



*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**

**Ynysboeth Community Primary School  
Main Road  
Ynysboeth  
Mountain Ash  
RCT  
CF45 4LJ**

**Date of inspection: January 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.

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**Publication date: 01/04/2014**

## Context

Ynysboeth Community Primary School opened in September 2012 in temporary accommodation, following the amalgamation of the previously separate infant and junior schools. It moved into its new purpose-built premises in December 2013. The school serves the Community First area of Ynysboeth and Matthewstown in the Cynon Valley.

The school currently has 181 pupils on roll from the ages of three to 11, including 22 full-time nursery children. It contains three single-age and four mixed-age classes. Approximately 48% of pupils are eligible to receive free school meals, which is well above the national average. Around 25% have additional learning needs, which is similar to the national average; no pupils have a statement of special educational need. A very few pupils come from an ethnic minority background, speak English as an additional language or are looked after by the local authority. No pupils use Welsh as a first language.

The infant school was last inspected in October 2006 and the junior school in February 2007. The current headteacher took up her post in May 2012.

The individual school budget per pupil for Ynysboeth Community Primary School in 2013-2014 means that the budget is £3,967. The maximum per pupil in primary schools in Rhondda Cynon Taf is £7,033 and the minimum is £2,659. Ynysboeth Community Primary School is 30th out of the 110 primary schools in Rhondda Cynon Taf 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>Good</b>

### Current performance

The school's performance is adequate because:

- at the end of key stage 2 in 2013 at the expected level, pupil performance was above the family average in all three core subjects;
- at the higher level in mathematics, pupil performance was above the family average and placed the school in the top 25% of similar schools;
- nearly all pupils make the expected progress through the school and a few exceed their targets;
- many pupils make good progress with their literacy and numeracy skills and standards in reading, in particular, are improving;
- in Welsh second language, the majority of pupils achieve good standards in oracy by Year 6;
- nearly all pupils behave well and have positive attitudes to learning; and
- nearly all teaching is good.

However:

- in the Foundation Phase, pupil performance over the last two years was well below the family average and placed the school consistently in the bottom 25% of similar schools at both the expected and higher levels;
- in 2013 in key stage 2, in comparison to similar schools, pupil performance in English and science at the expected level placed the school in the lower 50% and at the higher level it placed the school in the bottom 25%;
- the standard of handwriting and presentation is inconsistent; and
- although improving, attendance and punctuality are worse than in most other schools, with unauthorised absences and the number of persistent absentees being relatively high.

### Prospects for improvement

Prospects for improvement are good because:

- the headteacher provides strong strategic leadership and has high expectations;
- the deputy headteacher provides good support and the senior management team is proactive;
- there is a strong culture of teamwork in the school;
- governors are supportive and well informed and place a high priority on raising standards;
- self-evaluation procedures are comprehensive and effective;
- new initiatives are having a significant impact on standards and provision; and
- effective partnerships exist with parents, the community and other schools.

## **Recommendations**

- R1 Raise pupils' overall performance at the end of the Foundation Phase and key stage 2 at both the expected and higher levels
- R2 Improve pupils' standards of handwriting and presentation
- R3 Improve levels of attendance and punctuality
- R4 Ensure that assessment procedures, such as marking and moderation of pupils' work, have a direct effect on raising standards

### **What happens next?**

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.

## Main findings

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

Adequate

#### Standards: Adequate

Standards of achievement overall are improving, but there are aspects of key skills that remain underdeveloped.

Across the school, nearly all pupils listen very well and many speak confidently and articulately in a range of contexts. All enjoy reading a range of fiction and non-fiction books. In the Foundation Phase, most use a range of strategies to help them read unfamiliar words. By the end of key stage 2, many read fluently with good expression and understanding, but only a minority use a range of higher order skills, such as skimming and scanning, competently.

Many pupils make appropriate progress in their writing skills. In the Foundation Phase, many younger pupils practise mark making successfully in a variety of situations. A few older pupils write short sentences independently with accurate spelling and punctuation. However, the ability of most pupils to produce extended pieces of writing is underdeveloped. In key stage 2, most pupils write on their own in a variety of styles, such as letters, stories, and poetry, using increasing accuracy and a range of vocabulary. A few more able writers use advanced punctuation well and combine complex and simple sentences effectively. Many pupils apply their writing skills well in topic work across the curriculum. However, the standard of handwriting and presentation is inconsistent.

Generally, pupils make steady progress in developing their numeracy skills. By the end of the Foundation Phase, they can read and write numbers to 100 and compare and order two-digit numbers. Most can sort and match objects and start to use standard units of measurement and money. They gather and record data in various ways in different areas of learning.

