



*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**

**Rhydri Primary School  
Rhydri  
Caerphilly  
CF83 3DF**

**Date of inspection: September 2013**

**by**

**Estyn, Her Majesty's Inspectorate for Education  
and Training in Wales**

During each inspection, inspectors aim to answer three key questions:

**Key Question 1: How good are the outcomes?**

**Key Question 2: How good is provision?**

**Key Question 3: How good are leadership and management?**

Inspectors also provide an overall judgement on the school's current performance and on its prospects for improvement.

In these evaluations, inspectors use a four-point scale:

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

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

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**Publication date: 19/11/2013**

## Context

Rhydri Primary School is in the rural village of Rudry, between Caerphilly and Newport.

There are currently 93 pupils on roll, taught in four classes, and six of these children are of nursery age. Many pupils are from outside the catchment area.

There are very few pupils from an ethnic minority background and no pupil speaks Welsh as a first language. The school identifies that around 9% of pupils have additional learning needs, which is well below national and local averages. Very few pupils have a statement of special educational needs. Just under 7% of pupils are eligible for free school meals, a figure that is well below national and local averages. Very few pupils are looked after by the local authority. The school was last inspected in October 2007. The headteacher was appointed in 2009. In recent years, there has been significant staffing instability, especially in key stage 2.

The individual school budget per pupil for Rhydri Primary School in 2012-2013 means that the budget is £3,080 per pupil. The maximum per pupil in the primary schools in Caerphilly is £4,640 and the minimum is £2,620. Rhydri Primary School is 33rd out of the 75 primary schools in Caerphilly in terms of its school budget per pupil.

## Summary

|   |                       |
|---|-----------------------|
| <b>The school's current performance</b>       | <b>Adequate</b>       |
| <b>The school's prospects for improvement</b> | <b>Unsatisfactory</b> |

### Current performance

The current performance of the school is adequate because:

- the majority of pupils make sound progress by the time they leave the school;
- many pupils are happy in school and develop self-confidence during their time there; and
- the school is inclusive and staff care for pupils appropriately.

However:

- there is insufficient progress in pupils' literacy, Welsh, numeracy and information and communication technology skills (ICT) in key stage 2;
- in the majority of classes, teachers' expectations of what pupils can do are too low and they do not sufficiently challenge pupils to think for themselves; and
- individual targets for pupil improvement are too general and marking does not show pupils clearly enough how to improve the quality and content of their work.

### Prospects for improvement

Prospects for improvement are unsatisfactory because:

- there is a lack of distributed leadership across the school;
- leaders do not tackle underperformance well enough;
- processes for self-evaluation and planning for improvement are not rigorous and do not consistently focus on improving outcomes for pupils;
- a number of initiatives are not embedded across the school;
- governors do not hold the school to account robustly enough; and
- the school has not met all the recommendations from the last inspection.

## Recommendations

- R1 Raise standards in literacy, numeracy, Welsh and ICT in key stage 2
- R2 Improve the quality of teaching and ensure that teachers challenge pupils of all abilities, especially the more able
- R3 Strengthen assessment procedures and fully develop assessment for learning across the school
- R4 Improve the quality of leadership and management at all levels and develop effective distributed leadership structures
- R5 Develop a robust monitoring system and ensure that self-evaluation is systematic and rigorous and focuses strongly on pupil outcomes
- R6 Develop further the governing body's role in strategic planning and self-evaluation

### What happens next?

In accordance with the Education Act 2005, HMCI is of the opinion, that special measures are required in relation to this school. The school will draw up an action plan which shows how it is going to address the recommendations. Estyn will monitor the school's progress on a termly basis.

## Main findings

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

Adequate

#### Standards: Adequate

Pupils' speaking and listening skills are generally good by the end of key stage 2. However, a minority do not always listen well enough in classes. Most older pupils speak clearly and effectively in lessons when asking and answering questions. They engage readily in conversations with adults. Older, more able pupils discuss their views confidently and know how to distinguish between fact and opinion.

