



*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**

**Ysgol Gynradd Gymraeg Caerffili  
Heol Parcyfelin  
Caerphilly  
CF83 3AH**

**Date of inspection: October 2013**

**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

Ysgol Gymraeg Caerffili is situated on the northern outskirts of the town. It provides education for children who live in the north of the town mainly, in addition to nearby villages. There is now a significant increase in the number of pupils at the bottom of the school. The school will move from its current site to a nearby vacant site in September 2014.

The school has been designated a bilingual school, which means that the main medium of teaching is Welsh, and English is introduced when pupils are seven years old. About 80% of pupils come from English-speaking homes.

The school provides education for pupils aged between three and 11. There are 339 pupils on roll, including part-time nursery pupils. Pupils are admitted to the school on a full-time basis at the beginning of the September following their fourth birthday. About 14% of pupils are entitled to free school meals, a figure that is lower than the average for the local authority (LA) and the national average.

About 17% of pupils have additional learning needs, which is also lower than the national figure.

The school was last inspected in October 2007. The current headteacher has been in post since May 2002.

The individual school budget per pupil for Ysgol Gynradd Gymraeg Caerffili in 2013-2014 is £2,703. The maximum per pupil in primary schools in Caerphilly is £5,118 and the minimum is £2,645. Ysgol Gynradd Gymraeg Caerffili is in 71<sup>st</sup> position of the 75 primary schools in Caerphilly in terms of the school budget per pupil.

## Summary

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

### Current performance

#### **The school's current performance is good because:**

- most pupils make sound progress in their learning;
- there are good opportunities for pupils to make practical use of all their skills;
- nearly all pupils are enthusiastic, listen attentively and contribute actively to learning sessions;
- rich learning experiences are planned; the quality of teaching is good and support staff assist learning very effectively; and
- the school is a happy, caring community with a welcoming ethos.

### Prospects for improvement

#### **The school's prospects for improvement are good because:**

- the headteacher has a clear vision, which focuses on improving pupils' wellbeing and standards.
- all members of staff are clear about their roles, support each other and work as a team;
- there is a good range of partnerships, which has a positive effect on pupils' achievement;
- the school addresses national and local priorities and this has a positive effect on learning outcomes; and
- the governing body supports and challenges the school well.

## Recommendations

- R1 Ensure improvement in the number that achieve at the higher levels at the end of key stage 2
- R2 Reduce the gap between the attainment of boys and girls at the higher levels in both key stages
- R3 Strengthen teachers' contacts in order to take advantage of sharing good practice outside the local area

### **What happens next?**

Ysgol Gynradd Gymraeg Caerffili will produce an action plan that shows how it will address the recommendations.

## Main findings

### Key Question 1: How good are outcomes?

Good

#### Standards: Good

The results for pupils' foundation assessments on entry to the school show that most of them have a low level of ability in the basic skills. Most of them, including those who receive additional support, make sound progress in lessons and achieve well over time.

In lessons, most pupils remember previous learning well and they use this knowledge effectively to acquire new information and skills. Most pupils apply their communication, numeracy and information and communication technology (ICT) skills effectively in a range of subjects. Most of them show good knowledge and understanding of what they have learnt. Across the school, most pupils listen attentively to their teachers during lessons and are keen to offer answers or comments when speaking about their work. They can focus and contribute effectively to discussions in the classroom.

By the end of key stage 2, many pupils use Welsh consistently in formal situations. By the end of their time at school, most are confident in both languages.

Most pupils in the Foundation Phase have a positive attitude towards reading. They show an interest in the books that they read, and many of them read fluently with increasing accuracy and understanding. In key stage 2, most pupils have a positive attitude towards reading. Older pupils read a wide range of texts accurately and with expression. They discuss books and authors that they like freely. Many of them can skim read a piece in order to get its meaning and collect information. They use information books effectively in order to research facts to be used in cross-curricular work.

