



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

**Clydach Primary School
Sybil Street
Clydach
Swansea
SA6 5EU**

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:

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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Publication Section
Estyn
Anchor Court, Keen Road
Cardiff
CF24 5JW or by email to publications@estyn.gov.uk

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Context

Clydach Primary School is a result of the amalgamation in 2012 between Clydach Infants School and Clydach Junior School. It serves the town of Clydach, northeast of Swansea. The amalgamated school operates on a split site, with a short walk between the Foundation Phase and key stage 2 departments. There are currently 239 pupils on roll, aged between three and 11, organised into nine classes and a nursery.

The vast majority of pupils come from homes where English is the first language. A very few speak Welsh at home, and a very few speak English as an additional language. Around 29% of pupils are entitled to free school meals and approximately 31% of pupils have additional learning needs. These figures are higher than the national and local averages. Very few pupils have a statement of special educational needs or are looked after by the local authority.

The former junior school was last inspected in 2011, and the infants school in 2006. The existing headteacher took up her post following the two schools' amalgamation in 2012. She was formerly the deputy headteacher and acting headteacher of the infants school.

The individual school budget per pupil for Clydach Primary School in 2013-2014 means that the budget is £3,847 per pupil. The maximum per pupil in the primary schools in Swansea is £15,824 and the minimum is £2,673. Clydach Primary School is 19th out of the 80 primary schools in Swansea in terms of its school budget per pupil.

Summary

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

Current performance

Current performance is good because:

- the school's performance at the end of key stage 2 has improved, and now compares well with that of similar schools, national results and pupils' prior attainment;
- pupils have good skills in writing, numeracy, information and communication technology (ICT) and Welsh;
- nearly all pupils enjoy school and are enthusiastic and keen to learn;
- the quality of teaching is good across the school; and
- teachers and teaching assistants provide good support for all pupils, especially those with additional learning needs.

Prospects for improvement

Prospects for improvement are good because:

- the headteacher has successfully amalgamated two schools while also improving standards;
- leaders know their school well and identify the right priorities for improvement;
- the school itself is a caring and nurturing community;
- a good range of partnerships support pupils' achievements; and
- the school manages its finances well and provides good value for money.

Recommendations

- R1 Increase the proportion of pupils achieving the higher than expected level at the end of key stage 2 in mathematics
- R2 Improve the accuracy of teachers' assessments in the Foundation Phase
- R3 Address the health and safety concerns identified during the inspection, in partnership with the local authority
- R4 Develop the strategic role of the new governing body, to allow it to operate more robustly as a critical friend

What happens next?

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

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

Pupils enter the school with standards that are broadly average. They make good progress during their time at Clydach Primary School, and most leave with standards at or above those found nationally. Most pupils concentrate well in class and enjoy their learning.

By the end of the Foundation Phase, most pupils write clearly in a range of different genres. They use their writing skills well to record their work in other subjects, for example when finding out about Celtic jewellery and houses. In key stage 2, most pupils are able to write a wide range of texts using exciting vocabulary and a good variety of sentence structures. Many pupils are able to spell age-appropriate words accurately, although only a minority use accurate punctuation consistently well. More able pupils particularly write with a neatly joined, legible script. By the end of Year 6, almost all pupils are able to write at length in subjects across the curriculum.

Most pupils' oracy skills are very well developed, and they speak confidently about a wide range of subjects that interest them.

Standards in reading are good across the school. In the Foundation Phase, pupils learn the sounds that letters make and blend them together to decode words effectively. They make good use of picture clues and their growing recognition of everyday words, in order to read simple books. By the end of key stage 2, most pupils are confident readers who enjoy books. Many pupils can skim and scan texts to find information quickly and efficiently. They make deductions from the text and predict possible storylines. Most pupils speak confidently about genres of books that they like and dislike, giving well-reasoned arguments to support their choices.

