



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

**Caradog Primary School
Clifton Street
Aberdare
RCT
CF44 7PB**

Date of inspection: April 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:

| 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

Caradog Primary School is in Aberdare in the Cynon Valley. The school currently has 204 pupils from the ages of three to 11, most of whom live in the local area. There are six mainstream classes, all of which are mixed-age except one. Two classes in the Foundation Phase temporarily contain more than 30 pupils by special permission of the local authority. The school also contains two special needs resource bases, one in the Foundation Phase and one in key stage 2. These cater for pupils with severe and complex learning needs. Nearly all these pupils travel to school by taxi from outside the catchment area.

Approximately 27% of pupils are eligible to receive free school meals. This is above the national average. The school identifies around 26% of pupils as having additional learning needs, which is also above the national average. Very few pupils have a statement of special educational needs, are looked after by the local authority or come from an ethnic minority background, but an increasing number speak English as an additional language. No pupils use Welsh as a first language.

The school was last inspected in January 2008. The current headteacher took up his post in September 2002.

The individual school budget per pupil for Caradog Primary School in 2013-2014 means that the budget is £3,674 per pupil. The maximum per pupil in primary schools in Rhondda Cynon Taf is £7,033 and the minimum is £2,659. Caradog Primary School is 53rd out of the 110 primary schools in Rhondda Cynon Taf 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:

- nearly all pupils make good progress through the school;
- in key stage 2 at the higher level 5, pupil performance places the school consistently in the higher 50% or top 25% when compared with similar schools for the last four years;
- standards in literacy and numeracy are high;
- pupils' behaviour is very good;
- levels of attendance place the school consistently in the higher 50% or top 25% when compared with similar schools;
- teaching is consistently good across the school;
- there is effective care, support and guidance for pupils; and
- the school provides a stimulating learning environment.

Prospects for improvement

Prospects for improvement are good because:

- there is a good track record of improving overall outcomes at the end of the Foundation Phase and key stage 2;
- the headteacher, staff and governing body share a common vision and strategic direction for the school;
- the headteacher provides effective leadership;
- staff work together well and have implemented many new initiatives that are having a positive impact on standards and provision;
- governors are supportive and well informed about the school and its progress;
- the school has established an effective self-evaluation system; and
- the school has good links with a suitable range of partners.

Recommendations

- R1 Raise standards in Welsh second language in key stage 2
- R2 Improve the level of challenge in reading for more able pupils
- R3 Develop the range of information and communication technology (ICT) as part of class-based learning

What happens next?

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

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

On entry to school, many pupils have skills that are below average for their age. By the end of key stage 2, most have made good progress from their starting points.

In the Foundation Phase, nearly all pupils make good progress in their oracy skills. Many speak enthusiastically about their work and nearly all listen effectively. In key stage 2, many pupils use a wide range of vocabulary in their speaking and the more able use extended and more complex sentences well.

Pupils in the Foundation Phase show a keen interest in books and they develop a good understanding of the sounds of letters and the meaning of words. They use this knowledge well when tackling unfamiliar words in their reading. They interact well with texts and become enthusiastic readers. In key stage 2, most pupils read fluently and many use intonation effectively to convey meaning when reading aloud. Older pupils develop higher order reading skills and many, when not confined by the reading scheme, read complex texts with a high level of skill and confidence, particularly in class-based tasks.

Pupils make good progress in their writing across both key stages. By the end of the Foundation Phase, they write appropriately for a range of purposes and audiences. By Year 6, many pupils apply their writing skills in a variety of contexts across the curriculum using a wide range of vocabulary.

Most pupils develop their numeracy skills well as they move through the school. By the end of the Foundation Phase, they understand about tens and units and order numbers up to 100. They use ICT to generate suitable graphs and they use money accurately up to the value of a £1. They use halves and quarters and solve simple problems confidently.

By the end of key stage 2, most pupils read, write and order numbers to a million correctly. They add, subtract, multiply and divide two-digit and three digit numbers using a range of methods. They measure accurately in standard units with different equipment and can tell the time in minutes in both analogue and digital forms. Most apply their skills in different contexts well and use their knowledge and understanding to solve real-life problems, such as how to fit a carpet to specific measurements. However, their limited use of ICT in class-based activities hampers the development of their technological skills.

