



*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**

**Markham Primary School  
Pantycfevn Road  
Markham  
Blackwood  
NP12 0QD**

**Date of inspection: February 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:

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

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

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## Context

Markham Primary School is in the village of Markham in the Caerphilly local authority. There are 177 full-time pupils between the ages of four and 11 on roll, taught in seven classes. A further thirty-one pupils attend the nursery part time. There are five full-time and four part-time teachers.

Most pupils come from the local area, which is significantly economically and socially disadvantaged. The school is part of a Communities First area.

Around 35% of pupils are entitled to free school meals. This is above the national and local averages. Most pupils are of white British ethnic origin with a very few from other ethnic backgrounds. No pupils come from homes where Welsh is the first language. The school identifies that about 23% of pupils have additional learning needs, which is similar to the average for Wales. Very few pupils have statements of special educational needs.

The school's last inspection was in 2008. The headteacher was appointed in 2012.

The individual school budget per pupil for Markham Primary School in 2013-2014 means that the budget is £3,105 per pupil. The maximum per pupil in the primary schools in Caerphilly is £5,118 and the minimum is £2,645. Markham Primary School is 40th out of the 75 primary schools in Caerphilly in terms of its school budget per pupil.

## Summary

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

### Current performance

The school's current performance is adequate because:

- there is an improving trend in attainment at the end of key stage 2 in English, mathematics and science;
- the new curriculum arrangements provide learning experiences that motivate and engage pupils;
- tracking of pupil progress is good;
- attendance is improving;
- behaviour is good and pupils are polite and courteous;
- the learning environment is stimulating including the outdoor area for younger pupils;
- pupils on reading intervention programmes make good progress; and
- the school promotes high levels of care and works hard to promote pupils' confidence and self-esteem.

However:

- pupils in receipt of free school meals do not achieve as well as their peers;
- standards of handwriting and presentation are poor; and
- the quality of teaching is not consistently good across the school.

### Prospects for improvement

The school's prospects for improvement are good because:

- the leadership of the headteacher and the deputy headteacher is purposeful and effective;
- leaders' vision for improving the school's performance has been shared with all stakeholders;
- the school's self-evaluation is accurate and there are clear links to school improvement priorities;
- the school works well with local education services to improve outcomes for pupils; and
- the governing body is supportive and well informed.

## **Recommendations**

- R1 Raise standards of literacy and numeracy across the curriculum
- R2 Improve the performance of pupils in receipt of free school meals and those who are more able
- R3 Improve pupils' standards of handwriting and presentation throughout the school
- R4 Ensure that the quality of teaching is consistently good
- R5 Continue to develop leadership at all levels throughout the school

### **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

In the Foundation Phase, most pupils listen well to each other and to adults. Many speak clearly when responding to questions and joining in with class discussions. In key stage 2, the majority of children listen with interest to adults and their peers. Most talk confidently to each other and to their teachers and the speaking skills of those who are less confident are developing well through strategies such as talking partners. Most develop a good vocabulary as they move through the key stage and use this effectively, for example to talk about food rationing in the Second World War.

Many pupils in the Foundation Phase make good progress with reading. They read accurately and with good understanding but pupils do not always read with appropriate expression. Nearly all pupils are able to use their phonic knowledge to read unfamiliar words. Most can talk about what is happening in books but lack confidence when asked about what might happen next in a story. In key stage 2, nearly all pupils can apply a range of strategies to help them read. Most read aloud well in a way that interests the listener, for example changing their voice when reading a question or emphasising a word written in italics. More able readers talk confidently about books. They show a good understanding of what they have read and can predict what may happen next in a story. When using non-fiction books, more able readers have a good range of strategies for finding information, for example scanning the text and using the index. However, although most less able pupils read with accuracy their reading lacks fluency and expression.