Across the school, pupils' standards in reading are improving as a result of intervention strategies and a whole-school focus on improving reading levels. By the end of the Foundation Phase, many pupils are beginning to use a variety of strategies to read texts more accurately. Many pupils in key stage 2 do not read well enough but a few older, more able pupils are confident readers and access information quickly from different sources, such as reference books and websites. They understand the main themes in a story and offer their opinions about events and characters.

Across the school, progress in writing is variable. By the end of the Foundation Phase, more able pupils produce short pieces of writing that they punctuate appropriately. They are beginning to use an interesting vocabulary and usually spell common words accurately. In key stage 2, although the quality of writing is improving steadily, pupils do not consistently produce extended writing of good quality. A minority have an insecure grasp of grammar, punctuation and spelling. Across the school, pupils' handwriting and presentation skills are often quite untidy.

In the Foundation Phase, many pupils develop their numeracy skills successfully in mathematics lessons. For instance, in Year 2 many pupils add and subtract correctly using tens and units and solve simple problems. Pupils use these skills well to solve appropriate numeracy problems in other areas of learning.

In key stage 2, standards in mathematics lessons are appropriate, but more able pupils do not achieve as well as they might. The majority of pupils do not use a good range of mental calculation strategies to solve problems of increasing difficulty. Many have a sound understanding of number work, but older pupils do not have a secure understanding of fractions. A majority of pupils do not present their work neatly and they do not record their work frequently. Across the key stage, pupils do not apply the numeracy skills they acquire in mathematics lessons consistently in other subjects.

Pupils with additional learning needs generally make appropriate progress in developing their reading and writing skills.

Pupils in the Foundation Phase generally achieve appropriate standards in Welsh. They understand and respond to a limited range of simple questions and instructions. However, in key stage 2 a minority of pupils do not enjoy speaking Welsh and they

lack the confidence to use Welsh during the day. Pupils in key stage 2 do not build on their skills as they progress through the school and, as a result, standards at the end of the key stage are poor.

There are small numbers of pupils in each year group, which can affect the school's overall performance significantly in end of key stage assessments in comparison with national benchmarks from one year to the next.

In 2012, teacher assessments at the end of the Foundation Phase show that the proportion of pupils who attained the expected outcome (outcome 5) in language, literacy and communication, mathematical development and personal, social, wellbeing and cultural diversity development was above the average for the family of schools. The proportion of pupils gaining the higher-than-expected outcome (outcome 6) was also above the family average.

Compared to schools with similar proportions of pupils entitled to free school meals, the performance of pupils at the end of the Foundation Phase places the school in the top 25% for mathematical development and personal, social, wellbeing and cultural diversity development and in the upper 50% for language, literacy and communication skills.

The proportion of pupils who attained the expected level (level 4) at the end of key stage 2 in 2012 was below the family average in English and science, and higher than the average in mathematics. Over the last few years these proportions have varied in relation to the family averages. The proportion gaining the higher-than-expected level (level 5) in 2012 was above the family average in English, but below the average in mathematics and science. Over the last few years these proportions have also varied in relation to the family averages. There are no obvious patterns between the performance of boys and girls.

In 2012, compared with schools with a similar proportion of pupils entitled to free school meals, the performance of pupils placed the school in the top 25% for mathematics and the bottom 25% for English and science. Over the last few years the school's performance has often placed it in the bottom 25%.

### **Wellbeing: Adequate**

Most pupils enjoy coming to school. They have positive attitudes to keeping healthy and safe and understand the need to eat healthily and to take regular exercise. They know whom to approach if they feel worried or upset and generally develop their levels of self-esteem and personal confidence well.

Many pupils engage conscientiously in their set tasks; however, few develop appropriate independent learning skills and many are unsure about how to improve their learning.

Many make good progress in social and life skills, so that they are well prepared for experiences outside school.

Behaviour is generally appropriate, but at times a low level of disruption affects learning in a few lessons.

Attendance at 95% is good and compares well with similar schools and family averages.

Pupils feel that their voice is heard and they are involved in decision-making. Through the school council, in particular, they participate in the life and work of the school and help organise special days to improve the school grounds.

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

|                 |
|-----------------|
| <b>Adequate</b> |
|-----------------|

### **Learning experiences: Adequate**

Overall, the school provides a broad and balanced curriculum. In the Foundation Phase there is a good range of outdoor activities which contribute effectively to pupils' desire to discover and learn.

