



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

A report on

**Cwmaber Junior School
Brynhafod Road
Abertridwr
Caerphilly
CF83 4BH**

Date of inspection: November 2016

by

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

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

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

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

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

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

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

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Context

Cwmaber Junior School is in Abertridwr, near Caerphilly. There are currently 149 pupils on roll aged between seven and eleven. The school teaches its pupils in five classes, three of which contain pupils from more than one year group.

Around 35% of pupils are eligible for free school meals, which is well above the national average of 19%. The school identifies around 19% of pupils as having additional learning needs, which is below the national average of around 25%. A very few pupils have statements of special educational needs. Nearly all pupils are of white British ethnicity and have English as their home language.

The school's last inspection was in May 2012. The headteacher took up her post in January 2015.

The individual school budget per pupil for Cwmaber Junior School in 2016-2017 means that the budget is £3,244 per pupil. The maximum per pupil in the primary schools in Caerphilly is £4,854 and the minimum is £2,696. Cwmaber Junior School is 35th 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:

- Nearly all pupils have high levels of interest and motivation, which enables most of them to make good or very good progress
- Most pupils develop strong skills in literacy, numeracy and information and communication technology (ICT) that allow them to become independent learners
- Rates of attendance have steadily improved and currently place the school in the top 25% of similar schools
- In nearly all classes, teachers deliver interesting lessons that challenge pupils to achieve well
- Levels of care, support and guidance are high and pupils enjoy being in school
- Provision for pupils with additional learning needs is effective and nearly all make strong progress towards their individual targets

Prospects for improvement

The school's prospects for improvement are good because:

- The headteacher shares her vision and sense of purpose effectively with all staff
- Leaders at all levels contribute constructively to the school's priorities
- Self-evaluation is accurate and enables leaders to plan for improvements effectively
- The school has made strong progress towards the recommendations of the previous inspection report
- Beneficial partnerships with a variety of groups and individuals enhance the school's provision and further pupils' experiences well
- Leaders deploy the school's staff and resources effectively

Recommendations

- R1 Improve the attainment of boys and pupils who are eligible for free school meals
- R2 Improve pupils' ability to speak in Welsh
- R3 Enable pupils to take a more influential role in choosing what and how they learn

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

Many pupils enter the school with levels of skills, knowledge and understanding that are broadly in line with those expected of pupils of a similar age. During their time at the school, most make good progress and a minority make very good progress.

Nearly all pupils listen well in class. They are attentive and share ideas constructively when working in groups. Many older pupils speak clearly and confidently, such as when they retell episodes from the class novel.

Most pupils' reading develops well as they move through the school. They read every day in school and many do so at home. In Year 4, most read fluently with lively expression. Most pupils have a range of strategies to help them to read unfamiliar words. They tackle difficult words confidently, breaking them down into familiar groups of letters and sounds. They deduce the meanings of new words by considering the context in which the word occurs. Nearly all have well-developed research skills, locating specific information in non-fiction books quickly. By Year 6, nearly all pupils read widely for pleasure.

Older pupils write for a broad range of purposes and have a secure understanding of how to adapt their style to suit their intended audience. Older pupils regularly plan their stories to ensure that it has an appropriate structure. They use powerful descriptions to establish a scene and mood and use literary devices, such as alliteration, very effectively. They check and redraft their work carefully and produce examples of extended writing. Most pupils use their literacy skills well across the curriculum. For example, they describe historical events in the form of diary entries or newspaper reports. Many write well-ordered reports of their investigations in science.

Many pupils in Year 3 write legibly. They form letters correctly and uniformly, with consistent size and spacing. By Year 6, many pupils write neatly and present their work well. They compose paragraphs that contain correctly punctuated sentences. Nearly all spell accurately.

Through the school, nearly all pupils make strong progress in mathematics. They perform calculations with increasingly large numbers and present information in a wide range of charts, which they also include in their topic and science work. Many describe two and three-dimensional shapes by their properties and recognise rotational symmetry. Most pupils perform accurate calculations in topics, such as when they describe how far an Eritrean village child has to walk to fetch water over the course of a year. In Year 6, pupils perform calculations based on wartime rationing. They use their numeracy skills well when drawing a graph to show the changing weight of a burning candle.

