



*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**

**Bryngwyn Primary  
Bryngwyn Road  
Six Bells  
Abertillery  
Blaenau Gwent  
NP13 2PD**

**Date of inspection: June 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.

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

Publication Section  
Estyn  
Anchor Court, Keen Road  
Cardiff  
CF24 5JW or by email to [publications@estyn.gov.uk](mailto:publications@estyn.gov.uk)

This and other Estyn publications are available on our website: [www.estyn.gov.uk](http://www.estyn.gov.uk)

**© Crown Copyright 2014: This report may be re-used free of charge in any format or medium provided that it is re-used accurately and not used in a misleading context. The material must be acknowledged as Crown copyright and the title of the report specified.**

**Publication date: 05/08/2014**

## Context

Bryngwyn Primary School is close to Abertillery and serves the community of Six Bells and the surrounding area in the Blaenau Gwent local authority.

Currently, there are 243 pupils on the school roll including 46 part-time children in the nursery. Pupils are taught in eight classes, most of which contain pupils from a single year group. The school also has a special needs resource base for up to 9 pupils from within the local authority. The school has identified 57 pupils (14%) as having additional learning needs. Around 18% of pupils are eligible for free school meals, which is slightly below the Wales average. No pupils speak Welsh as a first language. A very few receive support for English as a second language. Most pupils are of white British ethnicity.

The school was last inspected in 2008. In September 2013, the headteacher was appointed head of two schools, Bryngwyn Primary school and a neighbouring primary school.

The individual school budget per pupil for Bryngwyn Primary in 2013-2014 means that the budget is £4,090 per pupil. The maximum per pupil in the primary schools in Blaenau Gwent is £6,278 and the minimum is £3,497. Bryngwyn Primary is 16th out of the 25 primary schools in Blaenau Gwent in terms of its 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 current performance of the school is good because:

- most pupils make good progress from their starting points;
- nearly all pupils are well motivated and enthusiastic learners;
- the school provides a wide range of stimulating learning experiences;
- the curriculum builds on pupils' skills progressively as they move from class to class;
- most teaching is of good quality;
- levels of care, support and guidance are very high; and
- nearly all pupils with additional needs make good progress in their specialist class.

### Prospects for improvement

The school's prospects for improvement are good because:

- the headteacher has established a shared sense of purpose and given the school clear direction;
- there is a strong mutually supportive team ethos;
- procedures for self-evaluation are rigorous and effective;
- arrangements for bringing about improvements are proving to be highly successful;
- the school makes good use of a range of partnerships with other schools; and
- governors have a good understanding of how to use attainment data to hold the school to account.

## **Recommendations**

R1 Improve the standard of pupils' speaking in Welsh throughout the school

R2 Improve levels of attendance

R3 Increase the effectiveness of the school council

R4 Make arrangements to improve governors' first-hand knowledge of the school's life and work

### **What happens next?**

The school will draw up an action plan, which 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

Many pupils have levels of skills on entry to the school, especially in literacy, that are below those expected of pupils of a similar age. However, most make good progress in relation to their starting points by the time they leave the school.

Most pupils in the Foundation Phase listen carefully to the teacher. They sustain their listening well when following a story. When they are engaged in activities that are not led by an adult, they listen well to one another. Many pupils have a limited range of vocabulary, but speak confidently to each other and to adults.

In key stage 2, many pupils know how to listen carefully. Their speaking skills develop well as they acquire an increasingly wide vocabulary and they adapt their style of speaking appropriately, according to the situation.

Throughout the school, most pupils develop reading skills well. In the Foundation Phase, they learn the relationship between letters and sounds well, and use this knowledge effectively to read unfamiliar words. Pupils' reading becomes increasingly fluent as they move from class to class. Most pupils at the end of key stage 2 are confident, fluent readers who read widely for pleasure and use higher-order skills appropriately, such as skimming and scanning, when locating information in books.

