



Rhagoriaeth i bawb – Excellence for all

Arolygiaeth Ei Mawrhydi dros Addysg
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate
for Education and Training in Wales

A report on

**Miskin Primary School
York Street
Miskin
Mountain Ash
Rhondda Cynon Taff
CF45 3BG**

Date of inspection: January 2014

by

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

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

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

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

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

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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Publication Section
Estyn
Anchor Court, Keen Road
Cardiff
CF24 5JW or by email to publications@estyn.gov.uk

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Context

Miskin Primary School is in the town of Mountain Ash. The school caters for pupils between the ages of 3 and 11. There are 132 pupils on role, of which 19 attend the nursery class full-time. Nearly all pupils come from the immediate vicinity of the school. Pupils are organised into five mixed age classes. Nearly all pupils are white British. No pupils speak Welsh fluently.

Approximately 33% of pupils receive free school meals, which is higher than the local and national averages. Approximately 44% of pupils have additional learning needs, which is also higher than local and national averages. No pupil has a statement of special education needs.

The current headteacher was appointed in 2011. The school was last inspected in 2008.

The individual school budget per pupil for Miskin Primary School in 2013-2014 means that the budget is £3,744 per pupil. The maximum per pupil in the primary schools in Rhondda Cynon Taf is £7,033 and the minimum is £2,659. Miskin Primary School is 45th out of the 110 primary schools in Rhondda Cynon Taf in terms of its school budget per pupil.

Summary

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

Current performance

Current performance is adequate because:

- most pupils achieve good standards in speaking and listening;
- by the end of key stage 2, most pupils read at a level that is appropriate to their age and ability;
- the number skills of most pupils are developing well;
- the school makes good provision for pupils who need additional support; and
- standards of pupil wellbeing are good.

However:

- many pupils do not make enough progress in writing;
- most pupils do not make enough progress in developing their Welsh oracy, reading and writing skills;
- there are too few opportunities for pupils to apply their numeracy and information and communication technology (ICT) skills across the curriculum; and
- teachers do not use the outcomes of assessments well enough to inform future planning.

Prospects for improvement

The school's prospects for improvement are adequate because:

- the headteacher has been successful in sharing her vision;
- the leadership team have put in place a wide range of effective programmes to support pupils and their families;
- leaders have managed recent and unplanned changes well;
- governors are supportive of the school and work well with leaders in the strategic drive to put the school at the heart of the community; and
- the school has very strong links with a wide range of community and strategic partners that meet well the national priority of reducing the impact of poverty and deprivation.

However:

- the school's monitoring and evaluation arrangements do not always focus well enough on the standards pupils achieve;
- the self-evaluation report is generally too descriptive rather than evaluative;
- the school improvement plan does not always quantify targets well enough in terms of pupil attainment; and
- a few staff do not implement consistently the strategies agreed during professional development events

Recommendations

R1 Improve the standards of pupils' writing in English lessons and across the curriculum

R2 Raise standards of Welsh as a second language

R3 Improve pupils' numeracy and ICT skills

R4 Better differentiate work in lessons to match pupils' abilities

R5 Ensure that self-evaluation reflects more accurately the standards pupils achieve

R6 Put in place measurable targets for school improvement

What happens next?

The school will draw up an action plan which shows how it is going to address the recommendations. Estyn will monitor the school's progress.

Main findings

Key Question 1: How good are outcomes?

Adequate

Standards: Adequate

On entry to school, pupils' language, literacy, numeracy and personal and social skills are below that expected of their age. They make satisfactory progress as they move through the school.

In the Foundation Phase, most pupils talk about their experiences clearly and many answer questions using good levels of detail. By the end of key stage 2 most pupils have good speaking and listening skills. They respond to questions appropriately and engage with each other readily during discussions and tasks. For example, pupils in key stage 2 work together well to generate good quality questions linked to their topic work.

In the Foundation Phase, a minority of pupils are able to read fluently and many lack appropriate strategies to read unfamiliar words. Many can express an opinion about their books and predict what will happen next. By the end of key stage 2, most pupils read at a level that is appropriate to their age and ability. They read expressively and can recount stories accurately. However, a few less able pupils do not have enough strategies to read unfamiliar words.

