



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

A report on

**Cwmaber Infant School
Bryngelli Terrace
Abertridwr
CF83 4FF**

Date of inspection: June 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:

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

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

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

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Context

Cwmaber Infant School is in the village of Abertridwr in the Caerphilly local authority. There are about 144 pupils aged three to seven on roll. This includes around 36 pupils in the part-time nursery class. The school has four full-time classes. Around 32% of pupils are eligible for free school meals, which is higher than the average for Wales (19%). There are a very few children looked after by the local authority.

The school identifies around 22% of pupils as having additional learning needs. Very few pupils have a statement of special educational needs. Very few pupils come from ethnic minority backgrounds or speak English as an additional language. No pupils speak Welsh as their first language. There were two fixed-term exclusions over the past school year.

The headteacher took up her post in September 1998. The school's last inspection was in September 2011.

The individual school budget per pupil for Cwmaber Infants School in 2016-2017 means that the budget is £3,612 per pupil. The maximum per pupil in the primary schools in Caerphilly is £4,854 and the minimum is £2,696. Cwmaber Infants School is 15th 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 current performance of the school is good because:

- During their time at the school, most pupils make strong progress
- Pupils with additional learning needs make very good progress, particularly in developing their oracy skills
- There is a purposeful working atmosphere in all classes and nearly all pupils behave extremely well
- Many pupils have a positive impact on the quality of school life and they take responsibility for improving the school seriously
- The curriculum is broad and balanced and covers all areas of learning suitably
- Teachers plan effectively to develop pupils' literacy and numeracy skills through well thought out adult-led tasks
- The school plans a very good range of purposeful intervention programmes for pupils who need extra help with their learning and, as a result, pupils make strong progress in acquiring basic skills
- The quality of teaching across the school is good
- The quality of care, support and guidance is a significant strength and contributes well to high standards of pupils' wellbeing
- The school is a caring, vibrant and welcoming community where all pupils and staff are valued equally

Prospects for improvement

The school's prospects for improvement are good because:

- The headteacher has a clear focus on improving pupils' wellbeing and raising standards and shares this very successfully with all members of the school community
- There is a strong collaborative ethos across the school, which has a positive impact on outcomes for pupils
- Senior leaders lead by example and have high expectations of all staff and pupils and they actively support and challenge everyone to do their best
- Governors have a very keen interest in the day-to-day life of the school and play an important role in bringing about improvements
- Self-evaluation procedures are thorough, well established and very effective
- Leaders know and lead their areas well; they monitor and evaluate progress rigorously and there is clear evidence of improvements that they have made to pupils' standards and wellbeing
- The school has developed successful partnerships that make a strong contribution to raising standards, enriching pupils' learning and supporting their wellbeing
- The school has effective procedures to manage its resources

Recommendations

R1 Improve pupils' thinking and skills when facing new problems and challenges

R2 Engage with pupils more effectively during pupil-led activities to make sure that pupils develop skills at a suitable level

What happens next?

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

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

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

Many pupils enter the school with skills and understanding below the level expected for the age. During their time at the school, most pupils make strong progress. Pupils with additional learning needs make very good progress, particularly in developing their oracy skills.

Most pupils develop their skills in speaking and listening very well as they move through the school. In nursery, many pupils pay careful attention to instructions from adults and join in enthusiastically with songs, rhymes and the retelling of familiar stories. In Year 1, most explain confidently to visitors what they are doing, for example when searching for items of pirate treasure during a mathematics activity. Pupils in Year 2 listen carefully to others and take turns to speak. They talk confidently in a wide range of situations using appropriate language. For example, they explain how they take learning walks with the business manager to identify required improvements to the school environment.

Younger pupils generally make good progress in developing early reading skills and show an interest in books and stories. Many look at picture books and talk about the story and what they think is happening. Most older pupils develop effective reading skills. They read with increasing fluency and take good account of punctuation. Many read expressively and talk enthusiastically about books and stories that they enjoy. They understand features of fiction and non-fiction texts and find information quickly using an index or glossary.