Younger pupils in the Foundation Phase are beginning to write simple words independently using their phonic knowledge well. By the end of the Foundation Phase, most write interesting stories using a good variety of vocabulary and phrases, for example when writing about adventures in space. Spelling is generally accurate and where it is not correct pupils use appropriate phonic alternatives. More able pupils use capital letters and full stops accurately. However, a minority of pupils do not form their letters correctly. In key stage 2, many pupils write effectively in a range of forms for different purposes in their English books. Older pupils are applying these writing skills well across the curriculum, for example when producing reports about the amount of electricity the school uses. Nearly all pupils punctuate their writing well. More able pupils spelling is good and they use a range of punctuation including commas, speech marks, hyphens and brackets accurately. Less able writers spell familiar words correctly and punctuate their writing using full stops and question marks. Throughout the school, standards of presentation are poor and very few pupils join their handwriting.

Many pupils develop their number skills well in the Foundation Phase. They can apply these in their topic work for example when working out the number of different colour buttons in a spacecraft. However, their skills in solving problems with money, measuring accurately and telling the time are less developed. In key stage 2, more able pupils are developing good skills in handling numbers and have good recall of

multiplication tables. These pupils apply their skills well across the curriculum, for example when calculating their individual carbon footprints or drawing line graphs to show the temperature differences when different insulating materials are used.

Pupils' ability to apply their literacy and numeracy skills in subjects other than English and mathematics is too variable across the school. As a result, not all pupils make steady and consistent progress and produce the standards of work of which they are capable. Pupils in receipt of free school meals do not achieve as well as their peers in the Foundation Phase and key stage 2. Boys perform less well than girls in English in key stage 2.

Nearly all pupils receiving additional support in reading and numeracy make good progress during the period of the intervention.

Pupils' Welsh language skills develop appropriately as they move through the school. Most pupils in the Foundation Phase respond to instructions in Welsh and can read and write simple phrases. By the end of key stage 2, most pupils can talk about familiar topics using the present tense. Many pupils read aloud well with good pronunciation and show a good understanding of what they have read. They write sequences of sentences in Welsh accurately.

In the Foundation Phase, performance in 2013 at the expected outcome 5 was lower than in 2012 in literacy. Performance in mathematical development remained the same. This placed the school in the higher 50% of similar schools for both areas of learning. Performance of more able pupils at outcome 6 in 2013 was lower than in 2012 in both literacy and mathematical development. Performance at this level placed the school in the bottom 25% of similar schools in literacy and mathematical development.

In key stage 2, at the expected level 4, there has been an upward trend in performance in English, mathematics and science over the last four years. When compared to similar schools, performance in 2013 placed the school in the lower 50% for all three subjects and the bottom 25% for the core subject indicator. At the higher level 5, performance in English was higher in 2013 than in the previous four years. However, performance in mathematics was lower. Performance in science is variable. When compared to similar schools, performance at level 5 in 2013 placed the school in the lower 50% for English and science and the bottom 25% for mathematics.

### **Wellbeing: Good**

Nearly all pupils agree that they feel safe in school. All pupils know whom to go to for help or if they have any concerns about safety. Pupils have a good understanding of how to keep healthy and fit. Many pupils attend the extensive range of extracurricular sports clubs and as result of this develop good physical and social skills.

Most pupils enjoy learning and work well together. For example, pupils in Year 5 collaborate effectively to plan Victory in Europe (VE) day celebrations. All pupils are polite and confident when speaking to adults. Nearly all pupils' behaviour during play

times and lunch times is good and most pupils behave well during lessons and when moving around the school.

Pupils have appropriate opportunities to take decisions about the school. The school council has improved the resources available for pupils to use at playtime. Older pupils develop their sense of responsibility effectively through their work with the community food co-operative. Younger pupils are beginning to have a say in what they learn. For example, pupils in the nursery class decided they wanted to learn about nocturnal animals as part of their topic work.

Pupils' attendance is improving and the most recent figures place the school in the higher 50% when compared to similar schools. Most pupils arrive at school on time.

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

The curriculum is broad and balanced and meets statutory requirements. Detailed curriculum planning provides a wide range of learning activities that motivate nearly all pupils well. New planning is supporting teachers well to provide interesting and engaging opportunities. For example, in Year 6 pupils design, cost and make bath products for sale. As a result of more innovative curriculum planning, many teachers are providing better opportunities for pupils to develop literacy, numeracy and information and communication technology (ICT) skills in relevant contexts. The school has adapted its plans appropriately to reflect the literacy and numeracy framework.

