



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

**A report on**

**Cwm Glas Infant School  
Pant Glas  
Llanbradach  
CF83 3PD**

**Date of inspection: March 2017**

**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: 12/05/2017**

## Context

Cwm Glas Infants School is in Llanbradach, a village three miles north of Caerphilly.

The school has 89 pupils between the ages of 3 and 7, including 27 pupils who attend the nursery part-time. There are three mixed-year classes.

Around 14% of pupils are eligible for free school meals, which is below the national average. The school identifies that approximately 11% of pupils have additional learning needs. This is well below the national average. No pupils have a statement of special educational needs.

Nearly all pupils are of white British ethnicity and come from homes where English is the main language. A very few pupils speak Welsh at home.

The headteacher took up her post in September 2009. Estyn last inspected the school in December 2010.

The individual school budget per pupil for Cwm Glas Infants School in 2016-2017 means that the budget is £3,785 per pupil. The maximum per pupil in the primary schools in Caerphilly is £4,854 and the minimum is £2,696. Cwm Glas Infants School is seventh out of the 75 primary schools in Caerphilly in terms of its school budget per pupil.

## Summary

<b>The school's current performance</b>	<b>Good</b>
<b>The school's prospects for improvement</b>	<b>Good</b>

### Current performance

The school's current performance is good because:

- Most pupils make good progress in the development of their literacy, numeracy and social skills as they move through the school
- Most pupils apply their literacy and numeracy skills well across the curriculum
- Most develop very strong Welsh language skills
- The school provides a creative and imaginative curriculum that engages pupils well
- Pupils are effective in assessing their own learning
- The quality of teaching across the school is good

### Prospects for improvement

The school's prospects for improvement are good because:

- The headteacher and staff have a clear vision for school improvement
- Staff share leadership responsibilities well
- Governors challenge and support the school effectively to bring about necessary improvements
- Leaders have a good understanding of the school's strengths and areas for improvement
- School improvement planning is effective in raising standards and raising the quality of provision
- Strategic partnerships make a strong contribution to improving the standards and wellbeing of pupils

## Recommendations

- R1 Provide more opportunities for pupils to draft and improve their written work
- R2 Give pupils clearer guidance on how to achieve the next step in their learning
- R3 Improve attendance

### **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 enter the school with literacy, numeracy and social skills that are in line with those expected for their age. They make good progress in the development of these skills as they move through the school. Most pupils with additional learning needs make good progress from their starting points.

Nearly all pupils develop effective oracy skills as they progress through the school. Most listen with interest to other pupils and adults, making relevant and sensible contributions as part of class discussions and when talking with a partner. For example, pupils in Year 1 enjoy contributing their ideas about how best to perform a 'Hairy, Scary Poem'.

Most pupils make good progress in the development of their reading skills. In Year 2, many pupils read independently, with appropriate fluency and increasing expression. They have a good knowledge of letter sounds and most use these well to sound out unfamiliar words. Many pupils understand the difference between fiction and non-fiction texts and can make appropriate predictions about what may happen in a story. Most pupils have a thorough understanding of the content of the texts they read. They ask and answer questions about them well.

Most pupils develop effective writing skills that allow them to express imaginative ideas in a wide variety of written forms and styles. They spell common words accurately and use their phonic knowledge well to attempt unfamiliar words. In Year 2, nearly all pupils use capital letters and full stops correctly. A minority use a wider range of punctuation well, including commas, speech marks and exclamation marks. Across the school, most pupils have a clear understanding of the different forms of writing that they use and apply this well in their own written work. For example, when writing poetry, many pupils use imaginative and engaging vocabulary to describe the sound made by a dinosaur. Most pupils apply their language skills at the same level in all areas of the curriculum. For example, they use their knowledge of the alphabet well to create a useful glossary of words from Chinese. However, pupils do not redraft their work to make improvements enough.

Most pupils develop effective numeracy skills and mathematical knowledge appropriate for their age. They have a good understanding of place value and use this well to compare and to order numbers up to 100 and a few pupils do this up to 1,000. They use a range of formal and informal methods to add and subtract two-digit numbers. They apply these skills independently to solve number problems. For example, pupils use their addition skills well to calculate how many packets of sweets they can combine to achieve a specific total weight. A few pupils use their mathematical knowledge successfully to create their own number problems. Most pupils develop an understanding of a wide range of mathematical concepts well, including weight, time, length and capacity. Pupils demonstrate a suitable range of data handling skills, including the ability to create and interpret simple block graphs and pictograms.

