challenged the school's leaders robustly; and
- there has been insufficient progress in addressing the recommendations of the previous inspection.

## **Recommendations**

- R1 Improve pupils' numeracy skills and their ability to use them effectively at an appropriate level in their work across the curriculum
- R2 Raise standards of Welsh as a second language in key stage 2
- R3 Ensure that opportunities to develop pupils' numeracy and ICT skills are planned purposefully across the curriculum, and that plans are implemented and monitored consistently
- R4 Ensure that teaching provides high levels of challenge to all pupils and that pupils develop as independent learners
- R5 Provide pupils with more detailed and regular feedback so that they know how to improve their work
- R6 Ensure that leaders use data more robustly to raise standards and develop the role of governors further in challenging the school's performance

### **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

Throughout the school, nearly all pupils make good progress in their literacy skills.

Most pupils across the school have good listening skills. In the Foundation Phase, most pupils speak confidently and use a suitable range of vocabulary effectively to communicate their ideas and respond to questions and instructions. By the end of the Foundation Phase, many are able to discuss their ideas in more detail, with a few more able pupils using extended vocabulary to good effect. In key stage 2, many pupils have good communication skills and discuss topics confidently with their teachers and their peers. By the end of the key stage, many pupils are confident in discussing aspects of their work using subject specific vocabulary.

Across the school, many pupils read with fluency and use a range of strategies effectively when reading unfamiliar words. By the end of the Foundation Phase, most pupils are able to discuss content meaningfully and refer to events and characters in the books they read. By the end of key stage 2, many pupils use a range of reading skills appropriately for finding information about their topic work.

Many pupils make good progress in their writing. By the end of the Foundation Phase, many pupils can produce work that is well organised and imaginative. A few more able pupils extend their ideas in sequenced sentences, using a wide range of punctuation and vocabulary effectively.

At the lower end of key stage 2, most pupils develop their ideas imaginatively and express opinions clearly in persuasive text and formal letter writing. By the end of key stage 2, most pupils adapt their writing well for different purposes, for example writing a newspaper report about global issues. Most pupils use paragraphs in their work effectively. A majority of pupils reflect on, edit and redraft their work successfully to improve the standard of their written work. Overall, the quality of spelling, punctuation, and presentation of most pupils' work is good.

Most pupils' skills in Welsh are developing well in the Foundation Phase. By the end of the Foundation Phase, most pupils respond well to a range of simple instructions, greetings and questions in Welsh. However, a majority of pupils in key stage 2 lack confidence in speaking Welsh in lessons and outside of the classroom. Their vocabulary is often limited. A majority of pupils in both the Foundation Phase and key stage 2 can use basic sentence structure appropriately in their writing. However, pupils do not make enough progress in their ability to write at length. The majority of pupils read Welsh books competently with an appropriate level of understanding according to their age and ability.

Throughout the school, a majority of pupils make appropriate progress in their numeracy skills. In the Foundation Phase, many pupils develop their numeracy skills well across learning areas. Many pupils are able to sort and classify objects

successfully. By the end of the Foundation Phase, a majority of pupils are able to choose and use the appropriate standard of measure, for example when following a recipe to make a healthy eating pizza. At the lower end of key stage 2, many pupils have a good understanding of place value. By the end of the key stage, most pupils are able to subtract numbers using whole numbers and decimals confidently. However, many pupils are not applying their numeracy and mathematical reasoning skills consistently to solve real life problems in other curriculum areas.

Pupils with additional learning needs make good progress in relation to their individual learning targets.

Over the last two years, performance in the Foundation Phase at the expected outcome 5 has varied. Performance in literacy at outcome 5 and outcome 6 remains in the lower 50% when compared with that in similar schools, while performance in mathematical development at the expected outcome has declined and is now in the bottom 25%. Performance at outcome 6 in mathematical development remains in the lower 50%.

In key stage 2, performance at the expected level has varied over the last four years when compared with that of similar schools. Performance in English and science has varied between the lower 50% and bottom 25%, while performance in mathematics has varied between the bottom 25% and top 25%. Performance at level 5 over the same period has varied between the lower 50% and bottom 25% when compared with that in similar schools.