Many pupils have good numeracy skills, which they use effectively in mathematics and other subject areas. For example, reception age pupils are able to compare the heights of towers of bricks with classroom objects, and use a range of games to practise adding numbers to ten and twenty accurately. By the end of key stage 2, most pupils can calculate fractions and percentages of numbers and have a good knowledge of place value. They use calculators efficiently to check their working out of number problems. Using stopwatches accurately, they challenge their peers to improve their speed in recalling times tables facts. Many pupils have a good understanding of the different types of graphs and charts used to present different data. However, a minority of pupils' problem solving skills are underdeveloped. As a result, too few pupils achieve the higher than expected standards in mathematics at the end of the key stage.

Pupils in key stage 2 particularly have well-developed skills in ICT. Most use programming techniques to design their own computer games for their peers to play, and record podcasts for the school website. Most use spreadsheets to manage and filter data. Almost all pupils use ICT skills very effectively to support their learning in

other subjects. For example, pupils use a range of computer simulations to complete virtual science experiments, or use green screen technology and animations to create storyboards for their literacy work.

Standards in Welsh are very good throughout the school. Most pupils in the nursery understand and respond to instructions given in Welsh and use the Welsh language naturally in registration sessions. Many reception pupils carry out short conversations using Welsh words and phrases, read simple Welsh texts and write lists. More able Year 2 pupils write well, using words, phrases and sentences linked to familiar patterns.

In key stage 2, most pupils use a more complex vocabulary and extend sentences using connectives. Many pupils in Year 6 speak fluently in Welsh, for example expressing preferences about food and sports. They read well with good pronunciation and show good understanding of the text. More able pupils in Year 6 write accurately and independently in Welsh using both the present and the past tense, spelling familiar words accurately.

In the Foundation Phase, pupils' standards at the expected outcome 5 are below those found in similar schools. In literacy and in mathematical development, standards place the school in the lower 50% of similar schools, and performance in the Foundation Phase indicator places the school in the bottom 25%. However, pupils' standards observed during the inspection were higher than indicated by the teachers' assessments. At outcome 6, pupils' standards place the school in the upper 50% for mathematical development, but fluctuate for literacy, moving the school between the upper 50% and the bottom 25% of similar schools.

In key stage 2, pupils' standards at the expected level 4 show an improving trend compared to those in similar schools. Recent results place the school in the top 25% of similar schools in English and science, and the upper 50% in mathematics. At the higher than expected level, more able pupils' standards have consistently placed the school in the upper 50% of similar schools for English and science. In mathematics, however, standards dipped, moving the school to the lower 50% in 2013.

Wellbeing: Good

Nearly all pupils enjoy coming to school and feel safe. They have a good understanding of keeping healthy and take part in physical activities in school lessons and in extra-curricular clubs.

Most pupils have a positive attitude to their work. They focus on their tasks, sustain concentration and show motivation and interest. They work well on their own and with others. The school has devised strategies to increase pupil attendance and these have started to impact on attendance levels, which have improved from a very low baseline. Almost all pupils arrive punctually in the mornings.

Leaders seek pupils' views on what and how they learn. Most pupils take on responsibilities willingly. The school council is an effective forum for the pupil voice, for example in introducing anti-bullying ambassadors.

Nearly all pupils are polite and well behaved. They demonstrate good behaviour during lessons, in assemblies and in the playground.

Pupils show compassion for others, raising funds for a number of charities. The school has charitable links with Romania and Kenya. Pupils play an important role in the local community, for example in writing articles and selling advertising space in their production of 'The Mag' annually.

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

The school plans and provides interesting and stimulating learning experiences. Teachers link subjects together into exciting themes and topics. As a result, pupils make meaningful connections between different aspects of their learning, and make good use of their writing, numeracy and ICT skills. The principles of the Foundation Phase, for example learning outdoors, are well established. A good range of after school clubs further enhances pupils' learning.

Planning and provision to develop pupils' literacy and numeracy skills across the curriculum are good. Teachers identify skills in lesson plans to ensure progression across the phases. The curriculum promotes thinking, problem solving and collaborative skills effectively. Teachers and teaching assistants provide good support for pupils with additional needs, which closely matches the targets identified on their individual education and play plans. Pupils involved in well-structured catch up programmes make good progress.