Provision and planning for the Welsh language is good. Pupils are encouraged to use incidental Welsh around the school. The school promotes pupils' understanding of Welsh culture and traditions well. Visits to local places of interest, for example to Cyfarthfa Castle, enrich the curriculum.

Pupils take part in a wide range of environmental initiatives. The eco council is successful in engaging other pupils effectively in recycling and energy saving initiatives. This has had a positive impact on the way the school uses energy. Pupils take part in charitable fundraising events and have a developing awareness of Fairtrade products. However, opportunities for pupils to develop their understanding of their role as global citizens are more limited.

### **Teaching: Adequate**

Many teachers use a range of teaching strategies effectively to interest and engage pupils. They establish the learning objectives and share them appropriately with pupils. Many teachers make good links with previous work and this helps pupils to make good progress in their learning. These teachers ask questions that challenge pupils' thinking and check their understanding well. However, in a minority of classes teachers' expectations of what pupils can do is too low and they do not adapt the work to meet the needs of all pupils, including those who are more able. Where this happens, pupils do not engage well with tasks, the pace of their learning is slow and



they do not make enough progress. Nearly all teachers deploy support staff effectively in lessons and this has a positive impact on the progress pupils make.

All teachers mark pupils' work regularly. Most teachers include helpful comments on what pupils have done well and what they need to do to improve their work. More able pupils in the Foundation Phase and the majority of pupils in key stage 2 use this information well. Many teachers use self and peer assessment well and, because of this, many pupils are able to evaluate their own performance effectively. All teachers track and assess pupils' work regularly.

Suitable arrangements with local schools help to moderate pupils' work and ensure the accuracy of teacher assessment. Reports to parents are informative and meet statutory requirements.

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

The school has effective arrangements to support pupils' health and wellbeing. It provides high levels of care and works hard to promote pupils' confidence and self-esteem. For example, displays celebrate successful pupils, both past and present, who are good role models. The school breakfast club is well attended and has had a positive impact on pupils' attendance, punctuality and social skills. The school makes appropriate arrangements to promote healthy eating and drinking.

There are effective links with specialist services to provide beneficial support for pupils and parents. Teachers identify pupils requiring support at an early stage and plan effectively to meet their needs. Provision for pupils who have individual education or play plans is effective. Parents are well informed and are involved in processes to review their children's progress. Teaching assistants provide valuable support in delivering intervention programmes enabling these pupils to make good progress. There are good transition procedures in place for pupils with additional learning needs moving to the next phase of their education.

The school provides access to a useful range of information for pupils. For example, older pupils receive a growing up talk from the school nurse and the local police officer meets pupils regularly to talk to them about being part of a community. The school's arrangements for safeguarding pupils meet requirements and give no cause for concern.

### **Learning environment: Good**

The school is a warm, welcoming and inclusive community that recognises and celebrates well the contributions its pupils make. As a result of this, all pupils feel that they are valued as equal members of the school's community. Older children are developing a good understanding of human rights and show tolerant attitudes to one another.

The school generally offers a vibrant working environment. Improvements to both indoor and outdoor facilities in the Foundation Phase enhance pupils' learning experiences well. The outdoor areas and equipment, especially in the nursery, are now stimulating and enrich pupils' learning effectively during lessons and in

extra-curricular activities. In the key stage 2 area, improvements to the rooms used for intervention programmes now ensure that pupils have an interesting, bright area in which to work. Pupils and staff use all areas purposefully. However, there is currently poor provision for disabled access throughout the school, including steps between the Foundation Phase and key stage 2 areas. Displays that celebrate pupils' work are of a consistently high standard and help to create a stimulating learning environment. The majority of classrooms are well organised with a good supply of suitable resources, which pupils can access easily.

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

The headteacher provides purposeful and effective leadership. He has a clear vision for school improvement, which he communicates well to staff, governors, parents and pupils. The headteacher's vision is one based on sound values and principles, where "children are at the heart of the school." In the time that the headteacher has been in post, he has improved successfully pupils' standards in reading, particularly the less able, the quality of curriculum provision, aspects of assessment and attendance.