### **Wellbeing: Good**

Most pupils have positive attitudes towards developing a healthy lifestyle. They have a good understanding of the importance of eating and drinking healthily and in taking regular exercise. Nearly all pupils feel safe at the school and know whom to turn to for support and guidance.

Most pupils have a positive attitude towards school and are enthusiastic learners. Many contribute their own ideas effectively to what they would like to learn at the beginning of a topic. However, pupils do not take enough ownership of their learning and develop as independent learners.

The behaviour of nearly all pupils in classes and around the school is good. Pupils are courteous and polite, and show respect for each other and adults.

Members of the school council and eco committee regularly express opinions, and develop their ideas successfully about school issues. An example of this is their contribution to the campaign to raise attendance levels.

Attendance for the last two terms has seen a steady increase and nearly all pupils arrive punctually at the beginning of the school day. However, for three of the last four years, attendance has placed the school in the lower 50% of similar schools.

Pupils play an active part in the local community. For example they are involved in working with the local authority to free the area from litter.

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

The school offers a variety of learning experiences for pupils, which appropriately meet the requirements of the National Curriculum and the Foundation Phase. The school plans effectively for developing pupils' literacy skills and is making good progress in implementing the requirements of the Literacy and Numeracy Framework. There are clear references to the development and progression of these skills in medium term plans. However, tasks do not always offer an appropriate challenge for the more able pupils. Planning for numeracy and information and communication technology (ICT) skills is less well developed.

The school has effective provision for supporting pupils who require additional support to develop literacy and numeracy skills through intervention programmes.

The school successfully promotes positive attitudes towards the Welsh Language and Welsh culture. Daily 'Helpwr Heddiw' sessions motivate pupils well to use short phrases and this is beginning to have an impact on pupils' ability to use Welsh. Planning to develop pupils' oral and written work is underdeveloped. There are limited opportunities for pupils to use their Welsh skills in a range of situations.

Visits to places such as St Fagans, Cardiff Bay, and the Big Pit as part of their work on themes such as mining and coalfields enrich pupils' understanding of their Welsh heritage and culture.

Provision to develop pupils' understanding of sustainable development and global citizenship has been integrated successfully across areas of learning and curriculum subjects. A good example of this is the rainforest project where pupils learned about the consequences of habitat loss throughout the world. The school has successfully linked up with a school in Uganda, which has enhanced pupils' understanding of global societies.

### **Teaching: Adequate**

Many teachers use an appropriate range of teaching approaches to develop pupils' skills. In the majority of lessons, activities gain the interest of pupils successfully. In these lessons, teachers have high expectations and they question effectively in order to encourage extended responses from pupils. However, in a minority of lessons, tasks do not challenge pupils sufficiently, or offer enough opportunities for pupils to develop as independent learners. Activities are too structured and teacher led.

Teachers and support staff engage well with pupils and this has a positive impact on pupils' standards of learning and wellbeing. Behaviour is managed well and a positive working atmosphere is maintained in all classes.

Many teachers and support staff provide pupils with useful verbal feedback. Most teachers mark pupils' work regularly. In literacy, where marking is at its best, teachers' written comments relate appropriately to the focus of learning activities. This helps pupils to see how well they have done, and what they need to do to

improve. However, the quality of marking is not always rigorous enough in other areas of learning and across curriculum subjects. Comments do not always give sufficient guidance to pupils about how to improve the standard of their work, especially in numeracy.

The school have recently developed an effective system to track individual pupils' progress. Teachers are beginning to use this information appropriately to identify those pupils who require additional support or challenge.

Parents and carers receive valuable information about their child's progress and achievement through regular parents' meetings and annual reports.

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

The school is a warm and caring community that gives good attention to addressing pupils' wellbeing. It has appropriate arrangements for promoting healthy eating and drinking.

