



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

**Aberbargoed Primary School
Heol Ysgol Newydd
Bargoed
Caerphilly
CF81 9DD**

Date of inspection: November 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:

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

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

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Context

Aberbargoed Primary School is in the town of Aberbargoed in the Caerphilly local authority. Most pupils live within the school's catchment area. In 2002, Aberbargoed Infant and Junior Schools amalgamated. Following extensive reconstruction work to the junior school building, pupils have been educated on a single site since March 2012.

There are just over 210 pupils aged three to 11 years at the school, including 25 children who attend the nursery part-time. There are seven single-aged classes plus a nursery class in the morning.

Around 38% of pupils are entitled to free school meals. This is well above the average for primary schools in the local authority and in Wales.

The school has identified about 20% of pupils as having additional learning needs. This is around the average for primary schools in Wales. No pupil has a statement of special educational needs. A very few pupils attend other educational provision for part of the week. The school has excluded on a fixed term a very few pupils in the last 12 months.

Most pupils' ethnicity is white British. A very few pupils speak English as an additional language. No pupil speaks Welsh as a first language at home.

The last inspection was in October 2007. The headteacher was appointed in September 2008.

The individual school budget per pupil for Aberbargoed Primary School in 2013-2014 means that the budget is £3,216 per pupil. The maximum per pupil in the primary schools in Caerphilly is £5,118 and the minimum is £2,645. Aberbargoed Primary School is 30th out of the 75 primary schools in Caerphilly in terms of its school budget per pupil.

Summary

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

Current performance

The school's current performance is good because:

- most pupils make at least good progress and many go on to achieve the expected levels in English, mathematics and science by the end of key stage 2;
- the consistent approach used by all staff to develop pupils' reading and writing skills, in dedicated reading and writing sessions, has improved pupils' standards considerably;
- pupils make very good progress in developing their personal and social skills; and
- through a range of interesting topics, the school's curriculum motivates and engages most pupils successfully.

Prospects for improvement

The school's prospects for improvement are good because:

- the headteacher has high expectations and a clear vision for the school which he has communicated well to all staff;
- governors plan well strategically and they support and challenge the school effectively;
- there are appropriate procedures to monitor and evaluate the school's work and progress against targets; and
- the school has been successful in improving standards and provision over the past few years.

Recommendations

- R1 Improve pupils' ability to apply their numeracy skills to real life problems and investigations
- R2 Improve attendance
- R3 Improve the provision for independent writing across the curriculum
- R4 Ensure that assessments at the higher level are accurate
- R5 Ensure that senior leaders are held to account for their areas of responsibility

What happens next?

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

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

Nearly all pupils start school with levels of skills below those expected for their age. As they move through the school, most pupils make at least good progress and many go on to achieve the expected levels by the end of key stage 2.

Pupils in the Foundation Phase develop their speaking and listening skills well. Most are keen to talk to adults about their work and they express their opinions well. As they mature, many pupils listen well to the ideas of their friends and sustain concentration for appropriate periods during whole class teaching sessions. Many pupils in key stage 2 have a well-developed vocabulary and enjoy experimenting with and using new words. Most listen appropriately to adults and use their language skills well to provide clear explanations.

Across the school, pupils develop their reading skills well. By the end of Year 2, many pupils know to look at the back cover of a book for a synopsis of the story. More able pupils read fluently and take good notice of punctuation within the text. Pupils of average and below average ability read hesitantly but most have developed good strategies to work out words that are new to them. By the end of key stage 2, most pupils read enthusiastically and can discuss their favourite authors and stories. Many read an appropriate range of books without hesitation and understand the literal meaning of the text. However, pupils have not developed their higher order reading skills, such as using inference and deduction, well enough.

Pupils in nursery and reception use their emerging mark making and writing skills to write letters and numbers confidently. They use these skills well in directed sessions and during their independent play activities. By the end of Year 2, more able pupils' writing captures the reader's interest well. Pupils spell most common words appropriately and make good attempts at spelling unfamiliar words. Pupils of average and below average ability begin to sequence short pieces of writing appropriately and start to use a joined handwriting script. They have an appropriate awareness of how to punctuate simple sentences. By the end of Year 6, more able pupils write very well across a range of genres. They use a wide and interesting vocabulary to describe events. Pupils of average and below average ability improve their handwriting and presentation well over the course of key stage 2. They make good attempts at writing lively stories and recounts and begin to use a wider range of punctuation.