Throughout the school, many pupils have writing skills that are not well developed. At the end of the Foundation Phase, only a minority of pupils can write well independently. Many pupils do not form letters correctly and do not use capital letters and full stops consistently. In key stage 2, pupils make uneven progress in developing their writing skills. In English lessons, many pupils produce good pieces of writing when provided with a structure. However, the majority of pupils lack the ability to write independently. Pupils do not write to a similar standard or with suitable detail in other subjects.

The number skills of most pupils are developing well. Most Year 2 pupils have a good understanding of halves and quarters and can use Venn diagrams well. By the end of key stage 2, most pupils have a good recall of multiplication tables and can add and subtract fractions well. However, more able pupils do not make sufficient progress and pupils' application of numeracy skills across the curriculum is limited.

Many pupils have appropriate ICT skills, but the progress they make as they move the school is insufficient. Pupils do not apply these skills well enough across the curriculum.

Pupils' attitudes to Wales and learning Welsh are good. However, the Welsh language skills of the majority of pupils are underdeveloped. At the end of Foundation Phase, most pupils understand a limited range of simple questions and can answer them with single words. In key stage 2, a minority of older pupils are able to hold simple conversations and answer straightforward questions confidently.

Very few pupils show confidence with their writing or read with sufficient understanding in the Welsh language.

Many pupils across the school achieve appropriate standards in their thinking and problem-solving skills within lessons. They are beginning to use these skills competently in a range of contexts across the curriculum.

Pupils with additional learning needs and those with English as an additional language make appropriate progress towards achieving the targets set for them. However, pupils entitled to free school meals do not attain as well as their peers.

The small numbers of pupils in the Year 6 cohort and in a minority of Year 2 cohorts affect trends in the school's performance data. Trends therefore give only a rough indication of the school's performance over time.

In the Foundation Phase, performance in 2013 at the expected outcome 5 was significantly higher than in 2012 in literacy and numeracy. Over the last two years, performance has improved, moving the school from the bottom 25% to the higher 50% of similar schools in both areas of learning. Pupils entitled to free school meals perform significantly less well than their peers..

At the higher than expected outcome 6, performance in 2013 was significantly lower than 2012 levels. This is particularly so in mathematical development. Performance in literacy and mathematics placed the school in the top 25% of similar schools in 2012. Performance in 2013 placed it in the upper 50% in literacy and in the bottom 25% in mathematical development.

In key stage 2, performance in English, mathematics and science over the last four years at the expected level 4 has shown an improving trend. Over the same period, the school has moved from the lower 50% of similar schools in all subject areas to the higher 50% in English and the top 25% in mathematics and science. At the higher than expected level 5, performance in English and mathematics has placed the school in the top 25% for three of the last four years. Performance in science has placed it in the lower 50% for three of the last four years.

In 2013, boys outperformed girls significantly in English at the expected level 4 and in all three subjects at the higher level 5. At the expected level 4, pupils entitled to free school meals did less well than their peers.

Wellbeing: Good

All pupils feel safe and secure in school. Most pupils have positive attitudes towards keeping healthy and safe. Nearly all pupils are aware of the importance of healthy living and understand the importance of exercise. They are confident that they can approach other pupils and adults for help and support if needed.

Most pupils behave well in the school and on the playground. They are polite, respectful and considerate towards others, including staff and visitors. Many pupils work together in paired and group activities effectively and participate well in lessons.

There has been an improvement in pupils' attendance over the last two years. However, attendance fell during the last academic year due to a health and safety issue beyond the control of the school. Nearly all pupils enjoy coming to school and attend punctually.

The school council meets regularly. Members organise charitable events and have played an important role in developing the school's physical environment. However, members' roles and responsibilities are yet to be fully developed and they have a limited input into decisions that affect the life of the school. The eco committee plays an active role in the life of the school and community. Members have led a range of assemblies, initiatives and projects within school to raise awareness effectively of environmental issues.

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

The school's provision meets the needs of most pupils. It provides an interesting range of learning experiences within a broad and balanced curriculum. The school has begun to develop a range of learning opportunities for pupils to develop their literacy skills across the curriculum. It is working toward the implementation of the literacy and numeracy framework appropriately.