Many pupils develop skills in information and communication technology (ICT) well. They use a variety of software packages confidently on both desktop and hand-held computers to produce leaflets, posters and to publish their written work. Older pupils use databases and spreadsheets to model the cost of a holiday to Scandinavia. In Year 6, pupils make imaginative use of green screen technology to create striking backdrops to their video presentations.

Most pupils make appropriate progress in Welsh lessons. They use a narrow range of familiar greetings and phrases, read simple stories hesitantly and with limited expression. Pupils' writing develops progressively. For example, pupils that are more able use speech bubbles to write a short recount in the past tense. They respond appropriately to simple questions. Overall, pupils' speaking skills in Welsh are underdeveloped.

Most pupils with additional learning needs make good progress towards their individual targets.

In recent years, pupils' attainment in English, mathematics and science at the expected level places the school consistently in the lower 50% compared with similar schools. At the higher-than-expected level, attainment in mathematics places the school consistently in the lower 50%. Recent improvements in English and science place the school in the higher 50%, compared with similar schools. The standard of work in many pupils' books and in classes is generally higher than these comparisons suggest.

Girls as a group generally attain better than boys do in all subjects at the expected and, particularly, at the higher-than-expected levels. Pupils who are eligible for free school meals tend to attain less well than other pupils, but the gap is narrowing over time.

Wellbeing: Good

Nearly all pupils feel safe in school and know the staff to approach for help and advice. Many pupils understand the importance of eating and drinking healthily and keeping fit. Many pupils attend after-school sports clubs that enhance their fitness levels. Most pupils know how to stay safe when using the internet.

Most pupils have a good understanding of why it is important to attend school, and in recent years, attendance rates have placed the school in the higher 50% compared with similar schools. Most pupils arrive punctually.

Nearly all pupils are well behaved and courteous. Most pupils show respect, care and concern for other pupils and work happily and conscientiously together. Across the school, nearly all pupils' levels of interest, enthusiasm and motivation are high. They participate with confidence, listen well and support each other. Most pupils develop effective skills as independent learners, particularly by the end of key stage 2.

Many pupils have a responsibility in the school. For example, as school councillors they have been instrumental in setting up a family learning room in the school. Other pupils act as eco committee members, prefects, digital leaders, peer mediators on the playground and playground game monitors. This supports their social and life skills effectively.

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

The school provides a broad and balanced curriculum, which meets the requirements of the National Curriculum and the locally agreed syllabus for religious education. All teachers provide a variety of interesting indoor and outdoor learning experiences, which meet the needs of most pupils well.

The school has recently revised its whole-school approaches to teaching and planning the curriculum. This has led to increased opportunities for pupils to make strong progress in developing their literacy, numeracy and ICT skills systematically as they move through the school. There are frequent opportunities for pupils to practise and consolidate a wide range of skills in science and other subjects.

Educational visits to local places of scientific and historical interest enrich pupils' learning experiences well. Many pupils take part in a range of additional activities in the community, including choir competitions, festivals and services.

There is purposeful provision for a range of extra-curricular activities that includes board games, choir, netball, football and an eco-gardening club that enhance pupils' learning experiences and wellbeing effectively.

The school makes worthwhile provision for developing pupils' knowledge and understanding of Welsh culture. For example, they produce artwork inspired by Welsh artists. Around the school, bilingual signage and displays promote the use of the Welsh language positively. The provision for teaching pupils the Welsh language skills is improving, but its impact on pupils' speaking skills remains limited at this stage.

The school provides pupils with regular opportunities to develop their awareness of sustainability and ways they can improve the local environment. For example, the school promotes recycling, composting and saving energy. Most pupils recognise their role in caring for others and raise money for a number of charities successfully. However, there are limited opportunities for the majority of pupils to learn about diversity and other cultures.