The consistent approach used by all staff to develop pupils' reading and writing skills in dedicated reading and writing sessions has improved pupils' standards considerably over the last 18 months. However, pupils do not write to a similar standard in other subjects.

Across the school, most pupils make good progress in developing their basic number skills in mathematics lessons. By the end of Year 2, many pupils use a good range

of strategies to solve simple addition and subtraction problems involving two digit numbers. They double numbers to 20 confidently and can read clocks to the hour and half hour. By the end of Year 6, many pupils can convert simple fractions into decimals, use the grid method for multiplication and add and subtract three digit numbers. However, pupils' ability to apply their numeracy skills to real life problems and investigations in mathematics lessons and other subjects is limited.

Overall, standards in Welsh are good in the Foundation Phase and adequate in key stage 2. In the Foundation Phase, many pupils develop their Welsh speaking, listening reading and writing skills to an appropriate level. Pupils in Year 2 write short pieces about themselves. In Year 6, pupils understand a range of simple phrases and they read scripts containing familiar words with expression and enthusiasm. A majority of pupils make good attempts at writing short paragraphs about their likes, dislikes and hobbies. In key stage 2, pupils do not always build well on what they have learnt in previous years.

In the Foundation Phase and key stage 2, the school's performance in end of stage assessments at the expected levels (outcome 5 in the Foundation Phase and level 4 in key stage 2) compares well with that of similar schools. In key stage 2, over the past three years, the school's performance has placed it in the top 25% consistently in English and science. Performance at the higher levels (outcome 6 in the Foundation Phase and level 5 in key stage 2) is more variable. However, in 2013, the school's performance on nearly all indicators placed it in the top 25% of similar schools. In a minority of cases, the assessment at the higher level in personal and social skills in the Foundation Phase and mathematics across the school is too generous.

Wellbeing: Adequate

Many pupils start school with personal and social skills below those expected for their age. As they move through the school, most pupils make very good progress in developing these skills. Most pupils are friendly, polite and courteous to each other and adults. They generally collaborate well and co-operate appropriately in group situations. Most have a positive attitude towards school, feel happy and safe and know whom to approach if they have any problems. Most enjoy taking part in lessons and are enthusiastic learners. Many behave well in lessons, although a very few pupils disrupt the learning of others. Behaviour on the yard is generally appropriate, and most pupils play well together.

Nearly all pupils are aware of the importance of healthy living and understand the value of exercise. Most pupils take part enthusiastically in physical activities. Members of the school council and eco committee take their roles seriously. The eco committee have introduced recycling bins across the school and school councillors have organised charity events and been involved in interviewing candidates for teaching posts. These activities have encouraged pupils to take on responsibilities. Pupils take part in an appropriate range of community events, such as the town's annual Christmas lantern parade. This helps them to feel part of their local community.

Through the good range of extra-curricular activities, such as mountain biking and gorge walking, pupils build their self-esteem and develop their confidence. The majority of pupils appreciate and take part in the range of after school clubs that the school provides.

At the start of the year, pupils help to set the rules for their classroom. Pupils are beginning to be involved in setting their own targets for improvement, but their ability to reflect on their progress and achievements is in its early stages.

Attendance has placed the school in the bottom quarter when compared to similar schools for the past four years and generally well below the lower boundary. Pupils' attendance is an important area that requires improvement.

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

Through a range of interesting topics, the school's curriculum motivates and engages nearly all pupils successfully. The curriculum meets statutory requirements and the needs of most pupils. The school offers a good range of personalised programmes for pupils with specific needs and for those in need of additional support to help them catch-up with their peers. The wide range of visits and extra-curricular activities enhance and enrich pupils' learning experiences effectively.

The school plans well to develop pupils' literacy and numeracy skills in English and mathematics sessions. It has started to plan appropriately to meet the requirements of the Literacy and Numeracy Framework. However, there are currently too few opportunities for pupils to apply their writing, numeracy and problem solving skills at the appropriate level across the curriculum. There are good opportunities for pupils to develop their information and communication technology (ICT) skills across a range of subjects.