In the majority of classes, planning and organisation are generally effective and activities engage and motivate pupils well. However, in key stage 2, learning experiences do not always provide enough challenge for all pupils, particularly for the more able.

Across the school, there is not a consistent approach to developing pupils' skills progressively. The school's planning provides limited opportunities for pupils to apply their literacy, numeracy and ICT skills across the curriculum.

The school offers a good range of extra-curricular activities, which are well attended and match the interests of pupils.

Throughout the school, staff provide very few opportunities for pupils to learn the Welsh language. The school pays appropriate to developing pupils' knowledge and understanding of the Welsh Dimension.

The school promotes a good awareness of sustainable development and global citizenship in lessons, through the work of the eco club and via overseas links with other schools in European countries and Australia.

### **Teaching: Unsatisfactory**

Overall, the quality of teaching varies too much. In the Foundation Phase, teachers have high expectations and they are generally effective in raising the standards pupils attain. Relationships between staff and pupils are good and this has a positive impact on pupils' attitudes to learning. Teaching assistants support pupils' learning well, especially through their delivery of intervention schemes in reading and mathematics. However, in the majority of lessons, teaching has weaknesses. In these classes, teachers do not adapt the work to meet the needs and abilities of all pupils, particularly those who are more able. Opportunities to develop pupils' independent learning skills are limited. There are weaknesses in the pace, structure



and timing of activities within lessons and teachers often fail to assess the effectiveness of the learning taking place.

All teachers mark pupils' work fairly regularly, but the quality of the marking varies. In only a few instances, teachers' comments make clear what pupils have achieved and what they need to do to improve. Assessment for learning strategies are at an early stage of development and pupils in key stage 2 do not use self and peer assessment effectively to improve the quality of their work. There are a few useful portfolios of moderated work to help teachers to level pupils' work accurately across the school.

Reports to parents are informative and give good information about pupils' achievements across the curriculum.

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

There is a caring atmosphere at the school, with an appropriate emphasis on pupils' wellbeing. The school promotes pupils' healthy lifestyles appropriately. Staff ensure that pupils feel safe and that they know what to do should cases of bullying arise. A strong working relationship exists between most pupils and adults, which is based on respect and courtesy.

The school promotes pupils' moral, social and cultural development appropriately. However, acts of collective worship do not meet statutory requirements.

The school co-operates closely with the local authority, the social and health services and the police liaison officer in order to promote pupils' wellbeing.

The school's arrangements for safeguarding pupils meet requirements and give no cause for concern. A few health and safety issues were brought to the attention of the headteacher.

The school appropriately identifies pupils that need additional support and provides suitable catch-up programmes for literacy. However, targets on individual educational plans are not always specific enough and pupils are often not aware of their specific targets for improvement.

### **Learning environment: Adequate**

The school is inclusive and all pupils have equal access to the curriculum and extra-curricular activities. The school appropriately monitors and reports any racial incidents.

Teaching and learning areas are generally well maintained. However, space is limited and cramped and toilet facilities for staff and pupils are poor. Pupils in the Foundation Phase have access to generally well-equipped outside areas. The steep school yard impedes physical development activities.

Although displays in classrooms and corridors are attractive they do not always support pupils' learning well enough.

Resources are generally good. There are interactive white boards in all classrooms, but ICT resources are limited and some are outdated. However, the school has recently purchased many additional resources, including new reading books and ICT software.

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

### **Leadership: Unsatisfactory**

Although they are very caring, leaders have not had a positive impact on the school's strategic development. A prolonged period of staffing instability has had an adverse effect on teaching and learning and undermined effective distributive leadership. Members of staff and curricular leaders have had too little impact on maintaining and raising standards since the last inspection.

Leaders are beginning to analyse data well. However, they do not always use the outcomes from the analysis effectively to raise pupils' standards, nor do they consistently challenge under-performance.

Priorities for school improvement are neither clearly focused nor pursued with enough determination. As a result, a number of developments and initiatives have neither been fully implemented nor embedded consistently across the school.