Most pupils in the Foundation Phase make good progress in developing their Welsh language skills. They follow instructions well and develop a good basic vocabulary. They begin to read and write simple phrases and sentences. However, the majority do not maintain this rate of progress across key stage 2. This is because they do not use their Welsh skills with a sufficient degree of independence. Although they are able to answer simple questions, their responses are often insecure. In addition, their independent reading and writing skills are limited.

At the end of the Foundation Phase in 2013 at the expected outcome 5, overall pupil performance, including the special needs resource base, was better than in 2012, but the school remained in the bottom 25% of similar schools in all three areas of learning assessed. At the higher outcome 6, overall pupil performance was lower than in 2012. This placed the school in the lower 50% of similar schools for all three areas of learning.

At the end of key stage 2 in 2013 in all three core subjects at the expected level 4, pupil performance, including the special needs resource base, was better than in most previous years. This placed the school in the higher 50% of similar schools. However, attainment in all three subjects has fluctuated over the last five years, moving the school between the top 25% and bottom 25% of similar schools. At the higher level 5, pupil performance was well above that in all previous years in all three core subjects. This placed the school in the higher 50% of similar schools. Attainment at the higher level in all three subjects has placed the school in the higher 50% or top 25% of similar schools for the last four years.

No specific groups underachieve markedly compared with others, although pupils eligible for free school meals in the Foundation Phase tend to perform less well than their peers.

Wellbeing: Good

All pupils feel safe and happy. They understand what to do in order to be fit and healthy. They feel that the school develops their awareness and understanding of the importance of good nutrition effectively.

Pupils' behaviour is very good. Young leaders ensure that other pupils play and interact with each other in a positive manner. Nearly all pupils show care and concern for others and take on responsibilities willingly.

Levels of attendance are improving and over the last five years place the school consistently in the higher 50% or top 25% of similar schools. Nearly all pupils are punctual at the start of the school day.

All pupils have positive attitudes to learning. They concentrate well in lessons and work together effectively in pairs and small groups. Nearly all take part in planning their own learning and, in the older classes, they help to devise their own success criteria.

Pupils play an active part in school life. The school council raises considerable sums of money to buy new resources and to help others less fortunate than themselves. Members represent the views of their peers well, but they are not always sufficiently involved in helping to make decisions about the school.

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

Learning experiences: Good

The school provides learning experiences of high quality for pupils that enrich and enhance their education. Teachers in both key stages plan effectively to ensure that

the curriculum is broad, balanced and relevant. However, their planning to develop pupils' ICT skills across the curriculum as an integral part of learning is limited.

The school is making good progress in implementing the Literacy and Numeracy Framework. Schemes of work provide good opportunities for pupils to develop their literacy and numeracy skills. However, the planning for developing the reading skills of more able pupils is not flexible enough to provide suitable challenges to meet their needs.

The school provides an appropriate range of intervention and support programmes to meet the needs of individual pupils. It offers a good range of extra-curricular activities that contribute effectively to the development of pupils' physical skills and their Welsh language skills. It also uses visits and visitors effectively to enhance the curriculum.

The provision for pupils' Welsh language development is good overall and many staff use Welsh regularly outside of Welsh lessons, although this has less impact on pupils' learning in key stage 2. There are appropriate opportunities for pupils to learn about their locality and the history and culture of Wales.

The eco committee works hard to ensure that the school operates in a sustainable way by reusing and recycling products. Through a European funded initiative, staff and pupils learn about the lives of other people in different countries appropriately. This work enhances their understanding of their role as global citizens well.

Teaching: Good

All teachers prepare lessons well and conduct them at a suitable pace. They have a good level of subject knowledge and high expectations of pupil achievement. They use a wide-range of teaching and learning methods and appropriate intervention strategies to meet the needs of all pupils. They organise learning well and manage pupils' time and behaviour successfully. They establish good relationships with pupils and follow effective classroom routines.