Across the school, most pupils make strong progress in developing their writing skills in all areas of the curriculum. Pupils in nursery enjoy mark-making activities and use a range of equipment effectively, such as paint, chalk, sand and pencils to practise their early writing skills. In reception, many pupils begin to write sentences independently with good pencil control. In Year 1, many pupils write longer and more complex sentences. They vary the start of their sentences and use interesting vocabulary. Many pupils in Year 2 use a wide range of descriptive words to make their sentences more interesting and are often adventurous in their choice of vocabulary. Pupils who are more able use punctuation accurately throughout their work, including to show when someone is speaking in their stories. They match their writing well to different genres. As they move through the school pupils produce extended writing of good quality. They generally make good attempts at spelling new and unfamiliar words. In each year group, there are notable improvements in the quality of handwriting when comparing the work at the start and end of the year. By Year 2, most pupils have neat and legible handwriting.

Most pupils make good progress in developing their numeracy skills across the areas of learning. Younger pupils develop a sound understanding of number concepts and build on these progressively as they move through the school. By Year 2, many pupils solve written mathematical problems confidently and investigate properties of

numbers and shapes well. Most pupils use a suitable range of equipment to measure accurately. For example, they measure in metres and centimetres how far different vehicles have travelled down a ramp. They collect and interpret data for different situations well and draw accurate graphs to represent this information.

Most pupils develop their skills in information and communication technology (ICT) well. In nursery, they use tablet computers confidently to access a range of applications. By Year 2, most pupils can program a device to move to a given location. They produce simple block graphs by inputting information into computers and analyse the graphs to draw conclusions. They write and send emails and save and retrieve their work. Many pupils use graphics programs successfully to enhance their work by adding pictures to stories. Most pupils have a good understanding of what they need to do to stay safe online and take care when searching the internet for information. A few pupils, who have very well developed skills in using ICT, act as digital leaders and support others effectively to overcome problems.

Most pupils recall prior learning well, but a minority of pupils do not use their thinking skills well enough when presented with new problems or challenges.

Most pupils make good progress in learning Welsh. Younger pupils respond positively to commands and instructions given in Welsh and answer questions about how they are feeling and what the weather is like. By Year 2, most pupils use Welsh confidently to ask for things and to answer a range of questions in the present tense. Pupils use Welsh at playtime when playing organised games, for example to practise the words for colours and shapes.

Over the past four years, pupil outcomes in literacy and mathematical development at the expected and higher levels have placed the school in either the higher 50% or the top 25% when compared with similar schools.

Pupils eligible for free school meals generally perform as well as other pupils at the expected level, but less well at the higher level. There is no notable difference in the performance of girls and boys.

Wellbeing: Excellent

Pupils' wellbeing is exceptionally strong. Nearly all pupils feel safe and happy in school and know whom to go to if they have any concerns or worries. Pupils have extremely positive attitudes to keeping healthy and understand the importance of eating a healthy diet. They enjoy fruit and vegetables at break time and drink water throughout the day. Pupils also understand the importance of taking regular exercise and participate enthusiastically in the wide variety of physical activities on offer, such as the daily class 'dough disco' that encourages fine and gross motor skill development.

Pupils are polite and courteous and relate well to adults and their peers. There is a purposeful working atmosphere in all classes and nearly all pupils behave extremely well. Pupils are well motivated and show interest and enthusiasm as they approach their tasks. They contribute ideas and suggestions for teachers' planning. For example, they made lighthouses that light up and exploding volcanoes after hearing about them in stories.

Many pupils have a positive impact on the quality of school life. Pupils take responsibility for improving the school seriously. They have roles to improve playtimes, promote the use of Welsh and develop pupils' understanding of environmental issues. The eco club help to develop pupils' awareness of sustainability and healthy living by awarding stickers for healthy lunchboxes and encouraging pupils to recycle and use the walking bus. The 'Criw Cymraeg' promote the Welsh language well through organising Welsh games at playtimes and reminding pupils to speak Welsh around the school. Particularly successful is the work of the super ambassadors who make sure that school leaders are aware of pupils' views on a range of issues. Their decisions are having a worthwhile impact on the school; for example, they have brought about improvements to the playground with a new climbing wall and friendship benches. Pupils talk enthusiastically about the improvements that they have made to the learning environment. They identified that the corridors sometimes looked untidy with bags and coats not held securely on pegs. They worked with the headteacher and business manager to rectify this and the school now has smart new lockers and very tidy cloakrooms.