There is effective provision to develop pupils' social, moral and cultural development through regular assemblies. The school works successfully to promote positive behaviour and encourage pupils to take responsibility. Nurture sessions for identified pupils support their wellbeing in a highly effective way. Pupils are taught about the importance of values such as honesty and respect. This is a strength of the school.

The school makes effective use of information and guidance from external agencies. A good example of this is the liaison with the local authority in the successful implementation of the behaviour management policy and in promoting good attendance.

The school has comprehensive arrangements for supporting pupils who have additional learning needs, which comply fully with the Code of Practice. Teachers identify pupils' needs early and ensure appropriate interventions that meet their needs. Teachers and the additional learning needs co-ordinator review individual education plans regularly in co-operation with pupils and parents. These have a positive effect on pupil progress.

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

### **Learning environment: Good**

The school has a wide range of appropriate policies and procedures that ensure fair treatment for all pupils and staff. All pupils have equal opportunities in the school and in all after school activities. The school celebrates the work and achievements of the pupils' well, by displaying their work in classrooms and around the school.

The school building space is utilised well following the reorganisation of classrooms to improve the teaching environment. Classrooms are of a good size and communal areas are used effectively. The outdoor area in the Foundation Phase is interesting and provides stimulating spaces for the pupils to explore.

There is a good range of learning resources available to support pupils' learning.

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

The new acting headteacher has introduced several initiatives and has a clear vision, which she has shared successfully with staff, parents, governors and pupils. However, these initiatives have not yet impacted fully on pupil outcomes.

The acting headteacher has clarified roles and responsibilities appropriately, for example by redefining job descriptions, and staff are beginning to participate more in whole-school issues and decision-making. This has led to developing curriculum teams and an ethos of collaboration amongst the whole staff. However, these newly established structures have not yet had a positive impact on raising overall standards of achievement.

A structured programme of continuous professional development and performance management has led to a gradual improvement in the quality of teaching. Recent improvement in teacher planning for the development of pupils' literacy skills has led to greater consistency in provision for the development of pupils' reading and writing skills.

Governors visit the school regularly and are supportive of the school. They are now beginning to play a more strategic role in evaluating the impact of actions taken by the school, but have had too little impact on its direction and work, and have not challenged its leaders robustly.

### **Improving quality: Adequate**

The school's current self-evaluation report is evaluative and clearly identifies its strengths and several areas for improvement. It makes good use of first-hand evidence, such as talking to pupils, scrutinising books and lesson observations. The school has suitable arrangements for seeking the views of parents and pupils to inform self-evaluation. However, the school is not using performance data robustly enough to plan for improvement.

The current school improvement plan links appropriately to the outcomes of the school's self-evaluation processes and focuses well on key areas, such as improving literacy and planning for the development of pupils' skills. Most priorities have appropriate success criteria, and indicate the person responsible for each action, the costs associated with the proposals and a realistic timescale for completion.

Although there have been recent improvements in aspects of provision and outcomes, leaders have not been successful over recent years in addressing important areas in need of improvement. The school has not made enough progress in addressing the recommendations of the previous inspection.

### **Partnership working: Good**

The school works effectively with a suitable range of partners in order to improve standards and pupils' wellbeing. There are strong links with parents and regular communication. The active parent-teacher association has supported the school well by fundraising to provide additional resources for pupils, such as reading books.

The school has worked productively with other primary schools in the area to produce standardised portfolios of pupils' work that has led to consistency and accuracy in teacher assessment. Well-established transition arrangements with the partner secondary school ensure that pupils are confident when moving to the next stage of their education.

The school works productively with the consortium of education authorities, which has led to raising standards in literacy.

Valuable links with the local church and local businesses in the community have a positive effect on pupils' learning experiences.

### **Resource management: Adequate**

The school deploys teaching staff and support staff appropriately. Staff make a valuable contribution in delivering the Foundation Phase and in providing effective support for individuals and groups of pupil.

All staff participate in the school's annual performance management reviews. Development objectives link appropriately to school development plan priorities and support staff's professional development needs.