By the end of key stage 2, most pupils can recall the majority of multiplication tables. Most tackle problems confidently and use alternative strategies to reach correct answers. They can calculate using decimals and percentages and are familiar with negative numbers and metric conversion tables, but they are less confident in their understanding of fractions. Nearly all pupils know the language and properties of common two and three-dimensional shapes. There is evidence of pupils applying their mathematical skills effectively to real life situations, but less so in other areas of the curriculum.

In the Foundation Phase, pupils listen and respond appropriately to the use of Welsh in the classroom and steadily build their vocabulary and understanding. In key stage 2, the majority achieve good standards in oracy by Year 6. However, their ability to read and write in Welsh is limited.

At the end of the Foundation Phase at both the expected outcome 5 and the higher outcome 6, attainment at both levels for the last two years placed the school in the bottom 25% when compared with similar schools.

At the end of key stage 2, over the last five years, attainment at the expected level 4 and the higher level 5 has varied considerably. In English at both levels, the school has moved between the bottom 25% and the lower 50% of similar schools. In mathematics, it has moved between the top and bottom 25% at the expected level and between the higher 50% and bottom 25% at the higher level. In science, it has moved between the higher 50% and the bottom 25% at the expected level and between the lower 50% and bottom 25% at the higher level.

A significant number of pupils enter the school with a low level of skills, but nearly all make the expected progress through the school and a few exceed their targets. No specific groups continually underachieve, although boys, especially in key stage 2, frequently do less well in reading and writing.

### **Wellbeing: Adequate**

Nearly all pupils' attitudes to learning are good. They are polite and respectful and show concern for each other, staff and visitors. They are well motivated and fully engaged in lessons. Most pupils show pride in their work and collaborate well with others. They behave well in lessons and around the school.

All pupils have a good understanding of the importance of a healthy lifestyle and a balanced diet. Most also understand how to keep active and healthy and many enjoy participating in school clubs and activities. All feel safe and are confident to approach adults when they need help.

Although attendance rates and punctuality are slowly improving, they remain below the family, local authority and all-Wales averages. Unauthorised absences and the number of persistent absentees are relatively high. A very few pupils are regularly late.

The school council meets regularly and participates enthusiastically in decision-making. Members have helped to choose the new school uniform and colours for furniture. They have also been involved in determining the layout of the playground. However, overall their roles and responsibilities are underdeveloped.

Pupils participate in various community events and activities, such as litter picking and attending the local cenotaph on Remembrance Day.

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

There is a broad and balanced curriculum which fulfils statutory requirements. Teachers plan thoroughly and work collaboratively to ensure that there is parity across year groups.

The school makes good provision for the development of key skills. It is implementing the Literacy and Numeracy Framework successfully. Recently introduced skills ladders ensure effective coverage and progression in pupils' learning. The school has introduced a number of successful intervention programmes, such as synthetic phonics, which are having a positive impact on pupil attainment.

There is good provision for a range of extra-curricular activities. The school welcomes a variety of visitors and arranges visits for pupils to places of interest that enhance their knowledge and understanding of their locality.

Provision for the development of spoken Welsh is effective, but it is more limited for reading and writing. All staff display good bilingual skills and actively engage pupils in the use of Welsh in daily routines. There are various opportunities for pupils to learn about the culture and heritage of Wales, for example through regular Welsh focused assemblies.

The school provides an appropriate range of opportunities for pupils to learn about sustainable development, for example in relation to conserving energy, reducing waste and looking after the planet. The eco council actively promotes these initiatives.

The school is developing its provision for global citizenship through links with other cultures and religions, for example in Uganda.

### **Teaching: Good**

Since amalgamation, senior leaders have worked closely with the local authority to improve the quality of teaching. All teachers now prepare lessons well and have good background knowledge and high expectations. They provide purposeful learning activities with quality support materials that motivate and challenge pupils well.

In nearly all lessons teachers manage time and behaviour successfully and establish effective routines. They use a range of learning strategies and match activities well to pupils' ages and abilities. They conduct lessons at a good pace, but occasionally over direct the learning.

All teachers are good role models and establish good working relationships with pupils. They provide appropriate praise and encouragement. They use relevant questioning techniques and value pupils' responses to help them achieve.

The school undertakes a range of relevant assessment procedures that fulfil statutory requirements. It has developed its own tracking system, which is enabling staff to monitor and analyse pupils' needs and progress effectively and to set appropriate targets.

All teachers use assessment for learning strategies well in lessons and involve pupils in assessing their own learning. In personal and social development in the



Foundation Phase and in writing in all classes individual target setting is effective. However, it is in the early stages of development in other subjects.

Teachers mark work conscientiously and provide positive and supportive comments. However, especially in key stage 2, these do not generally help pupils to understand how to improve their work. Annual pupil reports provide parents with useful information about their children's achievements and include appropriate targets for improvement.