By the end of Year 2, most pupils demonstrate sound information and communication technology (ICT) skills that they apply appropriately in many areas of learning. They use a wide range of tablet computers, laptops and other electronic devices appropriately to improve their literacy and numeracy skills. For example, pupils in Reception and Year 1 use programmable toys to apply their knowledge of number bonds to 10. Pupils regularly use word processing and desktop publishing programs appropriately to record their ideas, such as when writing reports about how plants grow. However, most pupils do not have the skills to explore databases. Most pupils have a good understanding of how to be safe online.

Most pupils develop very strong Welsh language skills. They use a wide range of vocabulary to respond well to prompts and questions by teachers and teaching assistants. In Years 1 and 2, they speak fluently and with good pronunciation about the weather. They use positional language accurately to describe the location of 'Sali Mali'. By Year 2, most pupils have developed very effective writing skills. They often use these interchangeably with their English skills to write at length in a range of contexts. For example, when writing a letter to Father Christmas, pupils use a good knowledge of Welsh vocabulary mixed with English phrases. Most pupils read their Welsh language storybooks with good pronunciation, fluency and understanding. Nearly all pupils are enthusiastic about reading in Welsh and regard their Welsh and English reading books as equally important.

At the end of the Foundation Phase, pupils' performance in literacy and mathematical development at the expected outcomes has placed the school largely in the higher 50% when compared with similar schools over the last four years. At the higher outcome, results place the school consistently in the higher 50%.

### **Wellbeing: Good**

Most pupils demonstrate good standards of behaviour in lessons and around the school. They show high levels of respect and courtesy towards each other and adults. All pupils in Year 2 have roles and responsibilities that they carry out conscientiously. For example, the work of the Planet Pals and Playground Buddies has a positive impact on the life of the school. Nearly all pupils feel safe. They understand where to turn if they have a concern or a problem. They have a good understanding of the need to eat a balanced diet and to take regular exercise.

Nearly all pupils demonstrate a positive attitude to their learning. Most engage enthusiastically in tasks and can sustain appropriate levels of concentration. Pupils make purposeful choices about what they would like to learn within a particular topic and set their own challenges. Many pupils make decisions that have a positive impact on the life of the school. They take part in community events and assist in organising whole-school activities. For example, Year 2 pupils design flyers and posters for a movie fundraising night. The school council understands its role and takes an active part in developing the learning environment. However, pupils' individual roles within the council are underdeveloped.

Most pupils demonstrate high levels of confidence and self-esteem. Nearly all pupils assess their own work well, and identify ways to improve, using the school's 'learning garden' approach. They work well in pairs and groups. For example, pupils work collaboratively to create a Welsh-themed collage. Nearly all pupils solve problems effectively, such as when making wizard potions using multiples of two.

Rates of attendance have generally improved over the last four years. Over the last two years, attendance has placed the school in the higher and lower 50% when compared with similar schools. Nearly all pupils are punctual.

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

The school provides a creative and imaginative curriculum that engages pupils and meets their needs well. It builds systematically on pupils' existing skills, knowledge and understanding to make learning purposeful and relevant. Teachers deliver the curriculum through a good range of challenging and interesting learning experiences that make effective use of resources, the outdoor environment and the local community. For example, Years 1 and 2 develop their measuring and data handling skills in an effective and creative way when studying the Rhymney River. The planned curriculum fully meets the requirements of the Foundation Phase and religious education.

All staff identify imaginative ways for pupils to develop literacy and numeracy skills to support and extend work across the curriculum. Teachers plan for the development of pupils' writing skills effectively, for example, when pupils in Years 1 and 2 plan and write imaginative stories based on mythical creatures. However, teachers do not plan sufficient opportunities for pupils to redraft and improve their work. The school plans effective intervention programmes for pupils who require additional support with literacy skills. Opportunities for pupils to develop their skills in ICT are less developed.