Curriculum planning in both key stages has appropriate detail. However, long term planning to develop skills across the curriculum is less well developed. As a result, there are too few opportunities for pupils to develop their numeracy and ICT skills effectively as they move through the school.

Many pupils enjoy attending a wide range of extra-curricular activities, such as sport, drama, gardening and cookery clubs. These enhance the learning experiences of pupils well.

The school's long-term plan to develop pupils' Welsh second language skills has insufficient detail. It does not provide teachers with sufficient guidance on developing pupils' reading and writing skills as they move through the school. However, there is an appropriate range of opportunities for pupils to learn about the history and culture of Wales. For example, pupils in Years 5 and 6 undertake a week long residential visit to immerse them in the culture and language of Wales.

Pupils take part in a good range of activities to promote environmental awareness. The school's provision for developing pupils' understanding of global citizenship is good. For example, links with a school in Uganda enable pupils to learn about the lives and living conditions of others through the exchange of letters with their pen-pals.

Teaching: Adequate

All staff establish good working relationships with pupils. Many teachers engage pupils' interest well. Most lessons have clear learning objectives that are appropriate to the pupils' age. Most teachers organise teaching assistants to support individuals and groups of pupils effectively.

In a minority of lessons, teachers do not have a high enough expectation of pupils. These lessons lack differentiation and do not challenge the more able. A minority of lessons lack appropriate pace.

Teachers undertake a good range of assessment activities. Leaders collect a wide range of data and track pupils' progress well using an electronic tracking system. Teachers use this system effectively to identify pupils in need of support. However, teachers do not use the outcomes of assessments well enough to inform the planning of future learning.

The school has a clear strategy for marking work that pupils understand. Many teachers mark pupils' work regularly and provide comments that tell pupils what they need to do to improve their work. However, this is not done consistently enough and staff do not provide pupils with sufficient opportunities to act upon the comments. A minority of teachers do not provide regular opportunities for pupils to assess their own work or that of their peers. This limits pupils' ability to understand what they need to do to make better progress.

The school provides parents with informative written reports twice a year and regular opportunities to discuss pupils' achievements and progress.

Care, support and guidance: Good

There are effective arrangements to promote pupils' health and wellbeing. Pupils learn about the importance of personal hygiene and keeping themselves fit and healthy successfully. However, the school sells chocolate biscuits to pupils during break times and so does not always make appropriate arrangements to promote healthy eating and drinking outside of meal times.

The school places an appropriate emphasis on the importance of pupils attending school regularly and communicates this message to parents well. However, an unplanned closure, due to a health and safety issue, which was beyond the school's control, affected pupil attendance figures for last year.

Leaders work effectively with a wide range of specialist services. For example, an intensive support programme, delivered by the local authority and supported in classrooms, improves pupils' social, behaviour and language skills effectively. Work with other services makes a valuable contribution to the health and wellbeing of many pupils. The school promotes pupils' spiritual, moral and cultural development well.

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

The school has good provision to meet the requirements of pupils with additional learning needs. Staff identify pupils' needs at an early stage and put in place appropriate provision quickly. The additional needs co-ordinator uses data well to identify pupils in need of support and monitors their progress carefully. Pupils' individual education plans are specific enough to bring about the desired improvements, but teachers do not always pay enough attention to the targets in these in their daily teaching. Parents have good opportunities to contribute to and discuss the additional provision.

Learning environment: Good

The school is a very caring community, which encourages the inclusion of all. This is a strength of the school and ensures a happy and caring ethos. There is a clear emphasis on ensuring equality of provision and access to all areas of the curriculum. Many pupils talk very positively about the school and the clubs on offer to them.

Most teaching areas are bright and attractive with interesting displays. A range of good quality resources generally supports teaching and learning well. Internal areas are clean and well maintained for the age of the building. The successful development of the grounds enhances learning opportunities for pupils' work and play.

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

The headteacher has been successful in sharing her vision with staff, governors and the local community. All staff share a common purpose in developing pupils' wellbeing and self-confidence. The leadership team have put in place a wide range of effective programmes to support and engage pupils and their families. These programmes meet well the national priority of tackling social deprivation and disadvantage.