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

The care, support and guidance offered to pupils are very effective and result in nearly all pupils enjoying school and wanting to learn.

The school is a happy and orderly community. It provides good support for pupils' spiritual, moral, social and cultural development, for example through its personal and social education programme.

The school has the appropriate arrangements to promote and encourage healthy eating and drinking. It enables pupils to develop a good understanding of a healthy diet and the importance of exercise, for example through the breakfast club, the fruit tuck shop and the provision of water fountains.

The school now makes every effort to improve levels of attendance and punctuality through various types of rewards and incentives, which are beginning to have an impact. It also has effective policies and procedures to manage behaviour well.

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

Provision for pupils' additional learning needs is a good feature of the school. Staff identify pupils' needs at an early stage and quickly establish appropriate support programmes. Efficient systems are in place to monitor and assess pupils' progress. Individual education plans contain clear and measurable targets, based on consultation with parents. These help pupils to understand what they need to do to improve their work.

The school liaises effectively with a range of external specialist agencies to support all pupils, particularly the most vulnerable and those who have social, emotional or learning needs. This has a beneficial impact on pupils' health and wellbeing.

### **Learning environment: Good**

The school effectively promotes a happy and caring ethos, based on its aims and values. It provides a very positive learning environment.

The school successfully promotes equal opportunities and provides pupils with equality of access to all aspects of school life. It ensures that staff and pupils treat each other fairly and are free from any harassment, negative stereotyping or discrimination.

Staff celebrate cultural diversity effectively and encourage tolerant attitudes and respect for those from different backgrounds. Pupils learn to show care and consideration for others, living creatures and the environment.

The school is very well designed with spacious classrooms and appropriate internal and external areas that create an attractive learning environment. Aspects of the accommodation, for example the library and the outdoor provision, are still under development.

Resources are of high quality with up-to-date facilities and equipment, for example in ICT. They support all aspects of teaching and learning well.

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

The headteacher, governing body and staff share a common vision for the school, which focuses on school improvement. The headteacher provides strong strategic leadership. She has managed the transition to the new school very effectively. Within a short period, the changes she has introduced, for example in relation to teaching and staff responsibilities, are having a significant impact on standards and provision. She has high expectations and a very good understanding of the strengths of the school and priorities for development. The deputy headteacher provides good support and the senior management team is proactive. They contribute positively to decision-making in order to take the school forward.

Staff meet together regularly, share good practice and work well as a team. All have designated areas of responsibility. They undertake their roles effectively.

The governing body fulfils its statutory responsibilities. Governors are supportive and place a high priority on raising standards. Many visit the school regularly. They are developing their role, for example in relation to monitoring progress through understanding performance data. The headteacher's comprehensive reports ensure that they are well informed. Their attendance at training events and presentations from staff and pupils also raise their awareness of school priorities effectively.

The school takes good account of local and national priorities. For example, raising standards in literacy and numeracy and reducing disadvantage are major aspects of the current school development plan.

### **Improving quality: Good**

Self-evaluation procedures are comprehensive and effective. Senior leaders and the governing body monitor the impact on standards and provision continually.

The school uses a range of first-hand evidence well to determine its priorities for improvement. It regularly seeks the views of parents and canvasses pupils, governors and other stakeholders to identify strengths and areas for development. For example, their suggestions have contributed constructively to the design of the new school building and the outside learning environment.

The senior leadership team and subject co-ordinators observe lessons to monitor teaching and learning according to an agreed schedule. Teachers are also involved in listening to learners regularly and there are on-going reviews of pupils' work involving a range of staff and governors. The evidence gathered makes a major contribution to the school's self-evaluation process, for example in the drive to improve the quality of teaching and to raise standards in literacy.

The school undertakes a thorough analysis of performance data, which enables staff to assess pupils' progress accurately, to identify trends in performance and to provide support for any underachieving individuals or groups, for example in basic skills.

The school development plan links closely to the self-evaluation report and contains realistic priorities and challenging, measurable targets. The actions already taken have led to significant improvements, for example in reading and the use of assessment for learning strategies.

### **Partnership working: Good**

Effective partnerships exist with parents, the community, other cluster schools and educational partners, including the local college and teacher training institutions.

There are beneficial links with a local pre-school and there are strong transition arrangements with the receiving secondary school, involving visits and various projects. These links have a positive impact on the quality of pupils' wellbeing and learning and ensure that they are well prepared for the next stage of their education.

The school plays an active part in the local school cluster arrangements for assessment, moderation and standardisation of pupils' work at the end of key stage 2, although this is an area for further development in the school.