Provision and planning for developing the Welsh language throughout the school are very good. There are opportunities for pupils to learn to talk, read and write in Welsh in purposeful situations. Year 6 pupils visit the Urdd centre at Llangrannog each year to enable them to use the language in context. Y Cwricwlwm Cymreig is evident across all aspects of the life of the school, for example in studying Welsh artists and authors and making visits to places of interest such as the Big Pit and St Fagan's Folk Museum.

The school effectively promotes pupils' understanding of the importance of sustainability. Pupils understand how they and others can make a positive contribution to creating a better society and world.

Teaching: Good

Teachers have good subject knowledge and deliver imaginative, exciting activities to help pupils learn. In the best lessons, teachers use their ongoing assessments of what pupils can do very effectively, to inform the next steps in their learning. They tailor the work precisely to pupils' learning needs. Teachers manage pupils' behaviour well and, as a result, very few pupils are off task. Teaching assistants provide valuable support for pupils' learning. In most lessons, there is a good balance of individual, group and whole class work. In the very few lessons where teaching is weaker, the pace of learning is too slow. In these lessons, teachers often talk for too long and pupils are not active enough in their learning.

Teachers mark work diligently, and praise pupils for their efforts. Older pupils receive written comments that help them to improve their work. Recently, teachers have encouraged pupils to respond to the comments, and these responses are beginning to develop pupils' understanding of how to improve their work.

Leaders have devised a new tracking system to record individual pupils' progress efficiently against agreed targets. This tracking, along with teachers' analyses of the recent literacy and numeracy test results, enables adults to target timely interventions where pupils are at risk of falling behind. Teachers assess pupils' progress regularly; however, in the Foundation Phase, teachers' assessments do not always accurately reflect pupils' achievements.

Reports to parents are detailed and meet requirements. Class teachers' comments are particularly well personalised for individual pupils.

Care, support and guidance: Good

The school actively promotes pupils' personal growth, including their spiritual, moral, social and cultural development. There is an effective personal and social education programme and a successful pastoral care system. Adults encourage pupils to adopt a healthy lifestyle and promote exercise through lessons and extra-curricular activities. The school makes appropriate arrangements for promoting healthy eating and drinking.

There are rigorous guidelines and policies on acceptable standards of behaviour and the school's stance on preventing bullying. Most parents and pupils are confident that the school deals with any problems appropriately, as they arise. The school provides good information for parents on its values and systems of rewards and consequences.

The school has an appropriate policy and procedures for safeguarding which fully meet statutory requirements. Adults follow the guidelines diligently. All staff have received training in child protection.

The school supports pupils with additional learning needs well. The co-ordinator for special educational needs liaises effectively with staff, pupils, parents and a wide range of other key agencies. She monitors their support rigorously to ensure pupil progress. Teachers and teaching assistants work efficiently to provide appropriate and well-tailored support for their pupils. They have a clear understanding of individual pupils' needs and targets. Reviews of progress take place termly with parents. As a result, pupils with additional learning needs make good progress.

Learning environment: Adequate

The school is an inclusive community, where adults and pupils treat each other with respect. Pupils have a clear understanding of equality and a growing understanding of the diverse world in which we live.

The school uses its grounds and environment very well. Despite not having a school field, all classes in the Foundation Phase grow vegetables and flowers. There is also

a bird hide, adjacent to an area planted with suitable shrubs. The outdoor areas on both sites include many playtime activities and stage areas to encourage drama and the performing arts. Both buildings have very good library facilities. In the Foundation Phase particularly, the attractive and stimulating learning area encourages pupils' early enjoyment of books. There are plenty of resources to help pupils learn. Provision for ICT is well resourced, and Foundation Phase pupils enjoy their visits to the key stage 2 ICT suite, to benefit from the facilities.

The split site creates some practical difficulties, which the school manages well, through a careful assessment of the risks. However, inspectors drew some health and safety matters regarding the school site and buildings to leaders' and managers' attention during the inspection.