Most pupils engage enthusiastically with the wide range of after school activities and clubs, for example cooking, gardening, outdoor adventure and ICT clubs. These clubs help to enhance their personal and social skills and develop their confidence to prepare them for the wider world.

Most pupils have a good understanding about why it is important to attend school and to be punctual. Attendance rates have shown an overall improvement since the last inspection and currently place the school in the higher 50% when compared with similar schools. Nearly all pupils arrive punctually at the start of the school day.

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|---|
| Key Question 2: How good is provision? |
|---|

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|-------------|
| Good |
|-------------|

Learning experiences: Good

The curriculum is broad and balanced and covers all areas of learning suitably. Staff collaborate effectively to plan a wide range of learning experiences that interest and engage pupils successfully and build well on their prior learning. Teachers take good account of the starting point for all pupils when planning activities and provide focused tasks that match well to pupils' abilities.

Teachers plan effectively to develop pupils' literacy and numeracy skills through well thought out adult-led tasks. There are useful opportunities for pupils to apply these skills in their independent learning, but activities are not always challenging enough. There are good opportunities for pupils to develop their ICT skills in a range of activities, for example designing information leaflets to share facts about hermit crabs. There are useful opportunities for pupils to develop their thinking skills in adult-led tasks, but there are not enough opportunities to solve problems and develop thinking skills further in independent activities.

The school plans a very good range of purposeful intervention programmes for pupils who need extra help with their learning. As a result, pupils make strong progress in acquiring basic skills.

There is a suitable range of visits and visitors to enhance the curriculum. These include theatre groups, clog dancers and trips to the local library. The school provides a good range of extra-curricular activities for pupils, such as cooking, gardening and fitness that are open to all pupils.

Provision for the development of pupils' Welsh language skills is good. There are useful opportunities for pupils to extend and practise their Welsh language skills each day through focused sessions. Staff use Welsh regularly as part of daily routines and encourage pupils to respond. There are well-planned opportunities for pupils to develop an understanding of the culture and heritage of Wales. For example, pupils study life in the past in the local mining community.

The school provides good opportunities within the curriculum for pupils to learn about sustainable living and global citizenship, for example through a study of the lives of children in African countries.

Teaching: Good

All teachers have a good understanding of the requirements of the Foundation Phase. They make effective use of indoor and outdoor learning to develop pupils' skills across all areas of learning. They use effective stimuli to capture pupils' interest and activities move with appropriate pace to sustain pupils' attention. All teachers match adult-led activities well to pupils' abilities and provide a suitable level of challenge for individual pupils. During these activities, teachers and support staff use questioning skills purposefully to extend pupils' learning. However, during pupil-led activities, staff do not always intervene well enough to make sure that pupils are developing skills effectively.

Teachers and support staff have positive and supportive working relationships with pupils. They use a range of effective strategies to manage pupils' behaviour. They are calm and encouraging and, as a result, pupils have the confidence to have a go at new things and do not worry about making mistakes. Staff provide pupils with very effective feedback during activities so that they understand what they have done well and what they need to do to improve.

Teachers support younger pupils to make thoughtful and helpful comments about their work and that of others. Older pupils do this independently and think carefully about what they need to do to improve. This is a strong feature of the school and helps pupils to be reflective learners.

The school has very effective arrangements to track pupils' progress. It keeps parents well informed about their children's progress and wellbeing through parents' meetings and useful annual reports.

Care, support and guidance: Excellent

The school is a very inclusive and supportive community. The quality of care, support and guidance is a significant strength and contributes well to high standards of pupils' wellbeing. Staff develop pupils' confidence and self-esteem extremely well. This enables pupils to take on responsibilities and make the most of the wide range of opportunities on offer. This develops their social and life skills very successfully.

There are very effective arrangements to support pupils' health and wellbeing. The school makes appropriate arrangements for promoting healthy eating and drinking. Physical activity is encouraged both through the curriculum and throughout the school day in innovative ways. For example, the pupils take part in a 'Rainbow Run' around the playground to promote the importance of regular exercise. School staff organise a range of games and activities with pupils at lunchtimes, such as basketball, and encourage pupils to keep fit.