The deputy headteacher, although relatively new to the post, supports the headteacher very well and performs her duties and responsibilities enthusiastically. She is making a significant contribution to school improvement. For example, she has been instrumental in introducing an effective system for tracking pupils' progress. As a result, the school is better able to identify groups of vulnerable pupils such as those in receipt of free school meals and to make staff more accountable for their progress.

Other senior leaders are developing appropriately their leadership skills. The Foundation Phase leader, for example, has worked hard to improve the outdoor learning area. This area is now a key feature of the learning environment and classes make good use of it to enrich pupils' curriculum experiences. However, these leaders do not always provide enough direction to the teams they lead or ensure that they share the good and very good practice in their own classes with others.

Over the last year, the headteacher has encouraged other staff to demonstrate leadership skills well. For example, groups of teachers regularly work together sharing good practice, observe each other teach and plan curriculum developments. A learning support assistant organises and delivers a weekly book club for Foundation Phase pupils. As a result, staff are gaining in confidence and have a shared belief that the school has the potential to continue to improve.

Governors are very supportive of the school and have a clear understanding of the school's strengths and areas for development. The headteacher provides them with detailed information about provision and standards, which is supporting them as critical friends. However, governors do not always focus enough on challenging the school about its performance.

The school is successful in meeting local and national priorities. It has made an appropriate start on implementing the requirements of the Literacy and Numeracy Framework.

### **Improving quality: Good**

Sound processes are in place to identify what the school does well and what it needs to do to improve. Leaders and managers monitor regularly pupils' standards and the quality of provision through, for example, classroom observations and book scrutiny. The school also makes valuable use of data to identify areas for improvement, to track pupil progress and to evaluate the success of initiatives. For example, the school has evaluated the success of its investment in a new reading scheme by measuring carefully improvements in pupils' reading ages.

The school's self-evaluation report is detailed, comprehensive and accurate. The school improvement plan makes good use of information from this report to set appropriate priorities for improvement. This plan is costed appropriately with relevant timescales and clear success criteria. It prioritises well actions that will have the most impact on raising standards and the quality of teaching.

Over the last three and a half terms, the school has introduced many changes to bring about improvements. For example, group guided reading is more focused, phonics skills are taught more systematically in the Foundation Phase and mathematics teaching has a greater focus on solving problems. However, initiatives such as these have not yet had time to impact significantly on pupils' overall standards and the quality of teaching. Where change has had the most impact is in the quality of the learning environment and the breadth of pupils' learning experiences.

### **Partnership working: Good**

The partnership with parents is strong. Parents value the way in which the school listens and responds to their views. The school encourages family involvement well through workshops, play days and family learning. The transition from home to nursery is particularly effective. As a result, young children settle quickly into school routines and are ready to learn.

The school makes good use of the community to support pupils' learning. For example, pupils prepare fruit and vegetables boxes for sale within the school community and wider afield. The community has supported the development of the Foundation Phase outdoor area through providing plants and helping to erect a greenhouse from recycled plastic bottles. Pupils regularly make visits into the community, such as, to the local supermarket and visitors are a valuable source of information to support topic work. The recent visit from a sea captain in Year 1, for example, was particularly effective in engaging boys and encouraging them to use their speaking skills beneficially to ask relevant questions.

The school also works well with a range of other partners, such as the local cluster of schools, local authority and support agencies. These partnerships make a positive contribution to improving outcomes for pupils. For example, the well attended

Number and Play programme provides opportunities for parents and pupils to work together to consolidate and extend pupils' numeracy skills.

**Resource management: Adequate**

The school makes good use of its available finance and manages its budget well.

Leaders deploy teaching and non-teaching staff effectively to make best use of their skills and expertise. The performance management of teaching staff meets statutory requirements and there is good support and development for staff to progress and improve their skills. For example, all teachers and support assistants have received training on guided reading, which is beginning to impact positively on pupils' reading standards. The school manages teachers' planning, preparation and assessment time well. For example, older pupils in key stage 2 develop their social and life skills well in these sessions.

Staff regularly share ideas and ways of working. Professional learning communities are developing appropriately and have increased individual practitioners' understanding of such things as the importance of asking challenging questions in science.

The school is well resourced and staff generally use the accommodation well to support pupils' learning.