Teaching: Good

All teachers and teaching assistants have positive working relationships with pupils and most establish a calm, purposeful learning environment. In nearly all lessons, teachers deliver interesting activities that engage pupils well. All teachers have high expectations and many adapt tasks well to meet the needs and abilities of all pupils. This ensures that they challenge all pupils appropriately, although, in a few classes,

teachers do not encourage pupils as independent learners consistently well and most pupils have limited opportunities to have a say in how and what they learn. Many lessons have clear learning objectives that enable teachers and pupils to assess their progress accurately. All teachers have good up-to-date subject knowledge and use questioning effectively to challenge pupils' thinking and check their understanding. The pace of nearly all lessons is brisk and purposeful. All teachers work efficiently with teaching assistants to support individuals and groups of pupils.

Teachers provide pupils with helpful feedback during lessons and by marking their books regularly. Their written comments praise good work and indicate what pupils can do to improve their work, and what their next steps should be. Many pupils develop an awareness of how well they are performing through their increasing involvement in assessing their own work and that of other pupils. The school uses a wide range of assessments to measure and track pupils' progress effectively. Teacher assessments at the end of Year 6 have been rather harsh and have not always recognised many of the good features of pupils' work. Most annual reports to parents are accurate and provide valuable information about their children's progress.

Care, support and guidance: Good

The school promotes pupils' wellbeing successfully. Provision to promote their spiritual, moral, social and cultural development is effective. The positive working relationships between staff and pupils contribute strongly to pupils' wellbeing. As a result, pupils feel safe and well cared for. Most pupils have regular opportunities to learn about differing beliefs and local church groups contribute well to the spiritual development of pupils. All staff foster pupils' understanding of fairness and honesty effectively.

The school implements a wide range of incentives and rewards to improve attendance. As a result, overall attendance rates and punctuality have improved and the proportion of persistent absence has declined greatly. The school makes effective use of a variety of external agencies and other specialist services to provide useful guidance for staff, pupils and parents of pupils with additional learning needs.

The school has appropriate arrangements for the promotion of pupils' healthy eating and drinking. There is effective provision in place to encourage pupils to make healthier choices at lunchtime. For example, members of the school council award house points to those pupils who choose healthy fruit snacks.

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

Provision for pupils with additional learning needs is effective. All staff identify pupils' additional learning needs quickly and they provide them with effective support through a wide variety of strategies. For example, teaching assistants in each class deliver literacy and numeracy sessions that enable pupils to catch up with their peers. Teaching assistants provide valuable support for individuals and groups of pupils in class. Appropriate individual education plans are in place and parents have opportunities to discuss and to review them regularly. As a result, pupils with additional learning needs often make good progress.

Learning environment: Good

The school has a caring and inclusive ethos that values all pupils equally. There is a welcoming and warm atmosphere in school. Adults and pupils treat each other with mutual respect and sensitivity. Staff ensure that pupils from all backgrounds take a full part in school life. The school celebrates pupils' achievements successfully in assemblies and through positive encouragement and use of rewards.

The accommodation is spacious, secure and well maintained. Plentiful resources of good quality meet the needs of all pupils well. The school has improved the use of the available space, for example through the development of a library and a lounge area for the use of ICT by pupils.

Pupils benefit from an excellent range of reading materials, modern furniture and ICT resources. The classrooms are colourful, and interesting displays throughout the school reflect pupils' skills and achievements well.

The school is developing the school grounds effectively to provide stimulating and attractive areas for physical activity. However, the layout of the building on its sloping site makes it difficult for the school to address specific issues of accessibility to ensure equal access for all users.

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

The headteacher has a clear vision for the school. She has established a strong team spirit and sense of purpose among all staff. This is having a positive impact on the standards achieved by pupils and the quality of teaching. Teachers receive strong encouragement to take responsibility for whole-school leadership of curriculum areas and to challenge and support colleagues in their roles.

Regular staff meetings focus appropriately on improving outcomes for pupils. Senior leaders conduct a rigorous performance management and appraisal system annually. The process sets relevant performance objectives for staff and identifies their training and development needs appropriately.

