Arolygiaeth Ei Mawrhydi dros Addysg a Hyfforddiant yng Nghymru
Her Majesty's Inspectorate for Education and Training in Wales

A report on

**Bryn Awel Primary School
Eglwys Fan
Rhymney
NP22 5JJ**

Date of inspection: October 2015

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.

Context

Bryn Awel Primary School is in Rhymney in the Caerphilly local authority.

There are 155 pupils on roll, including 22 nursery aged children who attend part-time. There are seven full-time teachers, including the headteacher, and six classes. All the classes, except Year 6, have mixed age groups.

Around 40% of pupils are eligible for free school meals. This is well above the national average. The school has identified 25% of pupils as having additional learning needs. This is in line with the national average. Very few pupils have a statement of special educational need. Ninety-seven per cent of pupils come from a white ethnic background. No pupils speak Welsh at home or speak English as an additional language.

The headteacher took up his post in September 2008. The last inspection was in March 2010.

The individual school budget per pupil for Bryn Awel Primary School in 2015-2016 means that the budget is £3,567 per pupil. The maximum per pupil in the primary schools in Caerphilly is £5,191 and the minimum is £2,492. Bryn Awel Primary School is 11th out of the 75 primary schools in Caerphilly in terms of its school budget per pupil.

Summary

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

Current performance

The school's current performance is good because:

- Most pupils make good progress from their starting points and achieve expected levels
- Many pupils with additional learning needs make better than expected progress
- Nearly all pupils feel safe and enjoy learning
- Standards of behaviour are generally good
- Teachers plan exciting topics that capture pupils' interest
- The overall quality of teaching is good
- Support staff make a valuable contribution to pupils' learning
- The school is a caring community with an ethos of mutual respect
- There is a stimulating learning environment both inside and outside

Prospects for improvement

The school's prospects for improvement are good because:

- The headteacher provides a clear vision and sense of direction
- The headteacher analyses data effectively to monitor progress and identify areas for improvement
- The school uses information from data analysis effectively to plan and provide additional support for pupils who need it
- Self-evaluation and planning for improvement are an established part of school life
- The self-evaluation process accurately identifies the most relevant priorities for improvement
- The school has a successful track record in addressing key areas for improvement

Recommendations

R1 Improve the performance of more able pupils across the school

R2 Improve the quality of handwriting and presentation

R3 Raise standards in pupils' Welsh speaking skills in key stage 2.

R4 Improve pupils' punctuality

R5 Develop governors' involvement in the self-evaluation process and their level of challenge for the school

What happens next?

The school will draw up an action plan that shows how it is going to address the recommendations.

Main findings

Key Question 1: How good are outcomes?	Good

Standards: Good

Most pupils make good progress from their starting points and achieve expected levels. Many pupils with additional learning needs make better than expected progress as they move through the school.

In the Foundation Phase, nearly all pupils listen with interest to their teachers, other adults and to stories. They share ideas enthusiastically and begin to speak at greater length using more precise language. In their discussions about an owl, for example, younger pupils talk about its 'claws', rather than 'paws'. When investigating light and shadow, older pupils explain the reasons for their guesses about objects hidden in envelopes held over a light box.

In key stage 2, most pupils show increasing confidence and maturity in conversations in small groups and with adults. They often make thoughtful, relevant comments. They give suitable reasons for their opinions and use subject-specific vocabulary, such as 'conduct' and 'insulate', appropriately when engaged in investigations of electrical circuits. However, many pupils are less confident in projecting their voices clearly for a larger audience, such as in assemblies.

In the Foundation Phase, pupils enjoy browsing and choosing books to read in the 'book nook'. Most discuss the book they are currently reading sensibly. They develop a good knowledge of letters and sounds and use it to help them to read unfamiliar words. They are beginning to understand the difference between fiction and non-fiction books.