The governing body has a number of recently appointed members. The headteacher has established good working relationships with the governing body and the chairperson. All statutory policies and committees are in place. Governors are very supportive of the school. However, their role in strategic leadership and self-evaluation is not fully developed and governors do not hold the school to account robustly enough.

### **Improving quality: Unsatisfactory**

Since the last inspection, planning for improvement has been insecure. Self-evaluation procedures are not rigorous enough and, as a result, they have had very little impact on improving outcomes for pupils or on setting challenging priorities for improvement.

Self-evaluation reports are detailed, but they are lengthy and tend to describe the provision too much without evaluating its impact and effectiveness. Leaders and managers do not use enough first-hand evidence to evaluate how well the school is doing. Leaders observe teaching and monitor pupils' work, but monitoring is not robust enough and leaders do not ensure that follow-up actions are implemented rigorously and consistently.

School development plans are detailed and contain measurable criteria, but reviews of the plans often assume that actions have been taken without ensuring effective implementation. The school has not effectively addressed all the recommendations from the last inspection report.

### **Partnership working: Adequate**

A strong partnership exists between the school and parents. Regular newsletters promote communication and share information effectively. The school holds useful sessions to provide parents with guidance on how they can support their children at home.

There are close links with the local community and these have a positive influence on the quality of pupils' experiences and help to form a close community connection. The school makes appropriate use of community resources and takes advantage of the village hall to hold various activities and concerts.

The school has begun to co-operate with the schools in the cluster. However, the school's work with a range of partners in order to improve pupils' standards is underdeveloped and there are very few strategic partnerships in place.

Appropriate transfer plans exist between the school and the secondary school, which enable pupils to be ready for the next stage in their education. This partnership promotes suitable educational and pastoral links.

### **Resource management: Adequate**

The school has an appropriate level of qualified teachers to deliver the curriculum. Suitable performance management arrangements are in place for all staff, however, they do not influence day-to-day practice well enough. Staff have regular opportunities to attend relevant training courses, but the effect of training on pupils' standards is inconsistent. The school has made only limited progress in establishing networks of professional practice. The school has appropriate arrangements for covering teachers' planning, preparation and assessment time. These arrangements have a positive effect on pupils' wellbeing through specific activities such as physical education.

The school has a generally suitable range of resources and sound use is made of them to promote learning. Leaders manage the school's financial resources appropriately and ensure that spending decisions link to priorities in the school development plan. Governors monitor the budget carefully. As a majority of pupils make sound progress by the time they leave the school, the school provides adequate value for money.

## Appendix 1

### Commentary on performance data

The baseline assessment of pupils on entry to reception shows that many have knowledge, understanding and skills that are in line with the expected level for their age.

In 2012, the proportion of pupils in the Foundation Phase who attained the expected outcome (outcome 5) in language, literacy and communication skills, mathematical development and personal, social, wellbeing and cultural diversity was above the average for the family of schools. The proportion of pupils who attained higher than the expected outcome (outcome 6) was also higher than the family averages in all three areas of learning.

In relation to schools with a similar proportion of pupils entitled to receive free school meals, the school is in the top 25% for the Foundation Phase indicator, mathematical and personal skills. It is in the higher 50% for language skills. The school is in the top 25% for the development of pupils' mathematical and personal skills and in the lower 50% for language skills at outcome 6.

In key stage 2, the proportion of pupils who attained the expected level (level 4) or above in English, mathematics and science (the core subject indicator) was below the average for the family in 2012 and below in two of the previous four years.

In relation to schools with a similar proportion of pupils entitled to free school meals, the school's performance in the core subject indicator and all three subjects has placed it generally in the lower 50% or bottom 25% for the past five years.

The proportion of pupils who attain above the higher level (level 5) in English is generally above the average for the family of similar schools. Mathematics has often been above while science has been below the average for the family over the last four years. The school's performance at the higher level has often placed it in the lower 50% or bottom 25% in comparison to schools with a similar proportion of pupils entitled to free school meals.

In relation to the relative performance of boys and girls, girls performed better at the expected outcome 5 in language skills, while boys are better at the higher outcomes at the end of the Foundation Phase. At key stage 2, there is no clear pattern between the performance of boys and girls.

Those pupils entitled to free school meals have performed better than other pupils at the end of key stage 2 in two of the last three years.