The school's curriculum provides good opportunities for pupils to learn about sustainable development and global citizenship. The eco committee helps to raise pupils' awareness about the importance of recycling and saving energy.

There is appropriate provision for Welsh language development. Teachers implement this progressively in the Foundation Phase, but develop this less well in key stage 2. The school promotes the history and culture of Wales well through its planned activities and educational visits to local heritage sites.

Teaching: Good

All staff establish good working relationships with pupils and most manage behaviour effectively. Many teachers use questioning well during their initial input into lessons to encourage pupils to explain their thinking and extend their answers. Most teachers involve all pupils well in lessons and use strategies that encourage pupils to talk to their peers and share their ideas. Teaching assistants provide very valuable support to teachers and groups of pupils, particularly during the designated reading and writing sessions. Their contribution has helped to improve pupils' standards and,

as a result, many pupils read and write at an appropriate level. Most teachers provide suitable activities for pupils of different abilities. However, these do not always challenge the more able to think for themselves or to solve problems.

Many teachers use the outcomes of on-going assessments well to inform their planning, to set future learning goals for pupils and to track progress effectively. All teachers provide pupils with useful written suggestions on what they need to do to improve their work. However, teachers do not generally give pupils enough time to respond to the marking comments or to work on the areas identified as needing improvement. Reports to parents meet statutory requirements and provide parents with good information about their child's progress. The school's end of stage assessments at the expected level are accurate but, in a minority of cases, the assessments of pupils working at the higher than expected level are too generous.

Care, support and guidance: Good

The school makes appropriate arrangements for promoting healthy eating and drinking and pupils' wellbeing. Pupils learn well about the importance of personal hygiene and keeping themselves fit and healthy.

The extensive range of programmes to develop pupil's self-esteem and confidence is particularly effective in improving pupils' personal and social skills. The school uses the information gained through pupil attitude surveys successfully to inform and adapt its provision. For example, pupils' opinions were considered well when designing the fitness trail and play provision. The school promotes pupils' spiritual, moral and cultural development well.

The school has recently implemented a range of strategies to promote regular attendance. However, these have not had enough time to bring about improvements.

There is good provision to meet the needs of pupils with additional learning needs. Staff identify pupils' additional needs at an early stage and quickly put in place appropriate support. The majority of targets in pupils' individual education plans are specific enough to bring about the desired improvements. Parents have good opportunities to contribute to and discuss the additional provision. Learning support assistants implement intervention programmes well and this has a positive impact on pupil attainment.

The school works well with other specialist services, such as counselling and behaviour support. Joint working with these services makes a valuable contribution to the health and wellbeing of pupils, particularly those who are vulnerable or at risk of harm. The school's arrangements for safeguarding pupils meet requirements and give no cause for concern.

Learning environment: Good

Aberbargoed Primary is an inclusive school where pupils have equal access to all areas of the school's provision. The school promotes inclusion well and takes good

account of the different backgrounds of its pupils. There are appropriate procedures and policies in place to deal with equality issues should they arise.

The new school building meets the needs of pupils and staff well. It is spacious and provides an effective environment for learning. The building is very well maintained, litter free, safe and secure. All Foundation Phase classrooms enjoy direct access to the outside environment. The school makes good use of its well-developed outside area and pupils benefit from the adventure trails.

The school has a good range of resources that match pupils' needs well. Pupils and staff make good use of these resources, particularly the new ICT and reading resources. Displays around the school are stimulating and celebrate pupils' achievement and progress well.

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

The headteacher has a clear and well-communicated vision for the school. All staff know and understand the school's priorities. Staff have well-defined roles linked to appropriate job descriptions. The school distributes leadership roles appropriately and members of the senior leadership team have frequent opportunities to take part in monitoring and evaluation activities. However, their non-contact time does not always link to their strategic roles and this limits their accountability.

The headteacher has high expectations and communicates these well to all staff. Performance management arrangements challenge staff to improve their practice through targets that are central to whole-school development planning. This has improved pupils' standards in reading and writing. However, learning support assistants, although involved well in professional development activities, are not included in the performance management system.

Governors are well informed, use data appropriately to inform decisions and have successfully supported the school to improve over time. Governors working in conjunction with the headteacher have managed the school well through a turbulent time. They have been sensitive to the needs of the school and brought in expertise and support where needed to secure improvements in provision and standards.