Throughout the school, pupils develop writing skills well. In the Foundation Phase, many pupils form and space letters neatly. They write simple sentences that are correctly demarcated and generally spell common words accurately. When writing a good range of styles, they show increasing understanding of their audience. As they progress through key stage 2, many pupils write more complex sentences and use an increasingly ambitious vocabulary. Many older pupils use alliteration and metaphors effectively in their imaginative writing.

In the Foundation Phase, most pupils use number lines well to count on and back in small steps. In their role-play areas, they buy and sell items using the correct value coins and give change accurately. Most pupils know the names and properties of many simple polygons and tell the time to quarter and half past the hour using analogue clock faces.

Most pupils' mathematical skills develop well as they progress in key stage 2. They have secure recall of multiplication facts, and convert fractions to decimals and percentages correctly. They identify regular two-dimensional and three-dimensional shapes successfully. When collecting data, most use tally charts methodically and construct tables accurately. Most choose the most appropriate type of graph with which to present the information clearly.

Throughout the school, nearly all pupils have a very positive attitude towards the Welsh language. They are keen to greet visitors in Welsh and attempt simple

conversations. However, the quality of their oral skills is limited overall. Older pupils read and write in Welsh with increasing proficiency, so that by the end of key stage 2, they write clear descriptions of their Welsh heroes, using linked sentences. Their spelling is generally accurate.

Most pupils make good progress in developing skills in information and communication technology (ICT). They have adapted to using tablet computers very quickly and use a wide range of applications to enhance and enliven their learning.

Most pupils with additional and special needs make good progress in line with their abilities and individual targets.

The quality of pupils' work seen in classes and in pupils' books during the inspection is higher than that indicated by end of key stage 2 assessments in recent years. Compared to similar schools in 2013, pupils' performance in the Foundation Phase at the expected outcome 5 placed the school in the top 25% in literacy and in the Foundation Phase outcome indicator, and in the higher 50% in mathematical development. This is a significant improvement on performance in 2012 in all areas of learning.

In key stage 2, when compared to similar schools, pupils' attainment at the expected level 4 since 2011 has consistently placed the school in the bottom 25% in English and in the lower 50% in mathematics. Performance in science over the same period fluctuated from the higher 50% to the bottom 25% from year to year. At the higher than expected level 5, pupils' attainment in all subjects showed wide fluctuations, although attainment in English consistently placed the school in the bottom 25%. In 2013, attainment in mathematics placed the school in the top 25%.

There is no clear pattern or trend in the relative attainment of pupils who are eligible for free school meals and other pupils, either in the Foundation Phase or in key stage 2. In 2013, in the Foundation Phase, all pupils entitled to free school meals attained at least the level expected of them.

### **Wellbeing: Adequate**

All pupils feel safe in school and understand the importance of eating healthily and taking regular exercise. They benefit from being physically active and a high percentage engage in the extensive range of after-school sporting activities. Almost all pupils behave well in classes and around the school. They are polite and respectful to each other and to adults. Playground buddies, helpwyr heddiw and monitors develop self-confidence and achieve satisfaction in serving the school community well.

Nearly all pupils are well motivated and enthusiastic learners. They listen attentively and participate enthusiastically in lessons. They co-operate well with each other, taking turns and sharing appropriately. Most children maintain concentration for lengthy periods. Most are aware of their targets and are very keen to improve their work.

Attendance levels in recent years have consistently placed the school in the bottom 25% when compared to schools with similar schools.

Enthusiastic eco committee members are successful in promoting other pupils' awareness of sustainability, for example by promoting the recycling of paper and plastic. However, the role of the school council is underdeveloped and it does not make enough contribution to the life and work of the school.