Most pupils in the Foundation Phase make good progress in terms of their early writing skills. By Year 2, many of them write very successfully for a range of purposes, in full sentences with appropriate punctuation. In key stage 2, most pupils write well and use a variety of sentence structures and interesting vocabulary. Most pupils extend their writing skills well in order to produce extended pieces of writing of a high standard across the curriculum, particularly in history. They write confidently and accurately in a variety of forms and their writing is often thoughtful and imaginative.

Pupils who have additional learning needs achieve very well and make sound progress consistently in relation to their ability.

In the Foundation Phase, most pupils develop their numeracy skills well and apply them in other learning areas confidently, solving number problems across the curriculum.

In key stage 2, standards of numeracy by the end of the stage are a strength. At the end of key stage 2, most pupils use a variety of mental and written calculations accurately. Many have a sound understanding of the concept of the four rules of number and they can transfer their numeracy skills confidently to other subject areas.

By the end of the Foundation Phase in 2013, pupils' results at the expected level (outcome 5) in language, literacy and communication, mathematical development, personal and social development, wellbeing and cultural diversity and in the Foundation Phase outcomes indicator are higher than the results for pupils in other schools in the family and the average for the whole of Wales. In comparison with similar schools on the basis of pupils who are entitled to free school meals, the school performs in the upper 50% in language and mathematical development and the Foundation Phase indicator, and in the top 25% in personal development.

Pupils' achievement at the higher levels (outcome 6+) places the school in the upper 50% in Wales for language development and in the lower 50% in mathematical development and personal and social development, wellbeing and cultural diversity. Overall, at the end of key stage 2, there has been good attainment over the last four years. The percentage of pupils who achieved the expected level (level 4) was higher than the average for the family in 2013. In comparison with similar schools in terms of the percentage of pupils who are entitled to free school meals, the school is in the upper 50% for Welsh, mathematics and science and among the top 25% for English and the core subject indicator.

In key stage 2, the percentage of pupils who achieved the higher level (namely level 5) in 2013 was lower than the average for the family and Wales in all core subjects and has been so for the last five years. On the whole, there are no obvious differences over time between boys' and girls' achievement.

There is not much difference between the attainment of pupils who are entitled to free school meals and the remainder of the school's pupils.

### **Wellbeing: Good**

Nearly all pupils feel happy and safe whilst they are at the school. They know to whom to turn for advice or to discuss any concerns that they have. They have a clear understanding of what needs to be done to be healthy and why this is important. Behaviour is good and pupils are caring towards their fellow pupils.

Most pupils co-operate effectively with each other in their lessons and activities. They work well independently and under the direction of adults. Pupils contribute to their success criteria and set personal targets that help them to gain an understanding of their strengths and how to improve their work. Most participate conscientiously in lessons and are enthusiastic about learning.

Attendance at the school places it among the top 25% in comparison with similar schools. Most pupils arrive punctually.

Pupils take responsibility for charitable activities and they understand the effect of their activity on different individuals and communities.

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

Through close co-operation, teachers plan interesting and stimulating learning opportunities that meet the requirements of the National Curriculum, the Foundation Phase and religious education. Planning also meets pupils' personal and educational needs and enables almost all pupils to make good progress.

In the Foundation Phase, a wide range of exciting learning experiences gives valuable opportunities to pupils to develop to be independent learners. Interesting cross-curricular themes and work programmes extend pupils' knowledge and understanding in key stage 2. They also give them good opportunities to make practical use of their communication, numeracy and ICT skills across a number of curricular areas. A good example of this is the older pupils' entrepreneurship project. They research the cost of commercial T-shirts from prominent supermarkets, personalise them and sell them at the school fair to make a profit.

All pupils' learning experiences are enriched by visits to the local community and beyond. A wide range of extra-curricular activities help pupils to develop their personal and social skills. Opportunities for pupils to take part in various after-school clubs contribute well to their wellbeing and increase their confidence.

The Cwricwlwm Cymreig has a central place at the school. The high standard of displays by all classes at the school promotes this aspect of the school's work effectively.

Provision for teaching pupils about sustainable development and global citizenship is appropriate and permeates a number of areas of the curriculum.

