



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

A report on

**Cefn Glas Infant School
St Winifred's Road
Cefn Glas
Bridgend
CF31 4PL**

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.

Every possible care has been taken to ensure that the information in this document is accurate at the time of going to press. Any enquiries or comments regarding this document/publication should be addressed to:

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Context

Cefn Glas Infants School is on the Cefn Glas estate to the north of the town of Bridgend. The school caters for pupils between the ages of three and seven in seven classes including a nursery. There are 225 pupils on roll, of whom 47 attend the nursery full-time.

Around 27% of pupils are eligible for free school meals, which is above the national average. The school identifies 19% of pupils as having additional learning needs. No pupils have a statement of special educational needs. No pupils speak Welsh as their first language.

The headteacher took up her post in September 2006. The school's last inspection was in January 2010.

The individual school budget per pupil for Cefn Glas Infant School in 2015-2016 means that the budget is £3,165 per pupil. The maximum per pupil in the primary schools in Bridgend is £4,681 and the minimum is £2,868. Cefn Glas Infant School is 36th out of the 49 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	Good

Current performance

The current performance of the school is good because:

- Nearly all pupils make good progress during their time in the school
- Standards of behaviour are good and nearly all pupils are polite and courteous
- Nearly all pupils have a very good understanding of how to stay healthy
- Levels of attendance are high and compare well to those in other similar schools
- Teachers focus effectively on developing pupils' literacy, numeracy and thinking skills in imaginative ways across the curriculum
- Teachers and learning assistants work well together as a team
- Most teachers prepare lively and imaginative presentations that motivate most pupils well
- The school is a warm, welcoming and nurturing community, placing a high priority on ensuring that pupils are well cared for, and feel safe
- There are good arrangements in place to support pupils with additional learning needs
- Pupils benefit from using a wide range of good quality resources
- The school makes good use of its extensive and well-resourced outdoor areas, and these support pupils' learning well

Prospects for improvement

The school's prospects for improvement are good because:

- The headteacher and senior management team share a clear vision for school improvement
- Staff have clear responsibilities and they work purposefully together as a strong team
- The headteacher has high expectations and supports staff at all levels to give of their best and reach their full potential
- Governors support the school well and are aware of its strengths and areas in need of development
- Self-evaluation and development planning are a regular part of the school's working life
- The school uses information from the self-evaluation process appropriately to set suitable priorities such as improving pupils' higher order reading skills
- The partnership with parents is a particularly strong feature of the school, contributing very effectively to the school's highly inclusive ethos
- Many continuous professional development opportunities help staff to acquire new knowledge and skills that lead to good quality learning experiences for

pupils

- There is a strong emphasis on developing and sharing good practice within the school and with other providers, ensuring a climate of continuous improvement

Recommendations

R1 Improve pupils' independent writing and their creative and extended writing skills

R2 Improve pupils' input into what and how they learn

R3 Improve opportunities for pupils to make choices and take meaningful decisions

What happens next?

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

Estyn will invite the school to prepare a written case study, describing the excellent practice identified during the inspection.

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

Nearly all pupils make good progress in their time in the school. The school is particularly successful in ensuring that its most vulnerable pupils progress and attain well.

Across all age groups, standards of speaking and listening are good. In the nursery and reception classes most pupils listen and respond to instructions successfully, for example during 'tidy up' time. They talk to each other and to adults confidently, for instance when describing dinosaurs frozen in ice cubes. Many older pupils are eager to talk to visitors about what they are doing, using courteous language to offer to show them around.

Most pupils read at an appropriate level for their age and ability. In the nursery class, many pupils recognise their names as they register in the mornings. They enjoy looking at books alongside adults. By the end of Foundation Phase, most pupils make good progress with their reading. More able pupils read fluently and with expression, following punctuation well, including speech marks. Less able pupils make good use of their phonic skills to sound out unfamiliar words. Most pupils make good use of their developing reading skills in the classroom, for example reading back work they have written about Neil Armstrong and the lunar landing. Most use dictionaries well to spell unknown words. They make good use of factual books and tablet computers to search for useful information, such as when they learn about the artist Van Gogh.