There are useful links with a range of community organisations, including the Communities First group, the parish church and local shops. The school choir participates in concerts in the community and further afield, for example in Llandaff Cathedral. These experiences help to broaden and enrich pupils' learning.

### **Resource management: Adequate**

Teachers are suitably qualified and experienced. Support assistants have appropriate roles and contribute effectively to pupils' learning.

Performance management procedures, led by the senior management team, meet statutory requirements. All teachers and support staff are included. All participate in regular in-house and external training events in line with their professional and personal development targets and whole school priorities. A few have also visited other schools to observe good practice. All these arrangements are having a positive impact on the quality of teaching.

The school currently has little involvement in networks of professional practice, for example within the cluster or its family of schools, although it has joined a newly-formed professional learning community looking at emerging technologies.

All teachers have planning, preparation and assessment time each week, as well as opportunities to monitor their areas of responsibility when required. Members of the senior management team and priority target leaders also have regular non-contact management hours. In addition, support staff have time to undertake planning in consultation with teaching staff. These procedures help to create effective team work and to raise staff morale in order to move the school forward.

The school manages its accommodation, resources and budget well and good financial controls are in place. It is in the process of purchasing resources that are relevant to its current curriculum and the identified needs of the new school.

Due to the identified shortcomings in pupil outcomes, the school currently provides only adequate value for money.

## Appendix 1

### Commentary on performance data

At the end of the Foundation Phase in 2013 at both the expected outcome 5 and the higher outcome 6, pupil performance was well below the family average in language, literacy and communication skills, mathematical development and personal and social skills. Overall, results were slightly better than 2012. In comparison with similar schools, attainment in all three areas at both levels for 2012 and 2013 placed the school in the bottom 25%.

At the end of key stage 2, over the last five years, attainment at the expected level 4 and the higher level 5 has varied considerably. In 2013, pupil performance at the expected level in English and mathematics was above the family average and in science it was similar. At the higher level, it was below the family average in English and science, but above in mathematics. In English at both levels, the school has moved between the bottom 25% and the lower 50% of similar schools. In mathematics, it has moved between the top and bottom 25% at the expected level and between the higher 50% and bottom 25% at the higher level. In science, it has moved between the higher 50% and the bottom 25% at the expected level and between the lower 50% and bottom 25% at the higher level.

A significant number of pupils enter the school with a low level of skills, but nearly all make the expected progress through the school and a few exceed their targets. No specific groups continually underachieve, although boys, especially in key stage 2, frequently do less well in reading and writing. In addition, the more able do not always achieve their potential, particularly in literacy.

Data and school tracking information suggest that pupils entitled to free school meals perform less well than their peers in both key stages.

## 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.	78	77 99%	1 1%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	77	76 99%	1 1%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	78	78 100%	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	78	77 99%	1 1%	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
		98%	2%	
There are lots of chances at school for me to get regular exercise.	76	76 100%	0 0%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	77	74 96%	3 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.	78	78 100%	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.	78	78 100%	0 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.	78	73 94%	5 6%	Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol.
		91%	9%	
I have enough books, equipment, and computers to do my work.	78	78 100%	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.	76	55 72%	21 28%	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	78	60 77%	18 23%	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.	97	77 79%	18 19%	2 2%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	97	75 77%	22 23%	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.	94	74 79%	18 19%	1 1%	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.	95	68 72%	23 24%	3 3%	0 0%	1	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	95	49 52%	36 38%	5 5%	0 0%	5	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	46%	4%	1%		
Teaching is good.	97	76 78%	19 20%	2 2%	0 0%	0	Mae'r addysgu yn dda.
		60%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	97	69 71%	27 28%	1 1%	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.	97	50 52%	39 40%	5 5%	1 1%	2	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.	92	64 70%	25 27%	2 2%	0 0%	1	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		58%	34%	3%	1%		
My child is encouraged to be healthy and to take regular exercise.	95	68 72%	23 24%	3 3%	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.	94	73 78%	21 22%	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.	91	63 69%	24 26%	1 1%	0 0%	3	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.	96	68 71%	21 22%	6 6%	0 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.	96	72 75%	21 22%	2 2%	0 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.	95	64 67%	23 24%	6 6%	0 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.	95	69 73%	23 24%	0 0%	0 0%	3	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.	92	53 58%	26 28%	5 5%	1 1%	7	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.	96	64 67%	31 32%	0 0%	0 0%	1	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	38%	5%	1%		
The school is well run.	94	67 71%	26 28%	1 1%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	33%	3%	2%		

## Appendix 3

### The inspection team

David Peter Ellis	Reporting Inspector
Mary Elspeth Dyas	Team Inspector
Julie Ann Price	Lay Inspector
Karen Olds	Peer Inspector
Debra Todd	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.