Most pupils in key stage 2 show a growing awareness of the range of reading opportunities, including menus, lists, newspapers and tablet computers. Many read aloud with good pace, showing awareness of punctuation. By Year 6, most pupils use an index and skimming and scanning reading strategies effectively to locate information, but they are less skilled at navigating the library to find specific books.

During the Foundation Phase, pupils make good progress from emergent writing to forming recognisable letters, words and sentences. They write for an interesting range of real life purposes. By Year 2, most pupils write short sentences with clear spaces between words. More able pupils are beginning to write at greater length. They spell simple common words correctly and make good attempts at unusual words such as 'poisonous' when writing about animals.

In key stage 2, pupils write for a wide variety of purposes such as stories, diaries and persuasive writing related to current themes and interests. Most use an increasing range of punctuation including speech marks, commas and paragraphs correctly. Spelling is generally appropriate for pupils' age and ability, but the standard of handwriting and presentation is variable.

Pupils' numeracy skills develop well in the Foundation Phase. By Year 2, most pupils count forwards and backwards confidently and understand place value. Many add and subtract two-digit numbers to 100 accurately. Most pupils use their numeracy skills well in role play and other independent activities. For example, younger pupils sell and buy items in the class 'Africa' shop using simple coin combinations. Older pupils add up to four units of money to make £1.00.

Nearly all pupils in lower key stage 2 are confident in addition and subtraction strategies and they are developing multiplication and division skills. By Year 6, most pupils have a good understanding of a range of work in mathematics including weight, decimals, symmetry and capacity. They use their numeracy skills well in work on topics such as World War 2. For example, they investigate the relationship between Imperial and metric measures, convert ounces to grams, and use their knowledge to work out a rationing allowance for making a dry carrot cake.

Standards in Welsh are developing effectively in the Foundation Phase. Many pupils ask and answer simple questions correctly, but their responses are usually brief. Although pupils continue to develop their speaking skills in key stage 2, very few initiate conversations in Welsh or use Welsh independently. Few pupils read and write confidently in Welsh.

At the end of the Foundation Phase, pupils' performance at the expected outcome in literacy and mathematical development has generally placed the school in the top 25% compared with similar schools over the last four years. During the same period, performance at the higher outcome has generally been in the lower 50% in literacy and has fluctuated between the higher and lower 50% in mathematical development.

At the end of key stage 2, pupils' performance at the expected level in English, mathematics and science has generally placed the school in the higher 50% compared with similar schools over the last four years. Performance has been in the top 25% in mathematics and science for the past two years. At the higher than expected level, pupils' performance has consistently been in the lower 50% in English. It has fluctuated between the lower and higher 50% in mathematics. Performance at this level in science has usually been in the higher 50%.

Pupils who are eligible for free school meals do not usually perform as well in literacy and mathematics as other pupils. However, over the last three years, there has been a notable improvement in the literacy standards of pupils eligible for free school meals.

Wellbeing: Good

Most pupils have a good understanding of healthy living and eating. They enjoy participating in physical activities during school time and in extra-curricular clubs such as football, gymnastics and cross country.

Nearly all pupils have a positive attitude to school life and their learning. During lessons, most concentrate well and sustain interest in their work. They feel well cared for and supported in school and have a good understanding of how to keep themselves safe when using the internet.

Standards of behaviour are generally good in classes and on the playground. With few exceptions, pupils play well together and they are friendly and considerate towards each other. Most pupils are polite, respectful and courteous to staff and visitors. They show consideration for their environment and resources and take pride in their school.

Levels of attendance have been in the higher 50% compared with similar schools for most of the past four years. In 2015, pupils' attendance placed the school in the top 25%. Punctuality is generally good, but a few pupils are persistently late for school and miss the start of lessons.

The newly-elected school council is beginning to participate well in decision-making. For example, it reviews, updates and communicates the school rules to everyone and monitors how well they are observed.

Most pupils' social skills are developing well. They co-operate effectively in group activities. Nearly all are aware of targets for improvement in their work.