Leaders have managed recent and unplanned changes to staffing well, although this has had an adverse effect on their ability to distribute leadership responsibilities across the school. Leaders have high expectations of themselves and staff, but have not always communicated these well enough to ensure a consistent focus on improving pupils' standards across the school. All teachers are involved suitably in performance management and leaders work well with staff to provide additional, professional support when necessary.

Governors are supportive of the school and work well with leaders to place the school at the heart of the community. Many governors visit the school regularly and provide effective support through running projects such as the credit union and by taking part in learning walks. Governors have an appropriate awareness of the school's data. However, they have not always provided a robust enough challenge about the standards achieved by pupils.

Improving quality: Adequate

Leaders use a range of suitable evidence to inform their evaluation of the school. They seek the views of parents and pupils regularly and act to address any areas of concern promptly. The school's self-evaluation report provides a generally accurate picture of the school's current position, but is often descriptive rather than evaluative and, in a few areas, does not focus well enough on pupils' standards of achievement.

All teachers take part in planned monitoring activities over the course of a year. They produce reports and action plans for the subjects they co-ordinate, but these do not focus well enough on improving pupils' standards and skills. A few staff are involved in lesson observations in order to assess the success of new initiatives. However, a lack of continuity of teaching in a minority of classes has had a negative impact on the leadership's ability to drive forward its improvement actions consistently.

The school improvement plan focuses on a suitable number of targets that match well to national and school priorities. The plan includes clear lines of responsibility and timescales. However, the plan does not always measure success targets well enough in terms of pupil attainment. Staff are aware of the school's priorities for improvement and understand their part in bringing about the required results.

The school has made steady progress in meeting the recommendations of the last inspection report. However, the development of pupils' writing and Welsh second language skills remain areas for improvement.

Partnership working: Excellent

The school has very strong partnerships with a wide range of community and strategic partners. For example, the school takes a lead role in the partnership with a national charity, the local authority and a university that focuses on improving family interactions and strengthening the links between home and school. This project is an excellent example of a school working in partnership with other local services to reduce the impact of poverty and deprivation on children and their families. During the intensive eight-week project period, the school works closely with the local authority's community liaison officer to provide families with access to a range of community services. School leaders' co-ordination of this project is highly effective. At the end of project, the university compiles a report based on parental responses to pre and post project questionnaires. It shows a significant improvement in relationships between parents and their children, home school relationships and parents' willingness to ask for and accept advice from community services. Pupils' levels of wellbeing have also increased, although it is too early to assess whether the project is successful in raising overall standards of achievement for targeted pupils. The school has shared its approach to implementing the project at local and national conferences.

The school has very good procedures for helping pupils to settle quickly when they first start school. The daily ten minute stay and play sessions for pupils in nursery and reception are beneficial and promote closer links between home and school. The school works effectively with community members and organisations. For example, the joint funding with Communities First has improved pupils' learning

experiences through the provision of afterschool clubs such as drama. The school's link with local churches enhances the curriculum well.

Transition arrangements for pupils as they move to the comprehensive school are effective. The school takes part in cluster moderation sessions that help teachers to become more secure when assessing pupils' work. Joint training sessions have promoted a shared understanding of approaches to teaching literacy across the school, but the school has not fully assessed the impact of these initiatives on the standards that pupils achieve.

Resource management: Adequate

The school is developing into a professional learning community where staff are willing to share their knowledge and ideas. Staff have benefited from a tailor made two-year development programme that has helped them to become more reflective about their own practice. However, a minority of staff do not implement the strategies agreed during these sessions consistently. The relatively high turnover of staff in a small school has also hindered its efforts to improve consistency and standards.

The school has enough qualified staff to meet the needs of the pupils on roll. Leaders deploy staff appropriately. They make suitable arrangements to cover teachers' planning, preparation and assessment time and provide dedicated leadership time for the deputy headteacher.

The headteacher and governors review the school's spending appropriately. They ensure that funds are sufficient to meet the priorities in the school development plan. The school's levels of resources are generally appropriate. However, the lack of enough ICT equipment hinders the school's ability to fulfil the requirements of the National Curriculum for this subject.