The school addresses national priorities well. It has embedded the Foundation Phase ethos and paid good attention to improving pupils' reading and writing skills. It is beginning to adapt its curriculum to include the priorities of the Literacy and Numeracy Framework.

Improving quality: Good

The headteacher has an accurate picture of the school's strengths and weaknesses, although the self-evaluation report does not always reflect these appropriately. All teachers are involved suitably in monitoring and evaluating the school's standards and provision. Monitoring activities include observations of teaching and scrutinising pupils' work. The school is active in gathering the views of pupils and parents and

uses the outcomes of these activities well to inform future planning. For example, after consulting with parents the school improved its end-of-year reports, making them more personalised to individual pupils.

Leaders analyse pupil performance data effectively and use the information appropriately to inform their plans for the future. They also take good account of subject co-ordinator evaluations to target areas in need of improvement. As a result, the school development plan focuses on appropriate priorities. Targets within the school development plan have suitable success criteria and allocation of resources. The school monitors progress against on-going targets well and makes appropriate adjustments if pupils are not on track to achieve the intended outcomes. For example, after purchasing a structured reading and writing programme, leaders identified that standards were not improving as fast as expected. They organised update training and individual support to improve staff's understanding and skills to ensure that the provision met the needs of all pupils.

Partnership working: Good

There are an appropriate range of effective partnerships that improve the provision for pupils' wellbeing. All staff work effectively with parents to engage them in their child's learning. They provide a good range of information to keep parents well informed about school priorities and events. The partnership with another local school to provide joint education services to support vulnerable pupils or those experiencing emotional difficulties is a strength and helps these pupils to settle back into full-time mainstream education.

The school enhances its curriculum through a good range of partnerships with the local community. For example, the work with the countryside service increases pupils' awareness of local and environmental issues and the connection with a local bank helps pupils learn about financial education. Pastoral support partnerships include counselling services that help pupils overcome personal difficulties such as bereavement.

Teachers from the local high school visit the school to teach drama and this encourages pupils to use their creative and oral skills. Year 6 pupils visit the high school for design technology and sporting workshops. This is sound preparation for the move to secondary education. However, joint working to moderate teacher assessments is in the early stages of development. Transition arrangements meet the needs of vulnerable pupils and those at risk of exclusion well.

Resource management: Good

The school has enough suitably qualified staff that it deploys appropriately. It has balanced staffing levels and resource requirements well through a time of financial challenge. Although the school still has a deficit budget, sound financial planning to manage this is in place. The school's spending decisions match well the priorities in the school development plan. Spending to improve the quality of reading material and ICT hardware has improved the school's provision. This ensures that pupils have more opportunities to read a wider range of genres and to use ICT across the curriculum.

All staff benefit from high quality training opportunities. These are effective in improving teaching and the school's provision, particularly in reading and writing. Teachers share good practice within the school and learn well from each other, through visiting each other's classrooms and observing lessons. Shared training with other local primary schools helps to make training more cost effective.

Overall, outcomes and provision for pupils are good. The school therefore provides good value for money.

Appendix 1

Commentary on performance data

In 2013, attainment at the end of the Foundation Phase at the expected outcome 5 was above the average for the family of schools in language, literacy and communication skills, mathematical development and personal and social development, wellbeing and cultural diversity. In comparison with relative performance levels in similar schools, attainment in literacy and personal and social skills was in the top 25% and attainment in mathematical development in the upper 50%. There was little difference between the relative performance of boys and girls.

At the higher than expected outcome 6, the performance of more able pupils was above the family average in all three areas of learning. When compared with relative performance levels in similar schools, outcomes were in the top 25%. However, in the previous year, literacy and mathematical development were in the bottom 25% and personal and social skills in the lower 50%. In literacy, in 2013, girls performed significantly better than boys.

In key stage 2, attainment in English, mathematics and science at the expected level 4 has been above the family average for the last three years. In comparison with relative performance levels in similar schools, performance in English has been consistently in the top 25% while performance in mathematics and science has varied between the upper 50% and top 25%. In 2013, girls did better than boys by more than the family average in all three subjects.