<b>Key Question 2: How good is provision?</b>	<b>Good</b>
---	-------------

### **Learning experiences: Good**

The school provides broad and balanced coverage of the Foundation Phase and the National Curriculum. All staff provide a full range of interesting and challenging activities that promote learning effectively. Learning experiences build well on pupils' previous knowledge and understanding as they move through the school. The school is making good progress towards implementing the national literacy and numeracy framework. As a result, pupils have frequent opportunities to apply their skills across many areas of the curriculum. An extensive programme of well-attended extra-curricular activities and a broad range of visits and visitors support pupils' learning and increase their experience of the locality and further afield well.

The school provides a wide range of activities that introduce pupils to the culture and history of Wales. In key stage 2, pupils study how Cardiff has changed since the industrial revolution. They learn Welsh tales and the annual 'Proud to be Welsh' week is a successful whole-school event. The provision for pupils to read and write in Welsh is generally sound. However, provision to develop pupils' oral skills to an appropriate level by the end of key stage 2 is limited.

The school develops pupils' understanding of sustainability issues and their role as global citizens well. Throughout the school, pupils learn appropriately about the wider world. For example, children in the resource base are learning about Africa and, in Year 5, pupils study the climate of Brazil on their tablet computers.

### **Teaching: Good**

All teachers and teaching assistants are effective in helping to establish calm, purposeful learning environments across the school. They plan interesting activities that engage and match the needs of pupils of differing abilities well. In all classes, teachers use a range of approaches that provide interesting opportunities for pupils to work independently and with each other. Well-qualified teaching assistants provide sensitive support for pupils who find some work difficult. Nearly all teachers use questioning skilfully, allowing pupils enough time to consider before giving full answers, with their reasons.

Assessment for learning is effective. All teachers make the learning intentions clear and agree success criteria with their classes at the start of lessons. As a result, pupils understand what they have to do and are able to judge their own progress accurately. Most teachers give pupils beneficial verbal feedback during lessons, and



mark pupils' work regularly and carefully. Their written comments praise good work and set suitably challenging targets for improvement.

All teachers contribute well to the gathering and analysis of information relating to pupils' progress. They use a suitable range of tests that give an accurate picture of pupils' achievements and help to identify any who are performing below expectations. The school uses an electronic tracking system that facilitates teachers' planning, allowing them to refresh pupils' targets regularly.

Annual reports to parents are detailed and informative.

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

There are effective arrangements to promote pupils' health and wellbeing. The school makes appropriate arrangements for promoting healthy eating and drinking.

All staff contribute to pupils' moral development well through their emphasis on good behaviour. Staff reinforce school rules appropriately in all activities and on the playground. The school promotes pupils' cultural awareness successfully through eisteddfodau, theatrical events and music provision. Staff provide well for pupils' spiritual development through acts of collective worship, often led by members of local churches. In religious education lessons, pupils reflect on their own beliefs and those of other cultures appropriately.

The school makes effective use of specialist services to provide for pupils' individual needs. There is a successful programme for teaching personal and social skills. For example, a series of lessons on change prepares younger pupils for the move from Year 2 into key stage 2.

The school identifies pupils' additional learning needs at an early stage and supports them effectively. This enables these pupils to make good progress towards their individual targets. There are clear, detailed steps in child-friendly individual education plans, which staff review and update regularly. All staff in the resource base deliver highly effective programmes for individual pupils. The care and support they offer is of a very high standard.

Arrangements for safeguarding pupils meet requirements and give no cause for concern.

### **Learning environment: Good**

The school is an inclusive and caring community in which all pupils are valued equally. All staff and pupils contribute well to an ethos of mutual trust and respect.

The school building is secure and well maintained. The school provides a stimulating learning environment for pupils that supports effective learning. Colourful wall displays celebrate pupils' work and achievements appropriately. There are attractive outdoor areas that provide interesting learning opportunities for pupils. For example, pupils grow their own produce in the allotment area.

There is an extensive range of books available for pupils in classes and in the

well-organised library area, which pupils visit regularly. Learning resources, including the recently updated ICT equipment, generally meet pupils' needs well.