Most teachers provide purposeful learning activities with support materials of high quality that motivate and challenge pupils well. They give pupils responsibility to work independently and value their responses. They provide precise instructions and explanations, use effective questioning techniques and continually reward pupils to encourage them to succeed.

The school undertakes a range of relevant assessment procedures that provide an accurate profile of each pupil's abilities. It has introduced its own tracking system alongside a commercial scheme. Together, these arrangements enable staff to monitor pupils' needs and progress effectively and to set appropriate targets. An annual assessment cycle includes a thorough analysis of performance data.

Procedures for individual target setting are well established. All teachers use a suitable range of assessment for learning strategies in lessons and increasingly involve pupils in evaluating their own learning and that of their peers.

All teachers mark work conscientiously and provide positive and supportive comments that often indicate how pupils can improve their work. Annual reports to parents provide relevant information about their children's achievements and include appropriate targets for improvement.

Care, support and guidance: Good

The school makes appropriate arrangements for promoting healthy eating and drinking. All staff, including canteen personnel, foster healthy school initiatives and the wellbeing of pupils actively and effectively.

Pupils access a range of activities that promote a healthy lifestyle. They have opportunities to take part in regular exercise, for example by making good use of the varied playground facilities.

The provision for pupils' spiritual, moral, social and cultural development is good. The school integrates personal and social education effectively into the curriculum and the daily life of the school.

A whole-school policy and positive incentives underpin the school's approach to behaviour management effectively. Nearly all pupils feel the school deals with any incidents of misbehaviour well. There have been no exclusions over the last three years.

The school has good strategies in place to ensure that parents know and understand why regular school attendance and punctuality are important. The policies and procedures are robust and, as a result, attendance levels are rising.

The school's arrangements for safeguarding meet requirements and give no cause for concern. The level of security of the school site is good.

The school liaises with a wide range of specialist support services in order to meet the needs of all pupils with additional learning needs. It keeps parents well informed and arranges regular reviews of progress, based on well-constructed individual education plans.

The arrangements for the identification and assessment of pupils with special educational needs, both in the special units and in the mainstream classes, are strong features of the school. Mainstream and specialist unit staff work together very well. They map, deploy and review the provision effectively to meet pupils' needs.

Learning environment: Good

The school is a happy inclusive community, which values and treats all pupils equally. It has a positive ethos, based on its mission statement. Staff promote the importance of diversity and tolerance of others well. They ensure that pupils are free from harassment, stereotyping and bullying.

The school has made substantial improvements in recent years to its accommodation, in order to provide a more stimulating learning environment. Although the main building is old, it is well maintained and used effectively. Recent developments, such as the new library, further enhance the facilities.

Outside, the school has upgraded its playground amenities with soft play areas, artificial grass, an outdoor classroom and climbing equipment. It has also developed its gardens and a range of other interesting facilities, such as picnic tables. Pupils use the whole area regularly to enhance their learning and play.

The school provides a good range of appropriate learning resources for pupils, although there is a shortage of up-to-date ICT equipment for use in classrooms and outdoor areas. The new library contains enough books, but these are not always easy for pupils to access.

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

Leadership: Good

The headteacher, staff and governing body promote a common vision and an effective strategic direction for the school with a clear focus on improving standards and pupils' wellbeing.

The headteacher provides effective leadership and manages the school very efficiently. He has high expectations for staff and pupils, based on a good understanding of the strengths of the school and its priorities for development.

The deputy headteacher and the senior management team are supportive and work actively with the headteacher. They participate fully in decision-making in order to take the school forward. Together with the headteacher, they have introduced many new initiatives, such as the new phonics programme, which are having a significant impact on standards and the quality of provision. All staff meet together regularly, share good practice and work well as a team. All have designated areas of responsibility, which they undertake efficiently and effectively.

Governors are supportive and well informed about the school and its progress. Many attend training sessions and visit the school regularly for events and monitoring purposes. The governing body ensures that the school meets all statutory requirements, although a few policies and procedures are not completely up-to-date.

The school takes good account of local and national priorities, such as improving attendance levels. Raising standards in literacy and numeracy are the two main targets of the current school development plan.