Key Question 2: How good is provision?	Good

Learning experiences: Good

The curriculum is broad and balanced and covers all requirements of the National Curriculum and religious education. It meets the needs of most pupils well. Comprehensive intervention group provision boosts the progress and achievement of pupils with additional learning needs very successfully.

Teachers incorporate the Literacy and Numeracy Framework effectively into their long term planning. They plan exciting topics that engage most pupils in their learning and give them relevant opportunities to use their literacy and numeracy skills. In the Foundation Phase, teachers provide continuous, worthwhile learning experiences for pupils both indoors and outside.

A good variety of extra-curricular clubs and sporting activities enriches the school's provision. Many pupils benefit from the chance to learn to play brass instruments and the violin through the School Music Service.

The school makes good use of Welsh specialists to develop pupils' language skills. Teachers use Welsh phrases frequently throughout the day, but there are not enough opportunities for pupils to extend their Welsh speaking skills. The school develops pupils' knowledge of Welsh culture and heritage effectively through, for example, visits to Swansea Museum and comparing Welsh dishes with food in other countries.

There is good provision for pupils to learn about sustainability and global citizenship. The eco committee rigorously monitors energy use and draws pupils' attention to any lights that are left on. Pupils take part in efficient recycling and waste reduction practices.

Teaching: Good

Working relationships between staff and pupils are strong. Teachers and support staff communicate their expectations of good behaviour successfully so that there is a positive atmosphere in class.

Teachers share learning objectives clearly at the start of most lessons so that pupils understand what is expected of them. Most teachers encourage pupils to work independently and persevere to complete their tasks. Lessons are generally lively and teachers use a wide range of well organised resources that capture pupils' interest.

Teachers' subject knowledge is secure. They therefore give clear explanations, demonstrations and instructions. Many teachers are skilled at asking questions and using language that helps to deepen pupils' understanding and enriches their vocabulary. Very occasionally, however, they do not correct pupils' misconceptions to ensure that they have a secure understanding of concepts.

Most teachers adapt group activities effectively to take into account the differing needs and abilities of pupils, but tasks do not consistently challenge more able pupils enough.

There is a well-understood and consistently implemented marking scheme. Teachers and support staff give good oral and written feedback that helps pupils understand the strengths and points to improve in their work. Pupils usually respond appropriately to teachers' written comments. In most classes, pupils benefit from regular opportunities to evaluate their own progress towards their targets for improvement.

The school carefully tracks the progress of individual pupils and identifies any in need of additional support very effectively.

Reports to parents are detailed, informative and honest. Pupils contribute their reflections on their learning experiences and parents have the opportunity to respond.   The next steps in pupils' learning are clear.

Care, support and guidance: Good

The school develops pupils' understanding of healthy living well. It makes appropriate arrangements for promoting healthy eating and drinking. All pupils have opportunities to be physically active, with a beneficial range of games available during playtimes and after school.

Staff promote good behaviour successfully. The school deals promptly with a very few incidents of bullying or harassment. Recent training for all staff has created a culture which emphasises positive behaviour and pupils respond well to this approach. Parents appreciate the telephone calls or texts they receive from school to inform them of particular acts of kindness or good behaviour their child has shown. This reinforces the school's positive behaviour policy.

Learning experiences develop pupils' social, moral and cultural awareness effectively. Pupils learn about other cultures through topics such as fair trade and Africa. Assemblies promote pupils' moral awareness well with clear messages, such as the importance of treating everyone equally. There is less focus, however, on pupils' spiritual development.

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

The school works closely with many specialist services, individual pupils and their families to provide additional support when needed. It offers family workshops to support the development of pupils' communication skills and other identified needs. This helps to ensure agreed understanding of strategies and expectations with regard to their development.

Provision for pupils with additional learning needs is good. The school identifies pupils' needs at an early stage and plans effective strategies to help them to progress. Support staff make a valuable contribution to a wide range of intervention programmes that help raise standards in pupils' literacy and numeracy. The school involves parents fully in discussions about their child's progress.