The school's provision for Welsh language development is very strong. As a result, most pupils achieve very good standards of Welsh, particularly in reading and writing. Staff use Welsh effectively in lessons and throughout the school day. Pupils have many interesting opportunities to learn about their locality, Welsh history and culture. For example, on a visit to Caerphilly Castle, Reception pupils learn about the local history of their area while developing a wide range of skills when helping to sort the king's treasure.

The school has good arrangements for pupils to take an active part in addressing environmental issues through the curriculum and the work of the pupil Planet Pals group. Many pupils understand the importance of recycling and reducing waste. Most pupils have a good understanding of their role as a global citizen through activities that imaginatively engage them with the wider world. For example, they follow fictional characters on a visit to India to learn about its culture and climate.

**Teaching: Good**

In nearly all cases, teachers plan a good range of activities that engage and motivate pupils of all abilities very well. For example, in the Nursery, staff provide pupils with an imaginative combination of multi-sensory activities that are effective in developing pupils' literacy, numeracy and fine motor skills. Highly skilled teaching assistants work very effectively with pupils to ensure their good progress.



Working relationships between adults and pupils across the school are strong. In all classes, staff have high expectations of pupils' behaviour and achievement. They manage the few instances of poor behaviour quickly and effectively.

Across the school, teachers plan activities that support the principles of the Foundation Phase well and they develop pupils' independent learning skills successfully. For example, they involve pupils in planning their own activities and allow them to choose and move freely between them. They balance this well with more focused tasks.

All teaching staff use a good range of questioning techniques to challenge and to support pupils' learning. They intervene skilfully at appropriate points to ensure that pupils remain focused on achieving learning outcomes.

In nearly all lessons, teachers use the school's 'learning garden' approach to provide pupils with clear guidance on what they will learn and how to make their work successful. Teachers have established this effective practice across the school. Pupils frequently make useful assessments of how well they have progressed with their learning. However, they do not have opportunities to assess the progress of the learning of other pupils enough.

Teachers' feedback in all classes is positive and gives pupils a clear understanding of what they have done well. However, teachers do not give pupils sufficient opportunities to improve their work. Similarly, teachers provide pupils with relevant targets for improvement, but only a few pupils are aware of them.

Senior leaders and teachers track the development of individual pupils' skills and subject knowledge carefully. They meet regularly, both formally and informally, to monitor the progress of each pupil and to discuss the effectiveness of the school's current intervention and support programmes. This ongoing process is beneficial in ensuring good progress for all groups of learners.

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

The school's provision for pupils' spiritual, moral, social and cultural development is wide ranging and effective. For example, pupils benefit from a well-structured emotional literacy programme that develops their social and emotional skills well. The school makes good arrangements for promoting healthy eating and drinking. For example, pupils take part in a health and fitness week and parents receive advice on how to create a healthy lunchbox. The curriculum includes a wide range of opportunities for pupils to undertake physical activity. For example, as part of their study of China, pupils in Years 1 and 2 take part in creative dance.

The school makes good use of specialist services to support pupils and their families. It works well with speech and language therapists, social services and educational psychologists to ensure the good progress of pupils with specific learning difficulties. This enables staff to plan effective intervention strategies to support pupils. The local community police officer visits the school to talk to children about a variety of issues that affect their learning and wellbeing, and the school nurse visits regularly to promote pupils' personal hygiene. This work helps to ensure that pupils have a good understanding of how to stay safe and healthy.

The school supports pupils with additional learning needs well. It identifies pupils' difficulties at an early stage. Staff create individual plans for pupils that include appropriate targets, actions and timescales that meet pupils' needs well. Parents and pupils play a full part in the development and review of these plans. A suitable range of intervention programmes supports pupils with additional learning needs to make strong progress relative to their starting points.

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

### **Learning environment: Good**

The school has established a welcoming environment and ethos where all pupils feel safe and secure. It considers the needs of all pupils equally, regardless of their background. All pupils have equal access to all areas of learning, including educational trips and visits. The school promotes positive attitudes to different cultural backgrounds and ethnic origins through a well-planned and inclusive curriculum.

The learning environment is bright, spacious and engaging. Displays contain a suitable balance of pupils' work and other resources to support the development of their literacy, numeracy and Welsh language skills. The celebration of pupils' work through display is a particularly strong feature. For example, as part of the 'Amazing Ants' display, pupils in Years 1 and 2 choose work they are particularly proud of for others to view. The school has extensive, well-designed, outdoor learning areas that staff use imaginatively to develop pupils' skills. The school building is secure, clean and well maintained.