Younger pupils develop their emerging writing skills well. For example, nearly all nursery pupils enjoy making marks on paper, in sand and on the whiteboard, showing increasing control. By the end of the reception class, many pupils form a majority of letters correctly and write simple sentences confidently. By the end of Year 2, most pupils across a full range of abilities present their written work very neatly. They show a confident grasp of punctuation, leave appropriate space between words and form letters carefully. Most pupils make good use of their phonic knowledge to help them spell words plausibly. Many older pupils use their writing skills well for a range of purposes. For example, they write factual accounts, simple poems and retell stories well, such as the story of 'Laura's Star'. However, their ability to write independently and creatively at length is underdeveloped. In general, most pupils apply their literacy skills across the curriculum appropriately, according to their age and stage of development.

Nearly all pupils develop their numeracy skills successfully in a wide range of interesting and practical activities and they apply these skills well across the curriculum. Many pupils use appropriate mathematical vocabulary, such as when younger pupils describe the size of the dens they are building for dinosaurs. During cooking activities, many older pupils develop a practical understanding of halves and quarters in the school kitchen while making pancakes. In Year 2, most pupils add

and subtract accurately using tens and units. They halve and double numbers confidently and count in twos, tens and twenties enthusiastically. Most pupils are confident to have a go at solving problems, such as finding a mid-point between two posts in the Forest School.

Across the school, nearly all pupils make good progress in learning Welsh. Most younger pupils respond well to instructions and ask each other simple questions such as when in their role as 'Helpwr Heddiw'. Many older pupils describe themselves, where they live and the weather confidently using simple sentences. By the end of Year 2, many pupils write appropriately in Welsh, following learned language patterns correctly. More able pupils are beginning to read very simple Welsh texts, making good use of their phonic skills.

Nearly all pupils develop their thinking and questioning skills well as they respond to many interesting scenarios such as working out how to cross a swamp using dinosaur footprints. Nearly all pupils with additional learning needs make good progress against their individual targets as they move through the school.

The school's performance in both literacy and mathematical development at the expected outcome over the last four years has been improving when compared to that of similar schools. Performance at the higher outcome in both these areas of learning is generally above the average for similar schools.

Pupils eligible for free school meals generally perform as well as their peers across all areas of learning.

Wellbeing: Good

Standards of behaviour are good throughout the school. Nearly all pupils are polite and courteous. Many older pupils are keen to show off their classroom and are proud of their work. Nearly all pupils feel safe and happy in the school and are confident to approach an adult if they have any concerns.

Nearly all pupils have a very good understanding of how to keep healthy through eating well and they know about good personal hygiene. This means that they are developing good habits for later life. Pupils of all ages participate enthusiastically in imaginative physical activities, for example, while pretending to be 'Pirate Pete' indoors and using balance bikes outside.

The school's attendance has placed it consistently in the top 25% of similar schools for the past four years. Nearly all pupils arrive at school punctually.

Many pupils take on appropriate responsibilities, such as 'Helpwr Heddiw', playground buddies and members of the eco-committee. They learn to show appropriate care, concern and respect for others such as when they collect money for a health charity. When they have the opportunity, most pupils make confident choices about where to practise their developing skills. For example, in the early years, pupils use their mathematical skills well in a self-chosen racing game. Although most pupils are engaged in their work for most of the time, a few pupils occasionally lose interest. In general, pupils' ability to contribute to what and how they learn is limited.

Key Question 2: How good is provision?

Good

Learning experiences: Good

The school provides a wide range of imaginative learning experiences covering all aspects of the curriculum well. These include the creative and effective use of visits, visitors and prompts, to motivate and interest pupils in topics. For example, a visit from a dog called “Gelert” when learning about the Welsh folk tale and a letter from an alien to create an interesting context for a mathematical problem. However, adults generally choose topics and activities and this occasionally limits pupils’ engagement in their work.

Teachers’ planning focuses very effectively on developing pupils’ literacy, numeracy and thinking skills in imaginative ways across the curriculum. It is thorough and systematic, and it takes good account of the needs of individuals and groups of pupils. As a result, nearly all pupils make good progress as they move through the school. However, pupils have fewer opportunities to develop as independent writers and to write at creatively at length.

The school provides suitable extra-curricular activities such as eco and music club, successfully enriching pupils’ experiences. A lively after-school physical education session gives pupils and parents highly creative opportunities to learn about healthy living and to develop their literacy and numeracy skills together.