Learning environment: Good

The school is a welcoming and caring community and there is an ethos of mutual respect. Staff promote equality and diversity effectively through the curriculum, personal and social education and in the general work of the school.

All pupils have equal access to a wide range of opportunities, including extra-curricular clubs. The football club, for example, is popular with both boys and girls. There are clear anti-bullying procedures which ensure that pupils feel safe and know where to go if an issue arises.

The accommodation provides a very attractive learning environment both inside and outside that is accessible to all. The extensive grounds include many exciting areas such as a 'forest school' area and 'mud kitchens'. A climbing wall and assault course provide good opportunities for pupils' physical development. The school uses its facilities effectively to support and extend pupils' learning.

There is a good range of learning resources. Displays in classrooms and corridors create a stimulating environment for pupils. Foundation Phase classrooms have continuous access to outdoor areas. This supports pupils' independence and provides good opportunities for them to make choices about their learning.

The school site is safe, secure and very well maintained. The school caretaker builds play equipment and other resources, both inside and outside, that have a very positive impact on the high quality of the internal and external learning environment.

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

Leadership: Good

The headteacher provides strong leadership that fosters a culture of effective co-operation within the school. He deploys staff well and encourages them to share their individual strengths and interests with their colleagues. This increases their confidence, knowledge and skills and benefits both staff and pupils.

The senior leadership team supports the headteacher well, for example, by helping him monitor progress towards the achievement of targets in the school development plan. All members of staff have clear roles and job descriptions and understand their shared responsibility for working towards the achievement of agreed targets.

The headteacher rigorously challenges underperformance. He communicates a clear vision to staff, governors and parents about his expectations for improvement. Arrangements for managing the performance of staff identify areas for further professional development clearly. All staff work extremely well as a team to improve standards and provision.

The school takes good account of local and national priorities. For example, it is reducing the impact of poverty on educational attainment successfully, particularly in literacy. The implementation of the Literacy and Numeracy Framework is developing well, with teachers planning interesting opportunities for pupils to develop their literacy and numeracy skills across the curriculum.

The governing body ensures that the school fulfils its statutory obligations. The headteacher gives governors regular information about the school's strengths, shortcomings and future priorities. As a result, their understanding of the school's performance data is developing well. Although they are beginning to develop their role as a 'critical friend', governors do not question and challenge the school's decisions enough.

Improving quality: Good

Self-evaluation and planning for improvement processes are an established part of school life. They focus clearly on raising standards and improving the quality of the school's provision.

Self-evaluation processes include thorough analysis of data, lesson observations, monitoring standards in pupils' books, discussions with parents and pupils and using the expertise of the local authority. As a result, the school has a good understanding of its strengths and aspects that it needs to develop further.

The governing body discusses and approves the school's self-evaluation report so that it is well informed about its priorities. However, it does not have a sufficiently active role in the self-evaluation process. The school council does not currently share its ideas for improvement with the governing body.

Leaders use the information from the self-evaluation process effectively to set targets for improvement. There are close links between the areas for improvement identified in the school's self-evaluation report and the priorities highlighted in the school development plan. Specific targets for improvement are those that are most relevant to the school's needs, such as tackling the comparative underachievement of pupils eligible for free school meals and raising the achievement of more able pupils.

Individual members of staff take responsibility for leading and monitoring actions to bring about improvements in identified areas. Clear time limits are set for the monitoring and successful completion of tasks. The school's development plans have a positive impact on raising standards and improving the quality of its provision.

Partnership working: Good

Productive partnerships with many other schools and organisations in the local community support and enrich pupils' learning and wellbeing.

The school has introduced innovative ways of increasing parents' confidence and involvement in their children's education. The 'Play to Learn' scheme, for example, successfully increases parents' participation in children's literacy and numeracy development through physical activity.