**Teaching: Good**

Teachers in almost all classes use a wide range of teaching strategies in a skilful way and present lively and enthusiastic lessons. Teachers have good subject knowledge. Planning is thorough, provides clear directions and introduces specific learning objectives and success criteria for pupils. Teachers use classroom resources very effectively and ensure that materials are ready and available, so that learning can move forward without delay.

Through purposeful intervention and skilful questioning, teachers and assistants extend pupils' knowledge and understanding and develop their learning skills very effectively. They use a range of assessment for learning strategies to ensure that pupils are stimulated well and take part in developing their own learning.

There are comprehensive arrangements for tracking pupils' progress as they move through the school. Teachers use the information that is collected purposefully in order to identify the next steps in learning.

The school has a specific marking code, which is evident throughout the school. Work is marked regularly and feedback for pupils always shows clearly enough how



to improve. This enables pupils to know how well they are doing and what the next steps in their learning are. All pupils are encouraged to express an opinion about their work and offer improvements.

Annual reports that are provided for parents are of good quality and provide beneficial information for them about their children's progress and wellbeing.

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

Pupils have appropriate opportunities to take regular physical exercise. Extra-curricular activities provide experiences for pupils, enabling them to develop self-confidence and care for others, and to gain a wide range of skills. The school provides opportunities for pupils to learn about various ways of worshipping and they have developed socially, morally and spiritually as a result of purposeful experiences that have been planned for them. In addition, these opportunities have helped pupils to develop respect for their own culture and for other cultures.

The school works diligently to ensure that there is a high standard of punctuality and attendance.

The school has very strong and supportive links with a number of specialist services and external agencies. These links ensure support and guidance of a high standard for pupils and parents.

The school's arrangements for safeguarding pupils meet requirements and they are not a cause for concern.

Provision for pupils who have additional learning needs is wide and comprehensive. The needs of these pupils are identified at an early stage by teachers. As a result, teachers provide for them individual schemes of work of a high standard. The intervention programmes that are in place to support pupils have a positive effect on the progress that they make. A very effective team of learning assistants supports this work. However, procedures for more able and talented pupils are only just beginning to develop and they have not yet had a sufficient effect on their outcomes.

### **Learning environment: Good**

The school provides equal opportunities for all pupils of all abilities and backgrounds. Pupils are encouraged to take care and responsibility for their fellow pupils and through this foster an attitude of respect and self-confidence. Co-operation between pupils helps to foster a welcoming, familial and caring ethos within the school.

The school makes good use of the external areas in lessons and for extra-curricular activities. This promotes respect for diversity and racial equality through varied work studying foreign countries.

The building offers a beneficial learning environment in which displays show pupils' work and give them an opportunity to take pride in their achievements. Staff make good use of the school's grounds and building and the whole site is maintained to a high standard.

There are numerous resources to be seen at the school and good use is made of them.

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

The headteacher has a clear vision for the school, based on promoting independent lifelong learning and on ensuring pupils' wellbeing. He conveys that vision to staff, pupils, parents and governors. His robust leadership ensures that all aspects of school life have a positive influence on pupils' standards of work and wellbeing. Under the leadership of the senior management team, staff on all levels co-operate very effectively to develop consistent progress in pupils' skills. They have high expectations of each other. The school has performance management procedures that promote good standards in pupils' work and ensure suitable professional development opportunities for all the school's staff.

Governors receive regular reports on the school's performance from the headteacher. They are developing an increasing understanding of a range of performance data, in order to identify strengths and areas for improvement. Members of the governing body recognise the importance of focusing on standards of pupils' work and maintain a very purposeful link with curricular co-ordinators. They visit the school regularly in order to conduct learning walks and receive presentations on a curricular aspect. Their role as a critical friend has developed well over a considerable period of time.

The school pays very good attention to national priorities. The Foundation Phase and assessment for learning strategies have been established successfully. Teachers use the new literacy and numeracy framework effectively to plan skills across the curriculum.