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

The headteacher and staff have a clear vision for the school that promotes high expectations of pupils and staff and a caring ethos where all pupils feel valued. The headteacher and deputy headteacher support and challenge staff to do their best. Staff understand their responsibilities well and undertake their roles effectively as part of a vibrant team. For example, the curriculum leader for mathematical development provides valuable training that is raising standards in pupils' mathematical reasoning. Leaders and governors use performance management processes well to improve the quality of teaching and learning. For example, through staff development linked to a shared staff target, pupils make more informed and purposeful choices about their own learning in classes.

The school meets national and local priorities well. In particular, it ensures that teachers integrate the Literacy and Numeracy Framework into their planning successfully. Leaders have developed the provision in the Foundation Phase creatively to meet the learning needs and interests of nearly all pupils.

Members of the governing body analyse a wide range of performance data thoroughly. They have a good understanding of the strengths of the school as well as the aspects that need further development. Governors challenge and support the

school effectively to bring about necessary improvements to provision and to raise standards. For example, they work with pupils to evaluate the effectiveness of a new approach to assessment for learning. The governing body fulfils its statutory requirements appropriately.

### **Improving quality: Good**

The school has well-established systems for self-evaluation that enable it to identify, monitor and evaluate its performance accurately. Leaders and managers collect pertinent information from a wide range of sources, including pupils, parents and governors. For example, parents indicated in a questionnaire that educational visits linked to a topic are beneficial and consequently the school has organised more visits this year.

The school analyses performance information thoroughly and uses it well to prioritise development plans. For example, the progress of disadvantaged pupils is a current priority that arose from a detailed analysis of pupil performance. As a result, targeted interventions ensure that these pupils make good progress. The school draws on first-hand evidence of the quality of teaching and learning well when monitoring the success of initiatives. Senior leaders manage monitoring arrangements effectively so that important activities, such as the scrutiny of pupils' work, take place on a suitably regular basis.

The school uses information from its self-evaluation processes purposefully to devise useful plans to bring about desired improvements. The plans define actions for improvement in specified, realistic timescales and allocate responsibility for their delivery. The school's plans result in improved pupil performance. For example, actions taken as part of a detailed development plan have led improvement in pupils' reading, particularly in their ability to understand complex texts.

### **Partnership working: Good**

The school maintains very good communication with parents through newsletters and social media. Parents play an important role in pupils' learning by means of an effective reading journal that passes between home and school. A recently established friends association makes a valuable contribution by raising funds for school equipment. The schools uses the local community regularly to enrich the learning experiences of pupils. For example, pupils develop their sense of community when singing in a carol service at the local church.

Local authority services and agencies contribute well to pupils' wellbeing. For example, a team of professionals, including an educational psychologist and a local authority advisor, meet regularly in school to discuss the needs of individual pupils as they arise. This partnership benefits many pupils with additional learning needs, particularly those from disadvantaged backgrounds.

The school works closely with the local primary school to ensure that pupils make a smooth transition to their next stage of education. Pupils get to know future classmates well by collaborating on joint projects, such as a presentation about pirates, and undertaking educational visits together. As a result, the oldest pupils are confident about moving to a new school. The school links well with a local playgroup

that uses part of the school building for its activities. Children attending the group become familiar with the school and some of its staff. As a result, most pupils settle well on entering the nursery.

**Resource management: Good**

The headteacher and staff manage all resources skilfully. The school has enough well-qualified and experienced staff to teach the curriculum effectively. It is a strong learning community where staff acquire new knowledge and skills to develop innovative approaches to learning and teaching. For example, the school has arranged training for all staff in a new approach to behaviour management.

Teaching assistants support teachers effectively and make a strong contribution to pupils' outcomes throughout the school. The headteacher makes appropriate arrangements for teachers' planning, preparation and assessment time.

Governors and senior leaders manage the school finances carefully and the school's spending decisions relate well to priorities for improvement. Leaders manage the accommodation very well to create a stimulating learning environment that meets the needs of all learners well. Leaders use grant money well to support disadvantaged pupils through carefully planned literacy interventions, but the entire pupil deprivation grant does not go directly towards provision for targeted pupils.

In view of the standards that most pupils achieve and the overall quality of the provision, the school offers good value for money.