The school keeps parents well informed through regular newsletters and sends texts to remind them of important meetings. The parent-teacher association raises valued extra funds that help to subsidise the cost of school trips considerably.

Smooth transition arrangements with the onsite 'Flying Start' centre for pre-school children help pupils settle quickly and happily when they join the school.

A range of activities with Year 6 pupils in local primary schools help pupils to make new friends before going to secondary school. There are well planned joint projects with colleagues who teach Year 7 in the local secondary school that help to provide continuity in pupils' learning experiences.

Arrangements for the moderation and standardisation of pupils' work, with other cluster schools, at the end of key stage 2 ensure accuracy in teachers' assessments.

Links with organisations and groups outside school, such as the residential home for older people nearby, provide valuable opportunities for pupils to increase awareness and appreciation of their role in the community.

Resource management: Good

The head teacher and governing body manage the school's financial and human resources efficiently. They allocate available funds specifically to the priorities for improvement identified in the school development plan.

The school has a suitable number of staff to teach the curriculum. Learning support assistants work co-operatively with teachers. They play a key role in supporting pupils' learning and helping them to achieve their potential. Teachers use their time for planning, preparation and assessment efficiently.

The performance management process identifies the training needs of all staff well. The school invests appropriately in further professional training courses for teaching and support staff. These courses significantly increase the knowledge, confidence and expertise of staff for the benefit of pupils.

The school uses the Pupil Deprivation Grant effectively for pupils who are eligible for free school meals. The provision includes emotional and practical support in addition to specific numeracy and literacy intervention groups. As a result, the gap in the performance of pupils who are eligible for free school meals and those who are not is narrowing.

Teachers learn from and share good practice with colleagues in other local schools. Visits to Foundation Phase classes in other primary schools, for example, inspire teachers to create stimulating learning environments in their own classrooms.

In view of the effective way the school uses available funds and the outcomes achieved by pupils, the school provides good value for money.

Appendix 1: Commentary on performance data

6762310 - Bryn Awel Primary School

Number of pupils on roll	148
Pupils eligible for free school meals (FSM) - 3 year average	41.6
FSM band	5 (32%<FSM)

Foundation Phase

	2012	2013	2014
Number of pupils in Year 2 cohort	21	17	18
Achieving the Foundation Phase indicator (FPI) (%)	71.4	76.5	88.9
Benchmark quartile	2	2	1
Language, literacy and communication skills - English (LCE)			
Number of pupils in cohort	21	17	18
Achieving outcome 5+ (%)	76.2	76.5	94.4
Benchmark quartile	3	3	1
Achieving outcome 6+ (%)	33.3	11.8	22.2
Benchmark quartile	1	4	3
Language, literacy and communication skills - Welsh (LCW)			
Number of pupils in cohort	*	*	*
Achieving outcome 5+ (%)	*	*	*
Benchmark quartile	*	*	*
Achieving outcome 6+ (%)	*	*	*
Benchmark quartile	*	*	*
Mathematical development (MDT)			
Number of pupils in cohort	21	17	18
Achieving outcome 5+ (%)	90.5	88.2	88.9
Benchmark quartile	1	1	1
Achieving outcome 6+ (%)	28.6	23.5	27.8
Benchmark quartile	1	2	2
Personal and social development, wellbeing and cultural diversity (PSD)			
Number of pupils in cohort	21	17	18
Achieving outcome 5+ (%)	90.5	82.4	100.0
Benchmark quartile	2	4	1
Achieving outcome 6+ (%)	28.6	5.9	27.8
Benchmark quartile	2	4	3

The Foundation Phase indicator (FPI) represents the percentage of pupils achieving outcome 5 or above in PSD, LCE/LCW, and MDT in combination.

* This item may disclose information on individuals, or it is not sufficiently robust for publication, not applicable or is otherwise unavailable.