Improving quality: Good

The school has established an effective self-evaluation system that draws on an appropriate range of first-hand information. This includes the analysis of pupil performance, classroom observations, scrutiny of pupils' work, teachers' planning and considering the views of pupils and parents. The self-evaluation report is detailed and well organised and it presents an accurate assessment of the school's strengths and areas for development.

There is a strong link between the self-evaluation processes and the school's strategic planning. Staff analyse carefully the collected evidence and use it to

identify clear priorities. These targets inform the school improvement plan well. The plan focuses effectively on raising outcomes for pupils and improving the quality of provision. It has a clear timescale for implementation and identifies staff responsibilities appropriately. The school monitors progress against the targets effectively and makes suitable adjustments if pupils do not make the expected progress.

The school has an effective track record of implementing improvements. Actions undertaken in recent years have led to substantial enhancement in pupil performance, for example in relation to improvement in boys' attainment at the end of key stage 2.

Partnership working: Good

The school has good links with a range of partners. It has effective relationships with parents and carers and keeps them well informed through a range of media, such as newsletters and text messaging. It invites them to use its facilities and holds educational events, such as curriculum evenings, to encourage them to help their children at home. Nearly all parents and carers are happy with their child's progress and feel they can approach the school on any issues that arise. There is a vibrant parent-teacher association that works successfully to support the school and its aims.

The school has good links with the community. For example, there are regular visits from the local priest, who takes assemblies, and there are beneficial contacts with a major supermarket and the local library. There is a positive partnership with the local authority and consortium, which provide effective support in helping the school to meet its aims.

There are good links within the local cluster of primary schools, which work well together to ensure consistency of practice in teaching and provision. There is also a good partnership with the receiving secondary schools. The school contributes to cluster portfolios to reach a shared understanding of standards in the core subjects and in Welsh second language.

Resource management: Good

The school has a full complement of suitably qualified, well-trained and experienced teachers. Support staff have appropriate roles and responsibilities and make a valuable contribution to pupils' learning and achievement. All teachers have appropriate planning, preparation and assessment time each week, which the school organises effectively with appropriate cover arrangements. These procedures help to create effective team work.

Performance management procedures, led by the senior management team, are effective and meet statutory requirements. The procedures involve all teachers and support staff appropriately. They have personal and professional targets based on their individual needs and whole-school priorities.

The school plans continuing professional development activities efficiently and ensures all staff have up-to-date knowledge and are well informed. All participate in regular in-house and external training events and report back to colleagues, in order to ensure that there is a positive impact on teaching and learning.

Teachers develop good practice through their participation in networks of professional practice, internally in the school and externally within the local cluster, for example in relation to the development of pupils' higher-order reading skills.

The school manages its accommodation, resources and budget well and good financial controls and administration procedures are in place. It bases its spending decisions on school priorities and achieving best value.

Due to the successful outcomes achieved by pupils and the high quality of provision, the school provides good value for money.

Appendix 1

Commentary on performance data

At the end of the Foundation Phase in 2013 at the expected outcome 5, overall pupil performance was better than in 2012, although in all three areas of learning assessed it remained below the family average. This placed the school in the bottom 25% of similar schools. However, when the results of Year 2 pupils in the special needs unit are not included, attainment was above the family average in mathematical development and personal and social skills. At the higher outcome 6 in 2013, overall pupil performance in all three areas of learning was lower than in 2012, but similar to the family average. This placed the school in the lower 50% of similar schools for all three areas. However, if the results of Year 2 pupils in the special needs unit are not included, attainment was above the family average in all three areas of learning.

At the end of key stage 2 in 2013 in all three core subjects at the expected level 4, pupil performance was better than in most previous years and above the family average overall. This placed the school in the higher 50% of similar schools. However, attainment in all three subjects has fluctuated over the last five years moving the school between the top 25% and bottom 25% of similar schools. At the higher level 5, pupil performance was well above that in all previous years and the family average in all three core subjects. This placed the school consistently in the higher 50% of similar schools. Attainment at the higher level in all three subjects has placed the school in the higher 50% or top 25% of similar schools for the last four years.