The school promotes pupils' social, moral, cultural and spiritual development very successfully. There is a focus on the school's values through collective worship and all staff reflect these in the daily life of the school. This leads to a very happy school atmosphere where nearly all pupils are aware of the importance of treating each other with respect and tolerance. All staff use positive behaviour strategies to manage pupils' behaviour in a consistent manner. As a result, all pupils are aware of the expectations for good behaviour. The school promotes good attendance well and has a wide range of robust strategies to raise pupils' and parents' awareness of the importance of attending regularly.

The school has effective links with a range of specialist services and implements their advice to support pupils effectively. For example, liaison with the speech and language service means that staff can provide purposeful intervention sessions that lead to improvement in the expressive and receptive language skills of targeted pupils. Teachers work very well with parents to provide advice and help them to support their children at home.

Community links are well developed and offer pupils beneficial opportunities to enrich their cultural development. For example, pupils participate in a local festival of music and arts.

The provision for pupils with additional needs is strong. The school has robust procedures for the early identification of pupils with additional needs. Pupils' individual learning plans are of good quality and contain clear targets. Leaders track and monitor pupils' progress extremely well. Teachers involve parents and pupils when reviewing individual plans appropriately. This enables pupils to make very effective progress.

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

Learning environment: Good

The school is a caring, vibrant and welcoming community where all pupils and staff are valued equally. All pupils have access to every aspect of school life. There is an inclusive ethos that supports all pupils and adults well. There is an effective emphasis on fostering positive values, such as respect and tolerance for each other. For example, pupils have opportunities to reflect on how to be a good friend and how to respect and care for the school rabbits.

The building and grounds provide a secure learning environment. The school site is on a steep hill and therefore challenging, but staff make effective use of the indoor and outdoor space to support teaching and learning. There is a well-resourced

library and ICT suite. The school layout provides the youngest pupils with good access to outdoor classrooms, which they use effectively. Teachers plan activities well to make sure that older pupils also have good opportunities to use outdoor areas for learning. The school buildings and external environment are exceptionally clean and in very good order.

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

Leadership: Excellent

The headteacher promotes an extremely caring, inclusive community with a shared sense of purpose. She has a clear focus on improving pupils' wellbeing and raising standards and shares this very successfully with all members of the school community. Everyone involved with the school is encouraged to learn, care and share together; this ethos underpins everything that the school does.

Staff understand their responsibilities well and undertake their roles diligently. There is a strong collaborative ethos across the school, which has a positive impact on outcomes for pupils. Regular management and staff meetings have a clear focus on securing improvement, for example in pupils' ability to write at length.

Senior leaders lead by example and have high expectations of all staff and pupils. They actively support and challenge everyone to do their best. They empower others to take a lead role in improving the standards across the school and value the expertise and abilities of others. All staff take responsibility for areas of the curriculum and drive forward improvements. This is a significant strength of the school.

The performance management system is thorough and there are appropriate arrangements to monitor and evaluate the quality of teaching in every class. Regular meetings and whole-day training events support the professional development of staff well and move the school forward very effectively. Leaders encourage staff to be reflective practitioners and share ideas purposefully to improve their professional practices and raise pupils' standards.

There is a clear focus on addressing local and national priorities to improve standards in literacy, numeracy and wellbeing. All staff are involved in planning interesting and exciting opportunities to stimulate and engage all pupils. This is extremely effective and nearly all pupils are enthused and engaged in their learning. For example, teachers make very good use of a range of inspiring stories to improve the quality of pupils' writing.

The governors undertake their roles rigorously. They have a very keen interest in the day-to-day life of the school and play an active part in bringing about improvements. They have a very good understanding of school performance through listening to staff, working with the headteacher, analysing data and visiting classes. They attend training regularly and challenge the school consistently as critical friends.

Improving quality: Good

Self-evaluation procedures are thorough, well established and very effective. All members of teaching and support staff are involved in the collection and analysis of evidence, including attainment data, listening to learners, session observations and book scrutiny. Stakeholders make a valuable contribution to information gathering. For example, members of the governing body undertake learning walks and share their findings with school leaders. Leaders analyse and make good use of all information. This enables them to identify groups of pupils who are not achieving as well as expected, and plan appropriate provision very effectively.