In view of the standards achieved by many pupils, the quality of pupils' wellbeing and the strengths in the school's partnerships and leadership, the school provides adequate value for money.

Appendix 1

Commentary on performance data

The small numbers of pupils in the Year 6 cohort and in some Year 2 cohorts affect trends in the school's performance data. Trends therefore give only a rough indication of the school's performance over time.

In 2013, the percentage of pupils who achieved the expected outcome 5 at the end of the Foundation Phase was above the average for the family of similar schools in literacy, language and communication, mathematical development and the Foundation Phase indicator. However, it was slightly below the average in personal and social skills. The proportion attaining the higher than expected outcome 6 in the Foundation Phase in 2013 was above the family average in literacy, language and communication and personal and social skills, but significantly below the average in mathematical development.

Performance in 2013 at the expected outcome 5 was significantly higher than in 2012 in all three areas of learning. Over the last two years, performance has improved, moving the school from the bottom 25% to the higher 50% of similar schools in all three areas. At the higher than expected outcome 6, the performance in 2013 of more able pupils was significantly lower than 2012 levels. This is particularly so in mathematical development. Performance in literacy and mathematics placed the school in the top 25% of similar schools in 2012. However, performance in 2013 placed it in the upper 50% in literacy and in the bottom 25% in mathematical development.

In the Foundation Phase 2013, the performance of girls was significantly better than that of boys in language, literacy and communication and personal and social development, but boys did better than girls in mathematical development, particularly at the higher level. Pupils entitled to free school meals did significantly less well than their peers in all three areas of learning.

In 2013, the percentage of key stage 2 pupils who achieved the expected level 4 was broadly in line with the family average in English, mathematics and science. The proportion attaining the higher than expected level 5 was broadly in line with the family average for English but below the average in mathematics and science.

Performance in English, mathematics and science over the last four years at the expected level 4 has shown an improving trend. Over the same period, performance has moved the school from the lower 50% of similar schools in all three subjects to the higher 50% in English and the top 25% in mathematics and science. At the higher than expected level 5, performance in English and mathematics has placed the school in the top 25% of similar schools for three of the last four years. Performance in science has placed it in the lower 50% for three of the last four years.

In key stage 2 in 2013, boys outperformed girls significantly in English at the expected level 4 and in all three subjects at the higher level 5. At the expected level 4, pupils entitled to free school meals did less well than their peers. Pupils reversed this trend at the higher level 5.

Appendix 2

Stakeholder satisfaction report

Responses to learner questionnaires

Primary Questionnaire (Overall)

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.	72	72 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	72	72 100%	0 0%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	72	72 100%	0 0%	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	71	71 100%	0 0%	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
		98%	2%	
There are lots of chances at school for me to get regular exercise.	72	72 100%	0 0%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	72	72 100%	0 0%	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.	72	72 100%	0 0%	Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddsygu a gwneud cynnydd.
		99%	1%	
I know what to do and who to ask if I find my work hard.	72	71 99%	1 1%	Rwy'n gwybod beth I'w wneud a gyda phwy i siarad os ydw I'n gweld fy ngwaith yn anodd.
		98%	2%	
My homework helps me to understand and improve my work in school.	72	71 99%	1 1%	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.	72	72 100%	0 0%	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.	72	70 97%	2 3%	Mae plant eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
		78%	22%	
Nearly all children behave well at playtime and lunch time	72	68 94%	4 6%	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.	40	27 68%	12 30%	1 2%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	39	32 82%	7 18%	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.	40	35 88%	5 12%	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.	40	31 78%	8 20%	0 0%	1 2%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	0%		
Pupils behave well in school.	40	23 57%	15 38%	1 2%	0 0%	1	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	46%	4%	1%		
Teaching is good.	40	29 72%	10 25%	0 0%	1 2%	0	Mae'r addysgu yn dda.
		60%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	40	30 75%	8 20%	1 2%	0 0%	1	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		63%	33%	1%	0%		
The homework that is given builds well on what my child learns in school.	37	21 57%	9 24%	0 0%	2 5%	5	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhentyn yn ei ddysgu yn yr ysgol.
		47%	40%	6%	1%		
Staff treat all children fairly and with respect.	40	27 68%	11 28%	1 2%	0 0%	1	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		58%	34%	3%	1%		
My child is encouraged to be healthy and to take regular exercise.	40	27 68%	10 25%	0 0%	0 0%	3	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		59%	36%	2%	0%		
My child is safe at school.	40	29 72%	10 25%	0 0%	1 2%	0	Mae fy mhentyn yn ddiogel yn yr ysgol.
		66%	31%	1%	0%		
My child receives appropriate additional support in relation to any particular individual needs'.	38	26 68%	5 13%	1 3%	0 0%	6	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		50%	34%	4%	1%		