At the higher level 5, the school performs generally above or around the family average in all three subjects. There is a trend of improvement in English and the school was in the top 25% in 2013. In mathematics, performance has varied between the lowest 25% and the upper 50%. Performance in science has varied between the lower 50% and the top 25%.

In the Foundation Phase, pupils entitled to free school meals perform less well than their peers by more than the family average, but in key stage 2, there is little difference between the performance levels of these two groups.

Appendix 2

Stakeholder satisfaction report

Responses to learner questionnaires

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

	Number of responses Nifer o ymatebion	Agree Cytuno	Disagree Anghytuno	
I feel safe in my school.	95	93 98%	2 2%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		0%	0%	
The school deals well with any bullying.	95	87 92%	8 8%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		0%	0%	
I know who to talk to if I am worried or upset.	95	92 97%	3 3%	Rwy'n gwybod pwy i siarad ag ef/â hi os ydw I'n poeni neu'n gofidio.
		0%	0%	
The school teaches me how to keep healthy	95	95 100%	0 0%	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
		0%	0%	
There are lots of chances at school for me to get regular exercise.	95	92 97%	3 3%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		0%	0%	
I am doing well at school	95	92 97%	3 3%	Rwy'n gwneud yn dda yn yr ysgol.
		0%	0%	
The teachers and other adults in the school help me to learn and make progress.	93	92 99%	1 1%	Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddysgu a gwneud cynnydd.
		0%	0%	
I know what to do and who to ask if I find my work hard.	95	94 99%	1 1%	Rwy'n gwybod beth I'w wneud a gyda phwy i siarad os ydw I'n gweld fy ngwaith yn anodd.
		0%	0%	
My homework helps me to understand and improve my work in school.	95	88 93%	7 7%	Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol.
		0%	0%	
I have enough books, equipment, and computers to do my work.	95	89 94%	6 6%	Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
		0%	0%	
Other children behave well and I can get my work done.	95	49 52%	46 48%	Mae plant eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
		0%	0%	
Nearly all children behave well at playtime and lunch time	95	66 69%	29 31%	Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
		0%	0%	

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.	43	27 63%	15 35%	1 2%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	43	26 60%	17 40%	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.	43	33 77%	8 19%	0 0%	0 0%	2	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.	43	31 72%	10 23%	1 2%	1 2%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	0%		
Pupils behave well in school.	43	20 47%	19 44%	3 7%	0 0%	1	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	46%	4%	1%		
Teaching is good.	43	21 49%	21 49%	0 0%	0 0%	1	Mae'r addysgu yn dda.
		60%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	42	30 71%	11 26%	0 0%	0 0%	1	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.	43	19 44%	24 56%	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.	43	29 67%	12 28%	1 2%	1 2%	0	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.	43	27 63%	12 28%	0 0%	1 2%	3	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		59%	36%	2%	0%		
My child is safe at school.	43	32 74%	9 21%	1 2%	0 0%	1	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'.	41	23 56%	15 37%	1 2%	1 2%	1	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		50%	34%	4%	1%		
I am kept well informed about my child's progress.	43	28 65%	13 30%	2 5%	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.	43	31 72%	9 21%	2 5%	1 2%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		62%	31%	4%	2%		
I understand the school's procedure for dealing with complaints.	43	28 65%	11 26%	1 2%	1 2%	2	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		44%	39%	7%	2%		
The school helps my child to become more mature and take on responsibility.	43	27 63%	15 35%	0 0%	0 0%	1	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.	37	17 46%	12 32%	2 5%	0 0%	6	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.	43	32 74%	11 26%	0 0%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	38%	5%	1%		
The school is well run.	42	29 69%	10 24%	1 2%	1 2%	1	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	33%	3%	1%		

Appendix 3

The inspection team

Liz Miles	Reporting Inspector
Rebecca Lawton	Reporting Inspector
Justine Elaine Barlow	Lay Inspector
Damien Paul Beech	Peer Inspector
David Lewis	Nominee

Copies of the report

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

Year groups, the Foundation Phase and key stages

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

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

Primary phase:

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

Secondary phase:

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

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

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

Glossary of terms – Primary

Foundation Phase indicator (FPI)

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

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

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

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

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

The core subject indicator (CSI)

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

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

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

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

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

All-Wales Core Data sets

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

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

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