The self-evaluation report provides a good overview of the school's strengths and main priorities for improvement. There are clear links between the identified priorities and the school development plan. Leaders know and lead their areas well. They monitor and evaluate progress rigorously and there is clear evidence of improvements, for example in raising standards of oracy and improving performance in writing and mathematical development.

Partnership working: Good

The school has developed successful partnerships that make a strong contribution to raising standards, enriching pupils' learning and supporting their wellbeing. The effective partnership with parents is a strong feature of the school. Parents are encouraged into school to work in classes as helpers, to hear readers and to accompany pupils on visits to the local library. Parents attend school events and workshops that help them to help their children at home, such as training about internet safety and letter formation. The school keeps parents well informed through regular newsletters and its social media site.

There is an effective induction programme to welcome new pupils into the nursery class. Pupils and parents benefit from regular visits to school prior to starting and, as a result, feel happy about coming to school and settle quickly. Comprehensive transition arrangements with the junior school help to ensure that nearly all pupils are confident, enthusiastic and well prepared for the next phase of their learning.

Joint working with other local schools, including sharing of financial costs and training events, has had a beneficial impact on improving pupils' literacy and ICT skills. In addition, the school works with the local cluster of schools to share effective practices and to develop portfolios to support the accurate moderation and standardisation of teachers' assessments of pupils' work. This has improved teachers' understanding of expected standards and raised awareness of what pupils can achieve.

The school has purposeful links with the local church. Members of the church visit the school regularly; they lead assemblies and support pupils' reflection and spiritual development well. Pupils also participate in the annual memorial service to commemorate the local pit disaster and this helps them to develop a greater understanding of their community and its history.

There are useful partnerships with a range of agencies such as the police and fire service. These promotes pupils' wellbeing successfully, for example in raising their awareness of internet safety.

Resource management: Good

The school has enough suitably well-qualified teachers and teaching assistants to ensure the successful delivery of the curriculum. Leaders deploy staff efficiently to make good use of their experience and expertise. This has a positive impact, for example on raising standards in literacy, numeracy and Welsh. Teaching assistants make a significant contribution to the wellbeing of all pupils and notably to raising the standards of basic skills for those whose progress is slower than expected.

All staff are involved in the well-structured process of performance management. Teachers and teaching assistants undertake a wide range of well-planned professional development activities linked to the process. For example, the school has focused on strategies to improve pupils' story writing skills. This has had a positive impact on writing standards across the school.

The headteacher, business manager and governors monitor spending rigorously and have a clear long-term financial plan for the school. Leaders allocate appropriate funding to support priorities for improvement. The school makes very good use of pupil development grants and the education improvement grant to improve outcomes for pupils eligible for free school meals. In view of the good standards achieved by the pupils and the overall quality of provision, the school provides good value for money.

Appendix 1: Commentary on performance data

6762347 - CWMABER INFANTS SCHOOL

| | |
|--|-------------|
| Number of pupils on roll | 160 |
| Pupils eligible for free school meals (FSM) - 3 year average | 32.2 |
| FSM band | 5 (32%<FSM) |