There is good provision for developing pupils’ Welsh language skills. Nearly all teachers and support staff use Welsh regularly throughout the day, giving pupils good opportunities to practice their emerging skills. Pupils have suitable opportunities to begin to write in Welsh as they move through the school. They learn about the history and culture of Wales through studying the lives of characters such as Laura Ashley and Bishop William Morgan, and Welsh artists such as Alison Mercer.

The school promotes education for sustainable development and global citizenship well. Pupils recycle waste regularly, which the school encourages through the enthusiastic singing of its recycling song. They learn appropriately about global citizenship through creative fairtrade activities such as pancake races and food tasting.

Teaching: Good

Teachers and learning assistants work very well as a team. They plan together effectively, with a strong focus on developing pupils’ literacy, numeracy and thinking skills. They prepare interesting and engaging activities, putting careful thought into often lively and imaginative presentations that motivate pupils well. For example, pupils in Year 1 learn to sequence recipe instructions while making pizzas for their owl called Walt. However, in many lessons, adults direct most of the activities, limiting pupils’ opportunities to follow their own interests and initiatives.

All staff have good working relationships with pupils and use positive strategies to manage pupils' behaviour well. Learning assistants work closely with teachers, making a valuable contribution to pupils' progress. Most adults use open-ended questions skilfully to develop pupils' thinking. They make good use of helpful strategies such as singing simple songs to reinforce learning and to support routines effectively. Teachers plan work that meets the needs of different groups of pupils appropriately.

Staff provide good oral feedback during lessons, supporting pupils well as they learn. Teachers mark work regularly and comments are positive and encouraging. In around half of books seen, marking points effectively to what pupils need to do to improve their work. More able pupils know what their targets are, and these link helpfully to improving their literacy and numeracy skills. Older pupils make good use of a 'checking station' and 'punctuation station' to help them assess their work independently. The school tracks the progress of all pupils effectively. This ensures that nearly all pupils make good progress in their learning.

Reports to parents are of very good quality and reflect the individual pupils well.

Care, support and guidance: Good

The school is a warm, welcoming and nurturing community, which places a high priority on ensuring that pupils are well cared for, and feel safe. This provides a firm foundation for a strong sense of wellbeing, enabling pupils to develop into confident learners. The school has very good arrangements for teaching children to wash their hands effectively and brush their teeth regularly, developing worthwhile habits for life. Pupils have many valuable opportunities to exercise regularly including an after-school club where parents join in. This is a strong feature of the school's provision. Interesting learning experiences support pupils' spiritual, moral, social and cultural development well. For example, pupils have many well-planned opportunities to work co-operatively to solve problems, and to work together on tasks such as cooking activities. However, pupils' opportunities to make choices regularly and contribute purposefully to making decisions are more limited.

The support for pupils with additional learning needs is good. The school identifies pupils' additional needs early and arranges appropriate intervention support for them. For example, language and numeracy intervention programmes ensure that identified pupils make good progress towards their targets. Recently introduced nurture groups support the wellbeing of disadvantaged pupils sensitively. Whole school tracking is very effective and this means that nearly all targeted pupils achieve well in relation to their ability. The school makes good use of its well-established links with specialist agencies such as educational psychologists and Flying Start health visitors to support individual pupils.

The school's arrangements for safeguarding meet requirements and give no cause for concern. Most older pupils have an appropriate understanding of how to keep themselves safe, including when they use the internet.

Learning environment: Good

The school has a warm, welcoming and highly caring ethos in which pupils thrive. This encourages pupils to show respect for one another and to develop a sense of pride in themselves and their work. The school takes into account and values the diversity of pupils' backgrounds, and ensures that all pupils have equal access to a full range of learning and extra-curricular experiences, including visits. Staff value and celebrate pupils' achievements regularly.

The school has a range of good quality resources that support pupils' learning well. These include good quality books, art materials, outdoor clothing and information and communication technology (ICT) equipment that pupils use regularly and purposefully. The school's buildings and grounds are secure and generally suitably maintained. However, a few external doors are in poor condition. The school makes good use of its extensive and well-resourced outdoor areas, and these support pupils' learning well. For example, a simple Forest School area provides opportunities for pupils to learn about the natural environment and a trim trail helps them to learn about keeping fit and healthy. The school makes the most of its largely open plan indoor accommodation. This includes space set aside for quiet work and a kitchen that staff use regularly to support pupils' mathematical development.

Interesting displays throughout the school celebrate and support pupils' learning well. The very attractive entrance hall gives a strong first impression, supporting the school's positive ethos.