Governors support the school well. All governors have oversight of a number of aspects of the school's work and this helps them to gain secure knowledge of how the school operates from day to day. They interpret the school's performance data effectively. The governing body contributes appropriately to the self-evaluation procedures and monitors the school's progress against the targets in the school development plan well. Governors fulfil their statutory responsibilities robustly and challenge appropriately. For example, governors adjust the priorities and targets in the school development plan.

The school pays thorough attention to local and national priorities, resulting in the improving attainment of pupils who are eligible for free school meals and the significant improvement in the school's attendance rates and the punctuality of pupils.

Improving quality: Good

The self-evaluation report is detailed and purposeful and it benefits from the findings of continuous evaluation processes. The school uses a wide range of procedures to evaluate its work. Staff at all levels have a clear understanding of the school's strengths and areas that it needs to improve. Self-evaluation procedures include effective arrangements for observing teaching, monitoring planning and scrutiny of pupils' work. Teaching and support staff contribute purposefully to the process. The headteacher seeks the opinions of parents and pupils through questionnaires on the life and work of the school, and responds appropriately as a result in terms of school improvement priorities.

The outcomes from the self-evaluation process determine clear targets for school improvement. These link closely to the priorities within school development plan, which sets out sound strategies for improvement. These focus clearly on raising pupils' standards and improving quality. The implementation of the plan is having a positive impact on provision and standards, for example on the steady improvement in pupils' skills in mental mathematics.

The school has made strong progress in terms of addressing nearly all the recommendations of the last inspection. For example, there has been a marked improvement in the quality of pupils' handwriting and presentation skills.

Partnership working: Good

The partnership with parents is strong. It has benefited from improvements in communication, including the use of newsletters and text messaging. Parents feel very welcome in school and teachers offer them regular, focused support through open days and evening sessions. These are successful in helping parents to support their children's education at home and they have a positive impact on pupils' achievement, wellbeing and attendance. It is too early to judge the benefits of the school's recent initiative in establishing a family learning room.

The school works purposefully with a wide range of partners. For example, the local consortium's adviser contributes well to the process of self-evaluation. Many local community organisations, such as the church and local volunteer groups, have close contacts with the school. These have a valuable impact on enriching and widening pupils' learning experiences. For example, several volunteers from these groups work with the school to help pupils to improve their reading skills.

There is close collaboration with other schools, including sharing educational experiences and exchanging best practice. This has contributed well to improved pupil achievement. The school's new strategies for ICT and mathematics, for example, have resulted from working alongside other schools in the cluster, and have raised standards in those areas. However, transition arrangements with the feeder infant school are not fully developed. Valuable support and guidance from the local secondary school ensure that pupils at the end of key stage 2 have a smooth transition to the next stage of their education.

Resource management: Good

There are enough qualified teachers and teaching assistants to deliver the National Curriculum and the locally agreed syllabus for religious education. The school deploys all staff effectively to make best use of their skills and experience. Teaching assistants support pupils with individual needs successfully.

The school is developing well as a professional learning community and staff support one another well in sharing best practice. Performance management procedures identify appropriate staff training needs, and staff share the outcomes of their training with colleagues purposefully. Arrangements for providing teachers with time to plan, prepare and assess pupils' work are efficient.

The school manages its finances carefully, ensuring that it supports improvement priorities in full. Leaders ensure that there is effective use of grant funding. For example, the Pupil Deprivation Grant enables teaching assistants to support vulnerable pupils in developing their literacy and numeracy skills successfully.

In view of the progress that many pupils make and the overall quality of the provision, the school provides good value for money.