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

### **Leadership: Good**

The headteacher has established a clear vision and direction for the school. She communicates these well and provides very strong, effective leadership. There is a strong team ethos and members of the senior leadership team understand their roles clearly. They contribute effectively to a well-planned programme of activities that focuses appropriately on raising standards, particularly in literacy, numeracy, the achievement of more able pupils and those with additional needs.

All teachers support the leadership team well in considering how best to use performance data when planning improvements. Their regular meetings focus clearly on raising standards of pupils' attainment and wellbeing.

Members of the governing body have played an important part in establishing professional leadership for the school. They have contributed well to defining the strategic priorities for the school's development. Their recent experience of working with different school leaders and their increased participation in governor training has been good. Consequently, they are more able to hold the leadership to account than previously and they provide an effective level of challenge regarding pupil attainment. However, although governors visit the school to maintain their awareness of key activities, systematic involvement by governors to understand the school's work is limited.

### **Improving quality: Good**

The school uses a broad range of first-hand evidence in a robust programme of self-evaluation that identifies its strengths and weaknesses accurately. It includes observations of learning and teaching, talking to pupils, scrutinising work and analysing performance data. Leaders seek the views of parents through regular questionnaires. The school has made good use of external specialists and advisers to contribute to its self-evaluation. The resulting self-evaluation report is detailed and sets out clear improvement opportunities accurately.

The findings of self-evaluation form the basis of an effective improvement plan. The document prioritises a realistic number of clear, measurable targets, identifies the staff with responsibility for delivery and sets realistic timescales. The plan considers costs and allocates the necessary funds well.

Recent actions resulting from the self-evaluation and planning cycle have led to measurable improvements in standards of teaching. This in turn has raised standards in numeracy and literacy. The school has successfully addressed the shortcomings it identified itself in relation to safeguarding by remodelling the school's entrance and reception areas to meet required levels of security. An action plan to update provision for ICT has increased equipment and opportunities for pupils in all classes significantly.

### **Partnership working: Good**

The partnership with parents is strong. They appreciate the ease of communication with the school. For example, the school's website provides information about each class's activities and suggests how parents can support their children's learning and become involved in the life of the school. A group of parents regularly listen to pupils reading, while others raise funds through the 'Friends' group.

The school is active in the community. Links with faith groups enrich pupils' moral and spiritual learning. Many pupils participate with the local residents' association in Remembrance Day ceremonies, seasonal celebrations and the community fete, where they sell their allotment produce. Partnership with an independent school enables pupils to meet diverse groups of young people in public speaking events, providing mutually stimulating opportunities.

Partnership arrangements with sports and cultural organisations facilitate specialist coaching and performance opportunities. The school engages fully with the local authority's special needs and health services to meet support specific pupils.

The school is building a strong partnership in sharing best practice with the headteacher's other primary school and with its cluster of primary and local secondary schools. Teachers from the cluster jointly standardise and moderate their end-of-key-stage assessments. Visits by pupils to the secondary school and exchanges of teachers help pupils to make an effective transition to secondary education.

### **Resource management: Good**

There are enough suitably qualified staff to meet the school's requirements and the school deploys them efficiently. The previous leadership team introduced effective arrangements to monitor the performance of all staff. The recently appointed headteacher has developed the arrangements substantially and they now contribute usefully to staff development and support improvements in teaching and learning.

There are valuable opportunities for all staff to take part in training related to school improvement priorities. Teachers and teaching assistants collaborate strongly to develop each other's knowledge and skills. They also link well with other schools to share best practice. Standards of teaching have improved as a result.

Governors monitor the budget appropriately with the support of the local authority. Over the past four years, the school has overturned a significant budget deficit and currently maintains a modest reserve for contingencies. The school now uses its funding efficiently to maintain staffing levels and to meet the priorities in the school improvement plan.