Although the quality of provision and leadership is good, there are shortcomings in pupils' standards and the quality of teaching. Therefore, the school provides adequate value for money.

## Appendix 1

### Commentary on performance data

In the Foundation Phase, performance in 2013 at the expected outcome 5 was lower than in 2012 in literacy. Performance in mathematical development remained the same. This placed the school on the higher 50% of similar schools for both areas of learning. Performance in personal and social development placed the school in the lower 50% of similar schools in 2012 and 2013. In 2013, performance was below the family averages for literacy, personal and social development and the Foundation Phase indicator. However, performance for mathematical development was above the family average.

Performance of more able pupils at outcome 6 in 2013 was lower than in 2012 in both literacy and mathematical development. Performance at this level places the school in the bottom 25% of similar schools in literacy and mathematical development. School performance at outcome 6 was below the family average for all three areas of learning.

There is no significant difference between the attainment of boys and girls in literacy or personal and social development at outcome 5. However, boys perform better than girls in mathematical development at this level. Girls' performance is higher than boys' in literacy and personal and social development at outcome 6, while boys perform better in mathematical development.

At both outcome 5 and 6, the attainment of pupils receiving free school meals is below that of their peers in all areas of learning.

In key stage 2, at the expected level 4, there has been an upward trend in performance in English, mathematics and science over the last four years. However, performance in all three subjects remained below the family average. When compared to similar schools, performance in 2013 placed the school in the lower 50% for all three subjects and the bottom 25% for the core subject indicator.

At the higher level 5, performance in English is higher in 2013 than in the previous four years. However, performance in mathematics was lower. Performance in science is variable. However, performance in all three subjects remains below family averages. When compared to similar schools, performance at level 5 in 2013 placed the school in the lower 50% for English and science and the bottom 25% for mathematics.

Girls' performance is higher than boys' at the expected level in English, while boys' performance is better than girls at this level in mathematics. There is no significant difference in science. Girls' performance is better than boys' at the higher than expected level in English and science, while boys' performance is better in mathematics.

The performance of pupils in receipt of free school meals is lower than that of their peers in all three subjects at both the expected and the higher than expected levels.

## 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.	100	98 98%	2 2%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	100	88 88%	12 12%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	100	97 97%	3 3%	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	100	99 99%	1 1%	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.	99	97 98%	2 2%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	99	93 94%	6 6%	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.	99	99 100%	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.	99	97 98%	2 2%	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.	99	96 97%	3 3%	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.	99	95 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.	99	67 68%	32 32%	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	99	79 80%	20 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.	51	27 53%	24 47%	0 0%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	52	36 69%	16 31%	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.	52	39 75%	13 25%	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.	51	36 71%	14 27%	1 2%	0 0%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	52	20 38%	26 50%	4 8%	0 0%	2	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	46%	4%	1%		
Teaching is good.	52	33 63%	19 37%	0 0%	0 0%	0	Mae'r addysgu yn dda.
		60%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	52	37 71%	15 29%	0 0%	0 0%	0	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		63%	34%	1%	0%		
The homework that is given builds well on what my child learns in school.	51	27 53%	24 47%	0 0%	0 0%	0	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.	50	30 60%	18 36%	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.	52	36 69%	15 29%	0 0%	0 0%	1	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.	52	37 71%	15 29%	0 0%	0 0%	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'.	52	27 52%	21 40%	0 0%	0 0%	4	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		50%	35%	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.	52	32 62%	19 37%	1 2%	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.	52	36 69%	15 29%	1 2%	0 0%	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.	52	26 50%	14 27%	7 13%	0 0%	5	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.	51	33 65%	18 35%	0 0%	0 0%	0	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.	46	24 52%	18 39%	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.
		42%	34%	4%	1%		
There is a good range of activities including trips or visits.	52	27 52%	23 44%	1 2%	0 0%	1	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	39%	5%	1%		
The school is well run.	52	31 60%	21 40%	0 0%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		60%	33%	3%	2%		



## Appendix 3

### The inspection team

Jane Mccarthy	Reporting Inspector
Beverley Jenkins	Team Inspector
Catherine Jenkins	Lay Inspector
Suzanne Hamer	Peer Inspector
Neil Hancox	School Nominee

## Copies of the report

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