Foundation Phase

| | 2013 | 2014 | 2015 | 2016 |
|--|------|-------|-------|-------|
| Number of pupils in Year 2 cohort | 35 | 27 | 44 | 42 |
| Achieving the Foundation Phase indicator (FPI) (%) | 80.0 | 92.6 | 93.2 | 92.9 |
| Benchmark quartile | 2 | 1 | 1 | 1 |
| Language, literacy and communication skills - English (LCE) | | | | |
| Number of pupils in cohort | 35 | 27 | 44 | 42 |
| Achieving outcome 5+ (%) | 82.9 | 92.6 | 93.2 | 95.2 |
| Benchmark quartile | 2 | 1 | 1 | 1 |
| Achieving outcome 6+ (%) | 25.7 | 29.6 | 36.4 | 38.1 |
| Benchmark quartile | 2 | 2 | 1 | 1 |
| Language, literacy and communication skills - Welsh (LCW) | | | | |
| Number of pupils in cohort | * | * | * | * |
| Achieving outcome 5+ (%) | * | * | * | * |
| Benchmark quartile | * | * | * | * |
| Achieving outcome 6+ (%) | * | * | * | * |
| Benchmark quartile | * | * | * | * |
| Mathematical development (MDT) | | | | |
| Number of pupils in cohort | 35 | 27 | 44 | 42 |
| Achieving outcome 5+ (%) | 91.4 | 92.6 | 95.5 | 95.2 |
| Benchmark quartile | 1 | 1 | 1 | 1 |
| Achieving outcome 6+ (%) | 25.7 | 33.3 | 45.5 | 38.1 |
| Benchmark quartile | 2 | 1 | 1 | 1 |
| Personal and social development, wellbeing and cultural diversity (PSD) | | | | |
| Number of pupils in cohort | 35 | 27 | 44 | 42 |
| Achieving outcome 5+ (%) | 97.1 | 100.0 | 100.0 | 100.0 |
| Benchmark quartile | 1 | 1 | 1 | 1 |
| Achieving outcome 6+ (%) | 42.9 | 44.4 | 61.4 | 59.5 |
| Benchmark quartile | 2 | 2 | 1 | 1 |

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. | 38 | 28 74% | 10 26% | 0 0% | 0 0% | 0 | Rwy'n fodlon â'r ysgol yn gyffredinol. |
| | | 62% | 34% | 3% | 1% | | |
| My child likes this school. | 38 | 30 79% | 8 21% | 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. | 38 | 33 87% | 5 13% | 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 | 30 79% | 8 21% | 0 0% | 0 0% | 0 | Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol. |
| | | 61% | 35% | 3% | 1% | | |
| Pupils behave well in school. | 38 | 23 61% | 13 34% | 1 3% | 0 0% | 1 | Mae disgyblion yn ymddwyn yn dda yn yr ysgol. |
| | | 46% | 48% | 4% | 1% | | |
| Teaching is good. | 38 | 29 76% | 9 24% | 0 0% | 0 0% | 0 | Mae'r addysgu yn dda. |
| | | 60% | 37% | 2% | 1% | | |
| Staff expect my child to work hard and do his or her best. | 38 | 28 74% | 10 26% | 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. | 38 | 26 68% | 8 21% | 2 5% | 1 3% | 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. |
| | | 48% | 43% | 7% | 2% | | |
| Staff treat all children fairly and with respect. | 38 | 30 79% | 8 21% | 0 0% | 0 0% | 0 | Mae'r staff yn trin pob plentyn yn deg a gyda pharch. |
| | | 59% | 35% | 4% | 1% | | |
| My child is encouraged to be healthy and to take regular exercise. | 38 | 31 82% | 7 18% | 0 0% | 0 0% | 0 | Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd. |
| | | 59% | 38% | 3% | 0% | | |
| My child is safe at school. | 38 | 29 76% | 8 21% | 1 3% | 0 0% | 0 | 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'. | 38 | 26 68% | 10 26% | 0 0% | 0 0% | 2 | 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. | 38 | 22 58% | 14 37% | 2 5% | 0 0% | 0 | Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn. |
| I feel comfortable about approaching the school with questions, suggestions or a problem. | 38 | 30 79% | 7 18% | 0 0% | 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. | 38 | 20 53% | 13 34% | 2 5% | 1 3% | 2 | Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion. |
| The school helps my child to become more mature and take on responsibility. | 38 | 26 68% | 10 26% | 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. | 37 | 21 57% | 12 32% | 0 0% | 0 0% | 4 | 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. | 38 | 23 61% | 9 24% | 5 13% | 0 0% | 1 | Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau. |
| The school is well run. | 38 | 27 71% | 10 26% | 0 0% | 1 3% | 0 | Mae'r ysgol yn cael ei rhedeg yn dda. |

Appendix 3

The inspection team

| | |
|-------------------------------|---------------------|
| Mrs Jane Rees | Reporting Inspector |
| Ms Margaret Erica Lonsdale | Team Inspector |
| Mrs Catherine Mary Jenkins | Lay Inspector |
| Miss Catherine Teresa Power | Peer Inspector |
| Mrs Jayne Price (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.