## 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<br>Nifer o ymatebion | Cytuno Agree | Anghytuno Disagree |  |
|---|--|--------------|--------------------|--|
| I feel safe in my school.   | 52                                       | 51<br>98%    | 1<br>2%            | Rwy'n teimlo'n ddiogel yn fy ysgol.  |
|   |  | 98%          | 2%                 |  |
| The school deals well with any bullying.  | 52                                       | 49<br>94%    | 3<br>6%            | Mae'r ysgol yn delio'n dda ag unrhyw fwlio.  |
|   |  | 92%          | 8%                 |  |
| I know who to talk to if I am worried or upset.                                 | 52                                       | 51<br>98%    | 1<br>2%            | Rwy'n gwybod pwy i siarad ag ef/â hi os ydw I'n poeni neu'n gofidio.                   |
|   |  | 96%          | 4%                 |  |
| The school teaches me how to keep healthy                                       | 52                                       | 50<br>96%    | 2<br>4%            | 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.             | 52                                       | 49<br>94%    | 3<br>6%            | Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.               |
|   |  | 96%          | 4%                 |  |
| I am doing well at school   | 52                                       | 50<br>96%    | 2<br>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. | 52                                       | 52<br>100%   | 0<br>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.                        | 52                                       | 52<br>100%   | 0<br>0%            | 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.               | 52                                       | 39<br>75%    | 13<br>25%          | 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.                    | 52                                       | 43<br>83%    | 9<br>17%           | 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.                          | 52                                       | 30<br>58%    | 22<br>42%          | Mae plant eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.                   |
|   |  | 78%          | 22%                |  |
| Nearly all children behave well at playtime and lunch time                      | 52                                       | 41<br>79%    | 11<br>21%          | Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae                              |

|  |  |  |  |              |                    |                 |
|--|--|--|--|--------------|--------------------|-----------------|
|  |  | Number of responses<br>Nifer o ymatebion |  | Cytuno Agree | Anghytuno Disagree |                 |
|  |  |  |  | 84%          | 16%                | ac amser cinio. |

## Responses to parent questionnaires

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

|   | Number of responses<br>Nifer o ymatebion | Cytuno'n gryf<br>Strongly Agree | Cytuno Agree | Anghytuno Disagree | Anghytuno'n gryf<br>Strongly disagree | Ddim yn gwybod<br>Don't know |   |
|---|--|---------------------------------|--------------|--------------------|---------------------------------------|------------------------------|---|
| Overall I am satisfied with the school.                                     | 23                                       | 17<br>74%                       | 5<br>22%     | 1<br>4%            | 0<br>0%                               | 0                            | Rwy'n fodlon â'r ysgol yn gyffredinol.  |
|   |  | 63%                             | 33%          | 3%                 | 1%                                    |                              |   |
| My child likes this school.   | 23                                       | 18<br>78%                       | 5<br>22%     | 0<br>0%            | 0<br>0%                               | 0                            | Mae fy mhlentyn 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. | 23                                       | 23<br>100%                      | 0<br>0%      | 0<br>0%            | 0<br>0%                               | 0                            | Cafodd fy mhlentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.                                  |
|   |  | 72%                             | 26%          | 1%                 | 0%                                    |                              |   |
| My child is making good progress at school.                                 | 23                                       | 15<br>65%                       | 6<br>26%     | 2<br>9%            | 0<br>0%                               | 0                            | Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.   |
|   |  | 60%                             | 34%          | 3%                 | 0%                                    |                              |   |
| Pupils behave well in school.   | 23                                       | 16<br>70%                       | 6<br>26%     | 1<br>4%            | 0<br>0%                               | 0                            | Mae disgyblion yn ymddwyn yn dda yn yr ysgol.   |
|   |  | 45%                             | 46%          | 4%                 | 1%                                    |                              |   |
| Teaching is good.   | 23                                       | 14<br>61%                       | 7<br>30%     | 2<br>9%            | 0<br>0%                               | 0                            | Mae'r addysgu yn dda.   |
|   |  | 60%                             | 35%          | 2%                 | 0%                                    |                              |   |
| Staff expect my child to work hard and do his or her best.                  | 23                                       | 16<br>70%                       | 5<br>22%     | 1<br>4%            | 0<br>0%                               | 1                            | Mae'r staff yn disgwyl i fy mhlentyn 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.   | 23                                       | 14<br>61%                       | 4<br>17%     | 3<br>13%           | 0<br>0%                               | 2                            | Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhlentyn yn ei ddysgu yn yr ysgol. |
|   |  | 47%                             | 40%          | 6%                 | 1%                                    |                              |   |
| Staff treat all children fairly and with respect.                           | 22                                       | 16<br>73%                       | 4<br>18%     | 2<br>9%            | 0<br>0%                               | 0                            | Mae'r staff yn trin pob plentyn yn deg a gyda pharch.   |
|   |  | 58%                             | 34%          | 4%                 | 1%                                    |                              |   |
| My child is encouraged to be healthy and to take regular exercise.          | 23                                       | 14<br>61%                       | 8<br>35%     | 1<br>4%            | 0<br>0%                               | 0                            | Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.                             |
|   |  | 59%                             | 36%          | 2%                 | 0%                                    |                              |   |