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

The headteacher has a clear vision for the new school. She has managed the recent amalgamation of the two schools well and all staff now share a common ethos and purpose. The headteacher and governors have restructured the senior leadership team to reflect the new school's needs. Senior leaders have clear roles and responsibilities and they demonstrate a good understanding of the school's strengths and areas for development. They have maintained a focus on standards throughout the period of amalgamation and this has resulted in improving outcomes for pupils. For example, pupils following intervention programmes now make rapid progress to catch up with their peers, and a focus on wellbeing has improved pupil behaviour.

The school plans well for national and local priorities and has made good progress with the implementation of the national literacy and numeracy framework.

Governors are supportive and ensure that the school meets its statutory obligations. They know the school's priorities for improvement and have a developing understanding of performance data. Membership of the governing body has changed significantly since the amalgamation of the infant and junior schools. Governors have robust plans to support the new members of the governing body and extend the skills of existing members in holding the school to account. However, these are at an early stage of development.

Improving quality: Good

The headteacher has developed effective ways to gather information to inform the school's self-evaluation. Senior leaders analyse data and identify whole school priorities for improvement. They make good use of a range of monitoring activities, including regular book scrutiny, monitoring of planning and lesson observations. Subject leaders take responsibility for monitoring provision and pupil achievement in different subject areas. Pupils contribute their views and priorities through the school council, for example to reduce instances of bullying through the initiation of anti-bullying ambassadors. The school invites parents to contribute their views through annual surveys. As a result, almost all members of the school community share the school's aims and work together effectively to bring about improvements.

The headteacher uses self-evaluation to identify the right broad priorities for improvement. Members of the school's leadership team take responsibility for overseeing different actions. However, governor involvement in monitoring and evaluating the effectiveness of the school development plan is currently at an early stage of development.

Partnership working: Good

The school works effectively with a range of partners to secure good outcomes for pupils. Links with parents are good and the school communicates regularly through newsletters, meetings and the school website. Leaders seek parents' views about the work of the school on a regular basis. Parents visit school to support reading and collaborate with their children on creative projects. This has increased the sense of community within the school.

There are strong links with local authority specialist services and the wider community, including the police and local businesses. Foundation Phase pupils use the local library on a weekly basis. Pupils attend church to celebrate festivals such as Harvest and Christmas. Representatives from local churches visit school regularly to lead assemblies. These visits have led to pupils showing greater respect and concern for each other.

The school makes good use of links with other schools to share effective practices. Good arrangements are in place for pupils' transfer to local secondary schools and these help pupils to settle well in Year 7. Teachers in key stage 2 work well with other local schools to ensure that their assessments of pupils' work are broadly accurate.

Resource management: Good

The headteacher deploys staff effectively to make the best use of their knowledge and skills and to deliver the curriculum successfully. Teaching assistants work well throughout the school. They support pupils in classes and enable them to make good progress in learning through interventions. A comprehensive training programme ensures that all staff have opportunities to develop their practice in teaching and learning. Performance management processes are in place for teachers and teaching assistants and objectives link clearly to school priorities. The headteacher has developed a mentoring system that allows teachers to observe and reflect on each other's practice. Although this is at an early stage of development, the process has led to greater consistency in teaching throughout the school. The headteacher and governing body manage the school budget well and ensure that spending is in line with school priorities. Due to the appropriate use the school makes of its funding and the outcomes achieved by pupils, the school provides good value for money.

Appendix 1

Commentary on performance data

In 2012 and 2013, the percentage of pupils who achieved the expected level (outcome 5) at the end of the Foundation Phase in literacy, language and communication and in mathematical development was well below the averages for similar schools, other schools in the same family, and nationally. However, pupils' standards observed during the inspection were higher than indicated by the teachers' assessments. In personal and social development, pupils' achievement at the expected level improved, moving the school from the bottom 25% of similar schools in 2012, to the top 25% in 2013. In 2013, achievement in personal and social development at the expected level was also above the family and national averages.