### **Improving quality: Good**

The self-evaluation report presents a clear and comprehensive picture of the school's performance, its strengths and areas that need improvement. It expresses accurate judgements about the standards of pupils' work.

The headteacher ensures that the monitoring process includes observing lessons, scrutinising pupils' books and evaluating teachers' planning. The senior management team analyses performance data regularly and co-ordinators contribute effectively to evaluating the quality of provision in their subjects. There are very useful arrangements in place for considering the opinions of governors, staff, parents and pupils.

Teachers discuss all the outcomes of the self-evaluation process thoroughly in order to prioritise the improvement needs. There is a clear link between these priorities and the targets in the development plan. Although there are a considerable number of targets in the plan, the school places the greatest emphasis on those that are related to raising standards of literacy and numeracy, and improving provision for pupils' wellbeing.

### **Partnership working: Good**

The school works very well with a wide range of partners to plan its provision. This has a positive effect on pupils' wellbeing and attainment. Staff co-operate effectively with parents informally and in planned sessions, to enable them to play an active part in their children's education.

The school co-operates well with the nursery group in order to ensure that children who begin in the nursery class settle quickly at the school. Arrangements for transferring older pupils to the secondary school prepare them thoroughly for the next stage in their education. The school works effectively with schools in the cluster to standardise and moderate pupils' work jointly. This process has strengthened assessment procedures in the school and is a strong element of the partnership.

The school uses the local authority's services purposefully to support pupils, especially those who have additional learning needs. The school benefits greatly from its link with teacher training institutions, by contributing to a mathematics course and teachers' professional development, and accepting students on teaching practice.

The school's links with the community are strong and varied. An example of this is the link with the local karate and chess clubs. Pupils benefit from a wide range of visits and visitors to the school.

### **Resource management: Good**

The school manages its resources effectively. There are enough teachers to address all aspects of school life. They use the time that they are given for planning, preparation and assessment purposefully. Professional learning communities with schools in the cluster have a positive effect on pupils' standards of literacy, numeracy and emotional wellbeing. However, the wider links with schools beyond the cluster are only just beginning. Support staff contribute extensively to pupils' successful learning across the school.

With the support of the local authority and the governing body, the headteacher manages the budget effectively and efficiently to fund the priorities of the development plan. Considering the good progress that pupils make from a low base and their attainment by the end of key stage 2, the school provides good value for money.

## Appendix 1

### Commentary on performance data

By the end of the Foundation Phase in 2013, pupils' results at the expected level (outcome 5 or higher) in language, literacy and communication, mathematical development, personal and social development, wellbeing and cultural diversity and in the Foundation Phase outcomes indicator were higher than the average for the results of other schools in the family, and higher than the average for all the schools in Wales.

Pupils' achievement at the higher levels (outcome 6 or higher) was considerably higher than the averages for the family and Wales in language and literacy development but a little lower than the average for mathematical development and personal and social development.

In comparison with similar schools on the basis of the percentage of pupils who are entitled to free school meals, the school's achievement in outcome 5 has placed it in the upper 50% for language development and the Foundation Phase indicator over the last two years. The school's performance for mathematical development has varied, moving the school between the upper 50% and the lower 50%. For personal development, the school's performance has risen, lifting it from the lower 50% in 2012 to the top 25% in Wales in 2013.

Pupils' achievement at the higher levels (outcome 6+), places the school in the upper 50% in Wales for language, literacy and communication development and in the lower 50% in mathematical development and personal and social development, wellbeing and cultural diversity. Mathematical development and personal development have fallen, moving the school from the upper 50% in 2012 to the lower 50% in 2013.

In 2013, girls achieved much better than boys in all learning areas apart from the outcome 5 attainment in mathematical development, where boys' performance was a little higher. In personal development, boys' and girls' performance was equal.