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
I am kept well informed about my child's progress.	40	26 65%	11 28%	2 5%	0 0%	1	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.	40	31 78%	8 20%	0 0%	1 2%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		62%	31%	4%	2%		
I understand the school's procedure for dealing with complaints.	38	25 66%	7 18%	2 5%	2 5%	2	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		44%	39%	7%	2%		
The school helps my child to become more mature and take on responsibility.	40	27 68%	9 22%	1 2%	0 0%	3	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		55%	39%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	33	17 52%	8 24%	1 3%	1 3%	6	Mae fy mhlentyn wedi'i barato'i'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		42%	34%	4%	1%		
There is a good range of activities including trips or visits.	39	26 67%	11 28%	0 0%	0 0%	2	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	38%	5%	1%		
The school is well run.	40	27 68%	12 30%	0 0%	1 2%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		60%	33%	3%	1%		

Appendix 3

The inspection team

Andrew Thorne	Reporting Inspector
Liz Miles	Team Inspector
Julie Price	Lay Inspector
Deborah Eccles	Peer Inspector
Frances Davies	Nominee

Copies of the report

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

Year groups, the Foundation Phase and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years of age. This system emphasises the importance of continuity and eases communication among schools, governing bodies, parents and local authorities.

The following table sets out the age ranges relevant to each year group. For example, Year 1 refers to the group of pupils who reach the age of six and Year 13 is the year group who reach the age of 18 during the academic year.

Primary phase:

Year	N	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	3-4	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The Foundation Phase and key stages cover the following year groups:

Foundation Phase	Nursery, Reception, Year 1 and Year 2
Key stage 2	Year 3 to Year 6
Key stage 3	Year 7 to Year 9
Key stage 4	Year 10 and Year 11

Glossary of terms – Primary

Foundation Phase indicator (FPI)

Progress in learning through the Foundation Phase is indicated by outcomes (from outcome 1 to outcome 6).

The Foundation Phase indicator (FPI) relates to the expected performance in three areas of learning in the Foundation Phase:

- literacy, language and communication in English or Welsh first language
- mathematical development; and
- personal and social development, wellbeing and cultural diversity.

By the end of the Foundation Phase, at the age of seven, pupils are expected to reach outcome 5 and the more able to reach outcome 6.

Pupils must achieve the expected outcome (outcome 5) in the three areas above to gain the Foundation Phase indicator.

The core subject indicator (CSI)

Progress in learning through key stage 2 is indicated by levels (level 1 to level 5).

The core subject indicator in key stage 2 relates to the expected performance in the core subjects of the National Curriculum:

- English or Welsh first language
- mathematics; and
- science

By the end of the key stage 2, at the age of 11, pupils are expected to reach level 4 and more able pupils to reach level 5.

Pupils must gain at least the expected level (level 4) in the three core subjects to gain the core subject indicator.

All-Wales Core Data sets

Inspection reports may refer to a school's performance relative to a family of schools or to schools with a broadly similar proportion of pupils entitled to free school meals.

In relation to free school meals, schools are placed into one of five bands according to the three-year trend in the proportion of pupils entitled to free school meals in the school. The school's performance is then placed into quartiles (from the top 25% to the bottom 25%) in relation to how well it is doing compared with other schools in the same free school meal band.

The Welsh Government created the families of schools (typically a group of 11 schools) to enable schools to compare their performance with that of similar schools across Wales. The composition of the families draws on a number of factors. These include the proportion of pupils entitled to free school meals and the proportion living in the 20% most deprived areas of Wales. They also draw on the proportion of pupils with special education needs at school action plus or with a statement of special educational needs, and pupils with English as an additional language.