In view of the effective way the school uses its funds and the outcomes achieved by most pupils, the school provides good value for money.

## Appendix 1

### Commentary on performance data

Many pupils enter the school with skills, especially in language, literacy and communication that are below those expected of pupils of a similar age. Nearly all make good progress in relation to their starting points by the time they leave the school.

In 2013, pupils' attainment at the expected outcome 5 in language, literacy and communication, mathematical development and the Foundation Phase indicator was significantly above the average for schools in the same family and for Wales as a whole. Pupils' outcomes in personal and social development was also above the family and Welsh average. At the higher than expected outcome 6, attainment in literacy skills and personal and social development was above the average for the family of schools. However, no pupil achieved outcome 6 in mathematical development.

Compared to similar schools, pupils' attainment in 2013 at the expected outcome in all areas of learning was significantly better than in 2012, placing the school in the upper 50%. Pupils performed better at the higher level in literacy skills, and in personal and social development, but mathematical development continued to place the school in the lowest 25% compared to similar schools.

In key stage 2 in 2013, attainment at the expected level 4 in English, mathematics and science was broadly in line with the family averages. At the higher-than-expected level 5, attainment in mathematics was above the family average, but was below in English and science. Compared to similar schools, pupils' attainment in all subjects placed the school in the lower 50%. There is no discernible trend of improvement. However, if the outcomes for pupils in the mainstream classes are considered separately from those in the specialist classes, there is a significant improvement in the school's overall relative performance.

In the Foundation Phase and in key stage 2, boys tend to attain better than girls in most areas at the expected and higher-than-expected levels. There is no clear pattern or trend in the relative attainment of pupils who are entitled to free school meals and other pupils either in the Foundation Phase or in key stage 2.

## 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.	100	98 98%	2 2%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	93	86 92%	7 8%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	99	88 89%	11 11%	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	99	95 96%	4 4%	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
		97%	3%	
There are lots of chances at school for me to get regular exercise.	99	91 92%	8 8%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	95	92 97%	3 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.	100	97 97%	3 3%	Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddysgu a gwneud cynnydd.
		99%	1%	
I know what to do and who to ask if I find my work hard.	100	98 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.	95	79 83%	16 17%	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	57 58%	42 42%	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.	83	61 73%	22 27%	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	81	67 83%	14 17%	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.	29	15 52%	13 45%	1 3%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	29	20 69%	9 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.	28	22 79%	6 21%	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.	29	17 59%	12 41%	0 0%	0 0%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	29	11 38%	15 52%	2 7%	0 0%	1	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	46%	4%	1%		
Teaching is good.	29	13 45%	13 45%	0 0%	0 0%	3	Mae'r addysgu yn dda.
		60%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	29	17 59%	12 41%	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.	29	9 31%	15 52%	4 14%	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.	27	11 41%	12 44%	3 11%	0 0%	1	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.	28	14 50%	10 36%	0 0%	2 7%	2	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.	29	16 55%	13 45%	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.	27	9 33%	12 44%	2 7%	0 0%	4	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		50%	34%	4%	1%		

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
I am kept well informed about my child's progress.	28	10 36%	15 54%	3 11%	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.	29	14 48%	12 41%	2 7%	1 3%	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.	29	7 24%	11 38%	5 17%	1 3%	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.	29	13 45%	14 48%	1 3%	0 0%	1	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		56%	39%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	28	10 36%	11 39%	1 4%	0 0%	6	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.	29	8 28%	12 41%	8 28%	1 3%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	38%	5%	1%		
The school is well run.	29	11 38%	11 38%	3 10%	0 0%	4	Mae'r ysgol yn cael ei rhedeg yn dda.
		60%	33%	3%	2%		

## Appendix 3

### The inspection team

Christopher Dolby	Reporting Inspector
Gregory Owens	Team Inspector
Andrea Davies	Lay Inspector
Lynn Bartlett	Peer Inspector
Delyth Reed	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.