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

The headteacher and senior management team share a clear vision for school improvement. This focuses well on reaching high standards of wellbeing and achievement, providing pupils with the skills and behaviours that they need to succeed in life. All members of staff have clear responsibilities and they work purposefully together as a strong team. The headteacher communicates high expectations, and supports staff at all levels to give of their best and reach their full potential. For example, a worthwhile training and coaching programme supports the staff's professional development well. This has led to a strong sense of shared common purpose and greater consistency, such as in the regular use of Welsh. Performance management for all members of staff is working well, with targets focused effectively on identified areas for improvement, such as behaviour management. Senior leaders make thorough use of data analysis, to ensure that all groups of pupils make good progress.

The school responds well to national and local priorities, working purposefully to reduce the impact of disadvantage on pupils' attainment and implementing the literacy and numeracy framework appropriately. The school provides very good opportunities for pupils to develop healthy lifestyles through a strong focus on physical development and healthy eating, shared effectively with parents. Governors support the school well. They have a good understanding of the performance of pupils and of how this compares with the performance of pupils in

similar schools. They know the strengths of the school and areas in need of development. However, their role as a critical friend is at an early stage of development.

Improving quality: Good

Self-evaluation and development planning are a regular part of the school's working life. Staff at all levels engage in open and honest dialogue, evaluating the day-to-day work of the school. This leads to regular improvements in teaching and learning such as ensuring a consistent focus on skills development and using everyday Welsh. Following a recent initiative, staff work well in small teams gathering first hand evidence to improve their practice and share findings constructively with each other. At a strategic level, senior managers evaluate and monitor data effectively to identify appropriate priorities for improvement. They respond positively to suggestions made in the annual parent questionnaires, such as offering an opportunity for parents to meet with teachers in the spring term in order to have time to act on any concerns raised.

The school uses the information from the self-evaluation process appropriately to set priorities such as improving pupils' higher order reading skills and numerical reasoning skills. The plan gives a clear outline of staff responsibilities, financial requirements and methods for monitoring progress. A concise evaluation of last year's improvement plan shows that the school made good progress towards meeting its targets, such as implementing the literacy and numeracy framework and improving standards in written and spoken Welsh.

Partnership working: Excellent

The partnership with parents is a particularly strong feature of the school. This has a very positive impact on the school's highly nurturing ethos, the high attendance rate, and good standards of wellbeing and attainment. Staff welcome parents into the school, providing many creative opportunities for them to be involved in their children's learning. This also helps build good working relationships between parents and school staff, enabling constructive dialogues about pupils' progress and wellbeing. For example, in a high quality after-school club, teachers, parents and children have fun together, developing a strong sense of community. At the same time, parents learn about developing their children's literacy and numeracy skills and knowledge of healthy lifestyles. Other opportunities, such as attending a story café, successfully promote positive attitudes towards reading. These partnerships are particularly effective in nurturing positive relationships that support more disadvantaged pupils and parents value these highly.

A close partnership with the local Flying Start playgroup prepares pupils well to move to the nursery class. Strong links with the local junior and secondary schools build pupils' confidence as they prepare for the next stage of their education. For example, pupils have helpful opportunities to get to know junior school pupils when they read to them during World Book Week.

The school is active in its local cluster of schools, ensuring that assessments of pupils' work are accurate by moderating standards of attainment. Strong links with the local community have led to recent improvements in the school grounds. The school is very pro-active in developing strong partnerships with the local authority and wider professional community. As a result, standards of teaching and learning improve in the school, and staff flourish through opportunities to share good practice with others. The recently developed link with a research institute has had a powerful impact on school staff, strengthening bonds within curriculum teams, leading to greater self-confidence and open and honest dialogue about school improvement.

Resource management: Good

The school has sufficient teachers and support staff to meet the needs of its pupils. It makes good use of teachers' knowledge and skills to deliver the curriculum effectively. The headteacher deploys learning assistants carefully, enabling them to support individuals and groups of pupils well, including pupils from disadvantaged backgrounds.

Many continuous professional development opportunities support staff well to acquire new knowledge and skills such as the creative and lively approach to physical and skills development. There is a strong emphasis on developing and sharing best practice in the school and further afield, such as recent work on enhancing strategies to manage behaviour and improving pupils' numerical reasoning skills.