## Appendix 1: Commentary on performance data

### 6762339 - Cwm Glas Infants School

Number of pupils on roll	95
Pupils eligible for free school meals (FSM) - 3 year average	17.4
FSM band	3 (16%<FSM<=24%)

#### Foundation Phase

	2013	2014	2015	2016
<b>Number of pupils in Year 2 cohort</b>	18	18	18	23
<b>Achieving the Foundation Phase indicator (FPI) (%)</b>	83.3	83.3	88.9	91.3
Benchmark quartile	2	3	2	2
<b>Language, literacy and communication skills - English (LCE)</b>				
Number of pupils in cohort	18	18	18	23
Achieving outcome 5+ (%)	88.9	83.3	94.4	91.3
Benchmark quartile	2	3	1	2
Achieving outcome 6+ (%)	33.3	33.3	38.9	39.1
Benchmark quartile	1	2	1	2
<b>Language, literacy and communication skills - Welsh (LCW)</b>				
Number of pupils in cohort	*	*	*	*
Achieving outcome 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving outcome 6+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
<b>Mathematical development (MDT)</b>				
Number of pupils in cohort	18	18	18	23
Achieving outcome 5+ (%)	100.0	83.3	94.4	95.7
Benchmark quartile	1	3	1	2
Achieving outcome 6+ (%)	38.9	27.8	50.0	39.1
Benchmark quartile	1	2	1	2
<b>Personal and social development, wellbeing and cultural diversity (PSD)</b>				
Number of pupils in cohort	18	18	18	23
Achieving outcome 5+ (%)	94.4	100.0	94.4	95.7
Benchmark quartile	3	1	3	3
Achieving outcome 6+ (%)	44.4	55.6	38.9	56.5
Benchmark quartile	2	2	3	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.	39	23 59%	15 38%	1 3%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		62%	34%	3%	1%		
My child likes this school.	39	34 87%	5 13%	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.	39	27 69%	12 31%	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.	38	28 74%	10 26%	0 0%	0 0%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	35%	3%	1%		
Pupils behave well in school.	39	18 46%	18 46%	0 0%	0 0%	3	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		47%	48%	4%	1%		
Teaching is good.	39	27 69%	12 31%	0 0%	0 0%	0	Mae'r addysgu yn dda.
		61%	36%	2%	0%		
Staff expect my child to work hard and do his or her best.	39	27 69%	12 31%	0 0%	0 0%	0	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		64%	34%	1%	0%		
The homework that is given builds well on what my child learns in school.	39	23 59%	15 38%	0 0%	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.
		49%	43%	6%	2%		
Staff treat all children fairly and with respect.	39	25 64%	11 28%	1 3%	1 3%	1	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		60%	35%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	39	24 62%	13 33%	1 3%	0 0%	1	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		59%	38%	2%	0%		
My child is safe at school.	39	26 67%	12 31%	0 0%	0 0%	1	Mae fy mhentyn yn ddiogel yn yr ysgol.
		66%	32%	2%	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	
My child receives appropriate additional support in relation to any particular individual needs'.	39	24 62%	11 28%	0 0%	0 0%	4	Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
I am kept well informed about my child's progress.	39	21 54%	17 44%	0 0%	1 3%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
I feel comfortable about approaching the school with questions, suggestions or a problem.	39	28 72%	9 23%	1 3%	1 3%	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	18 46%	15 38%	0 0%	1 3%	5	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
The school helps my child to become more mature and take on responsibility.	39	23 59%	14 36%	1 3%	0 0%	1	Mae'r ysgol yn helpu fy mhlentyn 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.	39	19 49%	8 21%	0 0%	0 0%	12	Mae fy mhlentyn 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	17 44%	14 36%	6 15%	0 0%	2	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
The school is well run.	38	22 58%	14 37%	1 3%	1 3%	0	Mae'r ysgol yn cael ei rhedeg yn dda.

## Appendix 3

### The inspection team

Jonathan Wright	Reporting Inspector
Geoff Cresswell	Team Inspector
Sarah Botterill	Lay Inspector
Rebecca Barker	Peer Inspector
Helen Owen-Williams	Nominee

## Copies of the report

Copies of this report are available from the school and from the Estyn website ([www.estyn.gov.wales](http://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.