



Arolygiaeth Ei Mawrhydi dros Addysg a Hyfforddiant yng Nghymru
Her Majesty's Inspectorate for Education and Training in Wales

A report on

**Gilfach Fargoed Primary School
Vere Street
Gilfach
Bargoed
CF81 8LB**

Date of inspection: January 2016

by

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

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

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

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

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

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

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

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Context

The school serves the community of Gilfach near Bargoed in the Caerphilly local authority. There are 155 full-time pupils between the ages of 3 and 11 years on roll. The school admits children to its nursery at the start of the term following their third birthday. There are six classes, four of which are mixed age.

Around 30% of pupils are eligible for free school meals. Until recently, this figure has declined. However, it has remained consistently above the local and national averages. The school identifies that approximately 15% of pupils have additional learning needs and a very few pupils have a statement of special educational needs.

Nearly all pupils are of white British ethnicity and come from homes where English is the main language. No pupils speak Welsh at home.

The headteacher took up her post in September 2014. Estyn last inspected the school in March 2009.

The individual school budget per pupil for Gilfach Fargoed Primary School in 2015-2016 means that the budget is £2,913 per pupil. The maximum per pupil in the primary schools in Caerphilly is £5,191 and the minimum is £2,492. Gilfach Fargoed Primary School is 53rd out of the 75 primary schools in Caerphilly in terms of its school budget per pupil.

Summary

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

Current performance

The school's current performance is good because:

- Nearly all pupils make good progress as they move through the school with a majority making very good progress
- Almost all pupils with additional learning needs make very good progress, and most pupils make effective use of their literacy, numeracy and information and communication technology (ICT) skills across a range of subjects and areas of learning
- Most pupils behave well and show care and consideration for each other
- It provides a wide and well-balanced variety of learning experiences that engage pupils successfully
- Teachers and support staff work well to ensure that pupils make good progress and attain well
- It is a welcoming and caring community

Prospects for improvement

The school's prospects for improvement are excellent because:

- The headteacher has a clear vision for the school, which she shares successfully with all stakeholders
- The headteacher's highly effective leadership skills allow all staff to contribute exceptionally well to achieving the school's aims
- Members of the senior management team work together effectively to set high expectations of staff and pupils
- The entire school community works collaboratively to secure improvement and improve outcomes for pupils
- The governing body supports the school well and holds leaders to account effectively
- Self-evaluation and improvement planning are robust and highly effective
- The priorities in the school improvement plan are based systematically on outcomes of the self-evaluation process
- Progress against the school improvement plan is monitored extensively on a regular basis to evaluate the success of initiatives
- Its activities have led to significant improvements in pupils' progress, especially for those who need extra help with their learning

Recommendations

- R1 Improve standards of pupils' Welsh language oral skills outside of Welsh lessons
- R2 Improve attendance
- R3 Improve pupils' ability to work independently
- R4 Improve provision for pupils' knowledge and understanding of the history and culture of Wales

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.

Estyn will invite the school to prepare a written case study, describing the excellent practice identified during the inspection.

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

Many pupils enter the school with skills, knowledge and understanding that are below those expected for their age. A few pupils begin school life with communication skills that are significantly below. However, nearly all pupils make good progress as they move through the school with a majority making very good progress, particularly with their reading skills.

In the Foundation Phase, many pupils listen carefully to instructions and respond well to each other and to their teachers. A majority are confident talking to adults and eager to discuss what they are doing in class. In key stage 2, most pupils use their speaking and listening skills well to collaborate with each other and this supports their learning successfully. For example, pupils in the Year 5 and 6 class effectively discuss how to write an imaginative description of a dinosaur.

Across the school, many pupils use a range of effective reading skills that support their learning well in all areas of the curriculum. Many pupils in Year 2 apply their knowledge of letter sounds well to read words with which they are unfamiliar. They talk enthusiastically about the books they read, the characters and the plot. A few express preferences in terms of types of books and favourite authors. These skills continue to develop well in key stage 2 with many older pupils reading widely and enthusiastically. Nearly all can read accurately and fluently and many make good use of expression. Nearly all can skim and scan a text accurately to gain meaning.

Many pupils develop comprehensive and imaginative writing skills as they progress through the school. They write in a variety of forms across the curriculum well. In the Foundation Phase, a majority of pupils use a wide range of creative vocabulary effectively to add interest to their writing and to engage the reader. Many pupils spell simple words accurately and use their phonic knowledge well to spell words that are more complex. The quality of handwriting and presentation of many pupils is good. In key stage 2, many pupils build on these skills strongly; creating pieces of writing that are imaginative and appealing to the reader. Most pupils use paragraphs well to organise their work and a few use more advanced forms of punctuation, such as ellipses, to add suspense and excitement to their work.