Nearly all pupils make good progress through the school. No specific groups underachieve markedly compared with others, although pupils eligible for free school meals in the Foundation Phase tend to perform less well than their peers. There is no significant difference in achievement between boys and girls overall.

Appendix 2

Stakeholder satisfaction report – responses to learner questionnaires

Primary Questionnaire (Overall)

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

| | Number of responses Nifer o ymatebion | Agree Cytuno | Disagree Anghytuno | |
|---|---|-----------------|-----------------------|--|
| I feel safe in my school. | 101 | 100 99% | 1 1% | Rwy'n teimlo'n ddiogel yn fy ysgol. |
| | | 98% | 2% | |
| The school deals well with any bullying. | 101 | 99 98% | 2 2% | Mae'r ysgol yn delio'n dda ag unrhyw fwlio. |
| | | 92% | 8% | |
| I know who to talk to if I am worried or upset. | 101 | 101 100% | 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 | 101 | 101 100% | 0 0% | 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. | 101 | 101 100% | 0 0% | Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd. |
| | | 96% | 4% | |
| I am doing well at school | 101 | 97 96% | 4 4% | 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. | 101 | 101 100% | 0 0% | 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. | 101 | 100 99% | 1 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. | 101 | 97 96% | 4 4% | 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. | 101 | 101 100% | 0 0% | 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. | 101 | 86 85% | 15 15% | 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 | 100 | 89 89% | 11 11% | 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. | 54 | 41 76% | 11 20% | 2 4% | 0 0% | 0 | Rwy'n fodlon â'r ysgol yn gyffredinol. |
| | | 63% | 33% | 3% | 1% | | |
| My child likes this school. | 55 | 44 80% | 9 16% | 0 0% | 0 0% | 2 | 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. | 54 | 43 80% | 9 17% | 1 2% | 0 0% | 1 | 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. | 55 | 41 75% | 14 25% | 0 0% | 0 0% | 0 | Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol. |
| | | 61% | 34% | 3% | 1% | | |
| Pupils behave well in school. | 52 | 28 54% | 21 40% | 0 0% | 0 0% | 3 | Mae disgyblion yn ymddwyn yn dda yn yr ysgol. |
| | | 45% | 46% | 4% | 1% | | |
| Teaching is good. | 55 | 38 69% | 15 27% | 0 0% | 0 0% | 2 | Mae'r addysgu yn dda. |
| | | 60% | 35% | 2% | 0% | | |
| Staff expect my child to work hard and do his or her best. | 55 | 41 75% | 14 25% | 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. | 54 | 38 70% | 12 22% | 3 6% | 1 2% | 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. | 54 | 31 57% | 19 35% | 1 2% | 2 4% | 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. | 55 | 36 65% | 18 33% | 0 0% | 0 0% | 1 | Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd. |
| | | 59% | 36% | 2% | 0% | | |
| My child is safe at school. | 55 | 41 75% | 14 25% | 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'. | 54 | 32 59% | 15 28% | 1 2% | 0 0% | 6 | 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. | 52 | 35 67% | 12 23% | 5 10% | 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. | 55 | 41 75% | 12 22% | 0 0% | 2 4% | 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. | 53 | 35 66% | 10 19% | 0 0% | 2 4% | 6 | 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. | 54 | 39 72% | 14 26% | 0 0% | 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. | 49 | 26 53% | 14 29% | 1 2% | 0 0% | 8 | 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. | 55 | 40 73% | 15 27% | 0 0% | 0 0% | 0 | Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau. |
| | | 53% | 38% | 5% | 1% | | |
| The school is well run. | 54 | 37 69% | 13 24% | 0 0% | 2 4% | 2 | Mae'r ysgol yn cael ei rhedeg yn dda. |
| | | 61% | 32% | 3% | 2% | | |

Appendix 3

The inspection team

| | |
|-------------------|---------------------|
| David Ellis | Reporting Inspector |
| Phillip Bowker | Team Inspector |
| Rosemarie Wallace | Team Inspector |
| Rhiannon Boardman | Lay Inspector |
| Adrian Dinsmore | Peer Inspector |
| Philip Buxton | 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.