Appendix 1: Commentary on performance data

6762081 - CWMABER JUNIOR SCHOOL

Number of pupils on roll	135
Pupils eligible for free school meals (FSM) - 3 year average	32.6
FSM band	5 (32%<FSM)

Key stage 2

	2013	2014	2015	2016
Number of pupils in Year 6 cohort	29	41	42	31
Achieving the core subject indicator (CSI) (%)	82.8	80.5	81.0	80.6
Benchmark quartile	2	2	3	3
English				
Number of pupils in cohort	29	41	42	31
Achieving level 4+ (%)	82.8	80.5	83.3	80.6
Benchmark quartile	2	3	3	3
Achieving level 5+ (%)	24.1	24.4	23.8	35.5
Benchmark quartile	3	3	3	2
Welsh first language				
Number of pupils in cohort	*	*	*	*
Achieving level 4+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematics				
Number of pupils in cohort	29	41	42	31
Achieving level 4+ (%)	82.8	82.9	83.3	83.9
Benchmark quartile	2	3	3	3
Achieving level 5+ (%)	24.1	26.8	21.4	32.3
Benchmark quartile	3	3	3	3
Science				
Number of pupils in cohort	29	41	42	31
Achieving level 4+ (%)	86.2	80.5	83.3	83.9
Benchmark quartile	2	3	3	3
Achieving level 5+ (%)	24.1	26.8	23.8	35.5
Benchmark quartile	3	3	3	2

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.	111	107 96%	4 4%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	112	106 95%	6 5%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	113	112 99%	1 1%	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	113	112 99%	1 1%	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.	113	110 97%	3 3%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	112	106 95%	6 5%	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.	113	110 97%	3 3%	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.	113	109 96%	4 4%	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.	112	96 86%	16 14%	Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol.
		91%	9%	
I have enough books, equipment, and computers to do my work.	112	108 96%	4 4%	Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
		95%	5%	
Other children behave well and I can get my work done.	111	84 76%	27 24%	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	110	88 80%	22 20%	Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
		84%	16%	

Responses to parent questionnaires

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

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
Overall I am satisfied with the school.	58	35 60%	23 40%	0 0%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	34%	3%	1%		
My child likes this school.	58	42 72%	16 28%	0 0%	0 0%	0	Mae fy mhentyn yn hoffi'r ysgol hon.
		73%	26%	1%	0%		
My child was helped to settle in well when he or she started at the school.	58	39 67%	19 33%	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.	57	38 67%	19 33%	0 0%	0 0%	1	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		62%	34%	3%	1%		
Pupils behave well in school.	57	21 37%	35 61%	1 2%	0 0%	1	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		47%	48%	4%	1%		
Teaching is good.	58	41 71%	17 29%	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.	58	44 76%	14 24%	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.	56	24 43%	23 41%	9 16%	0 0%	2	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.	57	38 67%	19 33%	0 0%	0 0%	0	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.	58	36 62%	20 34%	2 3%	0 0%	0	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		60%	37%	2%	0%		
My child is safe at school.	58	44 76%	14 24%	0 0%	0 0%	0	Mae fy mhentyn yn ddiogel yn yr ysgol.
		66%	32%	2%	1%		
My child receives appropriate additional support in relation to any particular individual needs'.	52	29 56%	23 44%	0 0%	0 0%	5	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		56%	39%	4%	1%		

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
I am kept well informed about my child's progress.	58	32 55%	24 41%	2 3%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		49%	41%	8%	2%		
I feel comfortable about approaching the school with questions, suggestions or a problem.	58	41 71%	15 26%	2 3%	0 0%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		62%	31%	5%	2%		
I understand the school's procedure for dealing with complaints.	56	32 57%	20 36%	4 7%	0 0%	2	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		48%	42%	8%	2%		
The school helps my child to become more mature and take on responsibility.	56	38 68%	18 32%	0 0%	0 0%	2	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		58%	40%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	51	31 61%	17 33%	3 6%	0 0%	5	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		52%	41%	5%	1%		
There is a good range of activities including trips or visits.	56	24 43%	21 38%	8 14%	3 5%	2	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		54%	39%	6%	1%		
The school is well run.	58	39 67%	19 33%	0 0%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	33%	3%	2%		

Appendix 3

The inspection team

Mr Christopher Ian Dolby	Reporting Inspector
Mr David Kenneth Davies	Team Inspector
Mrs Catherine Mary Jenkins	Lay Inspector
Mrs Laura-jane Taylor	Peer Inspector
Mrs Bethan Davies (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.