The benchmark quartile compares the performance of one school against others who have similar levels of pupils with free school meals (FSM). FSM is used as a proxy of social deprivation in schools. This allows a comparison of the performance of a school against others who are in the same FSM category, and who might therefore have a similar intake of pupils from deprived backgrounds.
A school in benchmark quartile 1 is in the highest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are higher than many other schools with similar levels of pupils from deprived backgrounds. A school in benchmark quartile 4 is in the lowest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are lower than many other schools with similar levels of pupils from deprived backgrounds.

6762310 - Bryn Awel Primary School

Number of pupils on roll	148
Pupils eligible for free school meals (FSM) - 3 year average	41.6
FSM band	5 (32%<FSM)

Key stage 2

	2011	2012	2013	2014
Number of pupils in Year 6 cohort	24	24	22	14
Achieving the core subject indicator (CSI) (%)	66.7	79.2	72.7	85.7
Benchmark quartile	3	2	3	1
English				
Number of pupils in cohort	24	24	22	14
Achieving level 4+ (%)	70.8	79.2	72.7	85.7
Benchmark quartile	3	2	4	2
Achieving level 5+ (%)	16.7	16.7	18.2	21.4
Benchmark quartile	3	3	3	3
Welsh first language				
Number of pupils in cohort	*	*	*	*
Achieving level 4+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematics				
Number of pupils in cohort	24	24	22	14
Achieving level 4+ (%)	83.3	91.7	86.4	92.9
Benchmark quartile	2	1	2	1
Achieving level 5+ (%)	16.7	29.2	18.2	28.6
Benchmark quartile	3	2	3	2
Science				
Number of pupils in cohort	24	24	22	14
Achieving level 4+ (%)	91.7	87.5	77.3	92.9
Benchmark quartile	1	2	4	1
Achieving level 5+ (%)	16.7	37.5	18.2	35.7
Benchmark quartile	3	1	3	1

The core subject indicator (CSI) represents the percentage of pupils achieving level 4 or above in English or Welsh (first language), mathematics and science in combination.

* This item may disclose information on individuals, or it is not sufficiently robust for publication, not applicable or is otherwise unavailable.

The benchmark quartile compares the performance of one school against others who have similar levels of pupils with free school meals (FSM). FSM is used as a proxy of social deprivation in schools. This allows a comparison of the performance of a school against others who are in the same FSM category, and who might therefore have a similar intake of pupils from deprived backgrounds.
A school in benchmark quartile 1 is in the highest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are higher than many other schools with similar levels of pupils from deprived backgrounds. A school in benchmark quartile 4 is in the lowest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are lower than many other schools with similar levels of pupils from deprived backgrounds.

Further information is available from the Welsh Government My Local School website at the link below.
http://mylocalschool.wales.gov.uk/index.html?lang=eng

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.	67		61 91%	6 9%		Rwy'n teimlo'n ddiogel yn fy ysgol.
			98%	2%		
The school deals well with any bullying.	67		64 96%	3 4%		Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			92%	8%		
I know who to talk to if I am worried or upset.	67		64 96%	3 4%		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	67		61 91%	6 9%		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.	67		66 99%	1 1%		Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			96%	4%		
I am doing well at school	67		65 97%	2 3%		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.	67		64 96%	3 4%		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.	67		66 99%	1 1%		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.	67		63 94%	4 6%		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.	67		65 97%	2 3%		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.	67		48 72%	19 28%		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	67		56 84%	11 16%		Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
			84%	16%		

Responses to parent questionnaires

The number of responses received was fewer than 10. No data will be shown.

Appendix 3

The inspection team

Stephanie Joy James	Reporting Inspector
David Kenneth Davies	Team Inspector
Alison Huckle	Lay Inspector
Louise Ankers	Peer Inspector
Robert Cushion	Nominee

Copies of the report

Copies of this report are available from the school and from the Estyn website (www.estyn.gov.wales)

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
- 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
- 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 eligible for 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 eligible for 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 eligible for 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.