Results of teachers' assessments at the end of key stage 2 at the expected level (level 4+) during recent years have varied in comparison with those of the family but are higher than the average for schools in Wales. The percentage of pupils who attained the expected outcome in the core subject indicator and in English, Welsh, mathematics and science in 2013 was higher than the averages for the family and Wales. However, in 2012, pupils' achievement at level 4 in Welsh, English and mathematics was higher than the average for the family but a little lower than the family average in science. Performance in all core subjects was higher than the averages for schools in Wales.

In key stage 2, the percentage of pupils who achieved the higher level (namely level 5) in 2013 was considerably lower than the averages for the family and Wales in all core subjects. In Welsh, English, mathematics and science, the percentage has

been lower than the averages for the family and Wales as a whole for the last five years.

When comparing the school's achievement with that of similar schools in terms of the proportion of pupils entitled to free school meals, its achievement at level 4 has varied between the upper 50% and the lower 50% over the previous four years in mathematics and science. The school's performance in Welsh and English has placed it among the upper 50% for the last four years, apart from in English in 2013, when the school's performance placed it among the top 25%.

The school's achievement at level 5 has placed it in the bottom 25%-50% of similar schools in Wales for the last four years in English, mathematics and science. Welsh has placed it between the upper 50% and the lower 50% for the last four years.

There are no obvious differences over time between the relative achievement of boys and girls at outcome 5 in the Foundation Phase or at level 4 at the end of key stage 2. However, boys' results were higher than those of girls in all subjects at level 4 in 2012.

## Appendix 2

### Stakeholder satisfaction report

#### Responses to learner questionnaires

Designating the benchmark – this is the total of all responses to date since September 2010.

	Number of responses Nifer o ymatebion	Agree Cytuno	Disagree Anghytuno	
I feel safe in my school.	156	155 99%	1 1%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	156	154 99%	2 1%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	156	156 100%	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	156	155 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.	156	155 99%	1 1%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	156	152 97%	4 3%	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.	155	155 100%	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.	156	154 99%	2 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.	156	147 94%	9 6%	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.	156	151 97%	5 3%	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.	156	149 96%	7 4%	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	155	147 95%	8 5%	Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
		84%	16%	

## Responses to parent questionnaires

Designating the benchmark – this is the total of all responses to date 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.	15	12 80%	3 20%	0 0%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	15	12 80%	3 20%	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.	15	11 73%	4 27%	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.	15	12 80%	3 20%	0 0%	0 0%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	0%		
Pupils behave well in school.	15	5 33%	10 67%	0 0%	0 0%	0	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	46%	4%	1%		
Teaching is good.	15	10 67%	5 33%	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.	15	11 73%	4 27%	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.	15	4 27%	10 67%	0 0%	0 0%	1	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhentyn yn ei ddysgu yn yr ysgol.
		47%	40%	6%	1%		
Staff treat all children fairly and with respect.	15	11 73%	4 27%	0 0%	0 0%	0	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		58%	34%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	15	10 67%	5 33%	0 0%	0 0%	0	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		60%	36%	2%	0%		
My child is safe at school.	15	8 53%	7 47%	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'.	13	6 46%	6 46%	0 0%	0 0%	1	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		50%	35%	4%	1%		
I am kept well informed about my child's progress.	15	8 53%	6 40%	1 7%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		49%	41%	8%	2%		

	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 feel comfortable about approaching the school with questions, suggestions or a problem.	15	10 67%	5 33%	0 0%	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.	15	11 73%	4 27%	0 0%	0 0%	0	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.	15	11 73%	4 27%	0 0%	0 0%	0	Mae'r ysgol yn helpu fy mhentyn 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.	15	9 60%	5 33%	0 0%	0 0%	1	Mae fy mhentyn 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.	15	8 53%	6 40%	1 7%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	38%	5%	1%		
The school is well run.	14	8 57%	6 43%	0 0%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	32%	3%	1%		



## Appendix 3

### The inspection team

Meinir Howells	Reporting Inspector
Rhiannon Harris	Team Inspector
Eleri Hurley	Team Inspector
Ruth Rhydderch	Lay Inspector
Gwenda Roberts	Peer Inspector
Lynn Griffiths	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.