The school makes good use of its pupil deprivation grant to provide support for individuals and groups of pupils and to support their wellbeing. For example, the school has recently appointed a music therapist and extended its nurture group provision to meet the needs of targeted pupils.

The headteacher, with support from the local authority and the governing body, manages the budget appropriately to meet the priorities in the school improvement plan.

In view of the outcomes achieved by pupils, the school gives good value for money

Appendix 1: Commentary on performance data

6722300 - CEFN GLAS INFANTS

Number of pupils on roll	235
Pupils eligible for free school meals (FSM) - 3 year average	27.3
FSM band	4 (24%<FSM<=32%)

Foundation Phase

	2012	2013	2014
Number of pupils in Year 2 cohort	55	48	58
Achieving the Foundation Phase indicator (FPI) (%)	83.6	81.3	84.5
Benchmark quartile	2	3	2
Language, literacy and communication skills - English (LCE)			
Number of pupils in cohort	55	48	58
Achieving outcome 5+ (%)	85.5	83.3	86.2
Benchmark quartile	2	3	3
Achieving outcome 6+ (%)	25.5	33.3	27.6
Benchmark quartile	2	1	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	55	48	58
Achieving outcome 5+ (%)	87.3	87.5	87.9
Benchmark quartile	2	3	2
Achieving outcome 6+ (%)	30.9	35.4	31.0
Benchmark quartile	1	1	2
Personal and social development, wellbeing and cultural diversity (PSD)			
Number of pupils in cohort	55	48	58
Achieving outcome 5+ (%)	87.3	91.7	100.0
Benchmark quartile	3	3	1
Achieving outcome 6+ (%)	32.7	45.8	41.4
Benchmark quartile	3	2	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.

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 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.	40	37 92%	3 8%	0 0%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		64%	33%	3%	1%		
My child likes this school.	39	35 90%	4 10%	0 0%	0 0%	0	Mae fy mhentyn yn hoffi'r ysgol hon.
		73%	25%	1%	0%		
My child was helped to settle in well when he or she started at the school.	40	37 92%	3 8%	0 0%	0 0%	0	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		73%	26%	1%	0%		
My child is making good progress at school.	38	29 76%	9 24%	0 0%	0 0%	2	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		62%	34%	3%	1%		
Pupils behave well in school.	38	23 61%	14 37%	1 3%	0 0%	2	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		48%	47%	4%	1%		
Teaching is good.	40	35 88%	5 12%	0 0%	0 0%	0	Mae'r addysgu yn dda.
		62%	36%	2%	0%		
Staff expect my child to work hard and do his or her best.	39	32 82%	7 18%	0 0%	0 0%	0	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		65%	33%	1%	0%		
The homework that is given builds well on what my child learns in school.	36	24 67%	12 33%	0 0%	0 0%	4	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.
		50%	42%	6%	2%		
Staff treat all children fairly and with respect.	38	31 82%	7 18%	0 0%	0 0%	2	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		61%	34%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	40	36 90%	4 10%	0 0%	0 0%	0	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		61%	37%	2%	0%		
My child is safe at school.	40	32 80%	8 20%	0 0%	0 0%	0	Mae fy mhentyn yn ddiogel yn yr ysgol.
		67%	31%	1%	0%		

	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	
My child receives appropriate additional support in relation to any particular individual needs'.	34	26 76%	8 24%	0 0%	0 0%	6	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
I am kept well informed about my child's progress.	40	25 62%	13 32%	2 5%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
I feel comfortable about approaching the school with questions, suggestions or a problem.	40	30 75%	10 25%	0 0%	0 0%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
I understand the school's procedure for dealing with complaints.	39	24 62%	11 28%	4 10%	0 0%	1	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
The school helps my child to become more mature and take on responsibility.	38	29 76%	9 24%	0 0%	0 0%	2	Mae'r ysgol yn helpu fy mhentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
My child is well prepared for moving on to the next school or college or work.	32	21 66%	11 34%	0 0%	0 0%	7	Mae fy mhentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
There is a good range of activities including trips or visits.	39	26 67%	13 33%	0 0%	0 0%	1	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
The school is well run.	40	32 80%	8 20%	0 0%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.

Appendix 3

The inspection team

Sheila Margaret Birkhead	Reporting Inspector
Mary Elspeth Dyas	Team Inspector
Matthew Evans	Lay Inspector
Michael Fryer	Peer Inspector
Susan Henderson (headteacher)	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.