The school has begun to work with other primary schools to develop aspects of numeracy. It has established appropriate links with other schools to develop literacy initiatives and to share good practice. These are having a positive impact on raising standards in literacy. Observing good practice in teaching and learning internally, and in other schools, has enabled teachers to evaluate their own teaching approaches.

The school makes appropriate use of the Welsh Government pupil deprivation grant to provide support for pupils in receipt of free school meals.

The acting headteacher and governors manage the budget effectively, and the finance sub-committee meets regularly to monitor expenditure.

In view of pupils' standards of achievement, the school provides adequate value for money.

## Appendix 1

### Commentary on performance data

In the Foundation Phase in 2013, many pupils achieved the expected outcome in language, literacy and communication, mathematical development, and in personal and social development. Performance was just below the averages for the family of schools and Wales. The proportion of pupils who achieved a higher than expected outcome in general was slightly above the average for the family of schools in all three areas of learning.

In comparison with schools with similar proportions of pupils eligible to receive free school meals, the school's performance at the expected outcome has placed it in the lower 50% for the development of pupils for the last two years, and in the bottom 25% for mathematical development and personal and social development in 2013. At the higher than expected outcome, the school has been in the lower 50% when compared to similar schools in language literacy and communication and mathematical development for the last two years.

In key stage 2, in 2013, the percentage of pupils who achieved the expected level or above in English, mathematics and science in combination was below the average for the family of schools. Over the last three years, the overall trend of performance has varied. Pupils' performance in all core subjects has been slightly lower than the averages for the family of schools and Wales.

In 2013, the proportion of pupils who achieved the higher level was slightly below the family average for mathematics, although there has been an overall trend of improvement over the last four years. However, performance at the higher level in English and science shows a decline.

In relation to schools with a similar proportion of pupils entitled to receive free school meals, in 2013, the school was in the bottom 25% for performance in all core subjects and the core subject indicator at the expected level. Performance at level 5 over the same period has varied, moving the school between the lower 50% and bottom 25% of similar schools.

## Appendix 2

### Stakeholder satisfaction report

#### Responses to learner questionnaires

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

	Number of responses Nifer o ymatebion	Agree Cytuno	Disagree Anghytuno	
I feel safe in my school.	62	60 97%	2 3%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	62	43 69%	19 31%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	62	54 87%	8 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	62	55 89%	7 11%	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.	62	51 82%	11 18%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	62	53 85%	9 15%	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.	62	59 95%	3 5%	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.	62	59 95%	3 5%	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.	62	39 63%	23 37%	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.	62	50 81%	12 19%	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.	62	29 47%	33 53%	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	62	34 55%	28 45%	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.	12	4 33%	8 67%	0 0%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	12	9 75%	3 25%	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.	12	9 75%	3 25%	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.	12	7 58%	5 42%	0 0%	0 0%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	12	3 25%	9 75%	0 0%	0 0%	0	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	46%	4%	1%		
Teaching is good.	11	6 55%	5 45%	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.	12	8 67%	4 33%	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.	11	3 27%	5 45%	2 18%	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.	12	6 50%	5 42%	0 0%	0 0%	1	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		58%	34%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	12	6 50%	5 42%	1 8%	0 0%	0	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		59%	36%	2%	0%		
My child is safe at school.	12	5 42%	7 58%	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.	11	5 45%	5 45%	1 9%	0 0%	0	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.	12	7 58%	4 33%	1 8%	0 0%	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.	12	7 58%	5 42%	0 0%	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.	12	7 58%	5 42%	0 0%	0 0%	0	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.	12	7 58%	5 42%	0 0%	0 0%	0	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.	11	6 55%	2 18%	1 9%	0 0%	2	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.	12	3 25%	5 42%	3 25%	0 0%	1	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	38%	5%	1%		
The school is well run.	12	3 25%	9 75%	0 0%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		60%	33%	3%	2%		

## Appendix 3

### The inspection team

Anwen Eluned Griffith	Reporting Inspector
Anthony John Bate	Team Inspector
Deris Williams	Lay Inspector
Kevin Davies	Peer Inspector
Samantha Oldfield	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.