|   | Number of responses<br>Nifer o ymatebion | Cytuno'n gryf<br>Strongly Agree | Cytuno<br>Agree | Anghytuno<br>Disagree | Anghytuno'n gryf<br>Strongly disagree | Ddim yn gwybod<br>Don't know |   |
|---|--|---------------------------------|-----------------|-----------------------|---------------------------------------|------------------------------|---|
| My child is safe at school.   | 23                                       | 17<br>74%                       | 5<br>22%        | 1<br>4%               | 0<br>0%                               | 0                            | Mae fy mhlentyn yn ddiogel yn yr ysgol.   |
|   |  | 66%                             | 31%             | 1%                    | 0%                                    |                              |   |
| My child receives appropriate additional support in relation to any particular individual needs'. | 22                                       | 15<br>68%                       | 4<br>18%        | 2<br>9%               | 0<br>0%                               | 1                            | Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol. |
|   |  | 50%                             | 35%             | 4%                    | 1%                                    |                              |   |
| I am kept well informed about my child's progress.  | 23                                       | 12<br>52%                       | 7<br>30%        | 3<br>13%              | 0<br>0%                               | 1                            | 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.         | 23                                       | 16<br>70%                       | 4<br>17%        | 2<br>9%               | 0<br>0%                               | 1                            | 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.                                  | 23                                       | 11<br>48%                       | 8<br>35%        | 2<br>9%               | 0<br>0%                               | 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.                       | 23                                       | 16<br>70%                       | 7<br>30%        | 0<br>0%               | 0<br>0%                               | 0                            | Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.                     |
|   |  | 55%                             | 39%             | 2%                    | 0%                                    |                              |   |
| My child is well prepared for moving on to the next school or college or work.                    | 22                                       | 10<br>45%                       | 3<br>14%        | 1<br>5%               | 0<br>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.                                    | 23                                       | 15<br>65%                       | 8<br>35%        | 0<br>0%               | 0<br>0%                               | 0                            | Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.                              |
|   |  | 53%                             | 38%             | 5%                    | 1%                                    |                              |   |
| The school is well run.   | 23                                       | 14<br>61%                       | 7<br>30%        | 0<br>0%               | 1<br>4%                               | 1                            | Mae'r ysgol yn cael ei rhedeg yn dda.   |
|   |  | 61%                             | 32%             | 3%                    | 1%                                    |                              |   |

## Appendix 3

### The inspection team

|                       |                     |
|-----------------------|---------------------|
| David Gareth Evans    | Reporting Inspector |
| Carolyn Jane Thomas   | Team Inspector      |
| Julie Ann Price       | Lay Inspector       |
| Marilyn Anne Balkwill | Peer Inspector      |
| Susan Lee             | School Nominee      |



## Copies of the report

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

### Year groups, the Foundation Phase and key stages

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

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

Primary phase:

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

Secondary phase:

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

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

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

## **Glossary of terms – Primary**

### **Foundation Phase indicator (FPI)**

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

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

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

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

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

### **The core subject indicator (CSI)**

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

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

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

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

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

### **All-Wales Core Data sets**

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

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

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