The proportion of more able pupils attaining outcome 6 in the Foundation Phase in 2013, in personal and social development and in mathematical development, was above the family average. In mathematical development at the higher level, pupils' achievement placed the school in the top 25% of similar schools in 2012 and the upper 50% in 2013. In personal and social development, pupils' achievement placed the school consistently in the top 25% of similar schools. In literacy, language and communication, the proportion of pupils achieving the higher than expected level fluctuated, moving the school from the upper 50% of similar schools in 2012 to the bottom 25% in 2013.

At the end of key stage 2 in 2013, the percentage of pupils who gained the expected level (level 4) was above the average for the family in English, mathematics, science and the core subject indicator. Performance in key stage 2 has improved, moving the school from the upper 50% to the top 25% of similar schools in English and science, and between the upper 50% and top 25% in mathematics and the overall core subject indicator. At the expected level, there has been a trend of improvement over the past four years. Pupils' achievements have been above the national average for the past two years.

At the higher than expected levels, compared to similar schools, pupils' performance has fluctuated, moving the school between the upper 50% and top 25% in English and science, although in mathematics in 2013 performance dipped, placing the school in the lower 50%. In 2013, results at the higher than expected level were above the family average in English, but below in mathematics and science. Results at the higher than expected level have occasionally been above the Wales average over the past four years, but not consistently so. In 2013, more able pupils' achievement was below the national averages in all subjects.

Although there are cohort variations, over time girls and boys achieve equally well in all areas except writing, where boys achieve less well. The performance of pupils entitled to free school meals has improved over recent time, and these pupils now achieve almost as well as their peers.

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.	106	106 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	106	104 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.	106	106 100%	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	106	106 100%	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.	106	105 99%	1 1%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	106	103 97%	3 3%	Rwy'n gwneud yn dda yn yr ysgol.
		96%	4%	
The teachers and other adults in the school help me to learn and make progress.	106	106 100%	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.	106	106 100%	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.	106	104 98%	2 2%	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.	106	105 99%	1 1%	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.	106	93 88%	13 12%	Mae plant eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
		78%	22%	

	Number of responses Nifer o ymatebion	Agree Cytuno	Disagree Anghytuno	
Nearly all children behave well at playtime and lunch time	106	101 95%	5 5%	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.	27	13 48%	13 48%	0 0%	1 4%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	27	18 67%	8 30%	1 4%	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.	26	19 73%	7 27%	0 0%	0 0%	0	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		72%	26%	1%	0%		
My child is making good progress at school.	27	19 70%	4 15%	3 11%	1 4%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	0%		
Pupils behave well in school.	27	10 37%	16 59%	1 4%	0 0%	0	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	46%	4%	1%		
Teaching is good.	27	15 56%	11 41%	1 4%	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.	27	16 59%	8 30%	2 7%	0 0%	1	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		63%	33%	1%	0%		
The homework that is given builds well on what my child learns in school.	26	12 46%	12 46%	1 4%	1 4%	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.	27	17 63%	8 30%	1 4%	0 0%	1	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		58%	34%	3%	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	
My child is encouraged to be healthy and to take regular exercise.	27	14 52%	13 48%	0 0%	0 0%	0	Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		59%	36%	2%	0%		
My child is safe at school.	27	14 52%	13 48%	0 0%	0 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'.	25	14 56%	9 36%	1 4%	0 0%	1	Mae fy mhlentyn 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.	27	14 52%	12 44%	1 4%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		49%	40%	8%	2%		
I feel comfortable about approaching the school with questions, suggestions or a problem.	26	20 77%	5 19%	1 4%	0 0%	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.	27	10 37%	11 41%	5 19%	0 0%	1	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.	25	12 48%	11 44%	2 8%	0 0%	0	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.	21	5 24%	9 43%	3 14%	0 0%	4	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.	27	12 44%	14 52%	1 4%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	38%	5%	1%		
The school is well run.	27	15 56%	9 33%	2 7%	1 4%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	33%	3%	1%		

Appendix 3

The inspection team

Fiona Arnison	Reporting Inspector
Jane Mccarthy	Team Inspector
Jeffrey Davies	Lay Inspector
Lee Workman	Peer Inspector
Emma Peters	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.