In the Foundation Phase, most pupils' numeracy skills are developing successfully. They have a good understanding of number and place value. Many older pupils in the Foundation Phase can add and subtract by 10 and a few pupils that are more able can add two digit figures up to 100. Most pupils have a good understanding of concepts such as shape, time and measure. They use these skills well in many different subjects. for example using simple diagrams to sort two-dimensional shapes or constructing a simple block graph to indicate favourite toppings for porridge. Older pupils in key stage 2 use their mathematical skills to solve problems using number and measure across the curriculum well, for example when calculating how much food and water a human would need in space over a given period or by using their

understanding of decimals and multiplication to convert metres to millimetres. However, many pupils have a limited understanding of the use and interpretation of data at an appropriate level.

Many pupils across the school develop effective ICT skills that support their learning in nearly all areas of the curriculum. The ability of a few 'digital leaders' to support other pupils in developing their ICT skills is a particular strength.

Most pupils in the Foundation Phase make good progress with the development of their speaking and listening skills in Welsh. They are able to respond appropriately to instructions from the teacher and speak clearly and accurately in Welsh sessions. Many pupils write simple words and phrases accurately, for example, when labelling parts of the body. A few pupils that are more able write at length when writing a letter to Father Christmas. By the end of key stage 2, many pupils read at an appropriate level, have a reasonable understanding of their texts and can answer simple questions. They write using good vocabulary to describe their likes and dislikes. A few can extend their sentences and write accurately at length in the past tense. However, pupils do not use their Welsh language skills enough in other areas of the curriculum and around the school.

At the end of the Foundation Phase, pupils' performance in literacy compared with that of similar schools has tended to place the school in the top 50% at both the expected and higher outcomes over the last four years. Pupils' performance in mathematical development at the expected level has varied considerably and there and there is no identifiable trend. However, at the higher than expected level, pupil performance has placed the school consistently in the top 50% over the last four years.

At the end of key stage 2, pupils' performance at the expected and higher than expected levels in English, mathematics and science has largely placed the school in the top 50% when compared with similar schools.

At the end of the Foundation Phase and key stage 2, the performance of boys and girls as a group tends to be similar. Pupils eligible for free school meals have performed consistently less well than other pupils for the past four years but the gap is narrowing. Almost all pupils with additional learning needs make very good progress.

Wellbeing: Adequate

Nearly all pupils have a positive attitude towards leading a healthy lifestyle and have a good understanding of the importance of eating healthily and taking regular exercise. Many pupils enjoy taking part in a range of extra-curricular sporting activities. Nearly all pupils feel safe in school and know where to turn for advice and support.

Nearly all pupils behave well and show care and consideration for each other. They enjoy lessons and engage well with their learning. Most pupils work effectively in pairs and in groups. They concentrate well and respond effectively to challenge. Nearly all pupils feel that they are doing well in school and nearly all know what they

need to do to improve their work. In a few cases, younger pupils have a say in what and how they learn, for example when pupils' interests guide the learning that takes place. However, many pupils' ability to work independently and tackle problems unaided is underdeveloped.

The school council is a well-established body with pupils taking their roles seriously. It contributes effectively to decision-making and the strategic direction of the school. For example, members observe lessons and survey their peers in order to identify areas of pupils' behaviour that they could help to improve. They use their findings appropriately to devise a pupils' action plan. Many older pupils take on a range of responsibilities such as digital and play leaders, librarians and class captains well. Many pupils take an active role in their local community through, for example, the 'Pride in Our Place' initiative and their community targets. As a result, most pupils have a good understanding of their locality and their part in it.

Over the last three years, although the school's attendance rate has shown a slight improvement, it has remained in the lower 50% of similar schools. Most pupils are punctual.

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

The school provides a wide and well-balanced variety of learning experiences that engage nearly all pupils successfully. Teachers plan well and provide an imaginative curriculum that builds on pupils' prior learning effectively. Their planning for pupils' literacy, numeracy, and ICT skills in subjects across the curriculum is good. These activities provide pupils with the same level of challenge as in their specific English and mathematics lessons and encourage them to practise and improve their skills well. The school has effectively adapted its programmes of work to include the requirements of the Literacy and Numeracy Framework.

The school provides pupils with an opportunity to visit a wide variety of places of interest that enhance the curriculum well. For example, pupils from lower key stage 2 visited Caerleon when studying the Romans, and Foundation Phase pupils went to a science activity centre to develop their knowledge and understanding of the world. The school organises a range of valuable extra-curricular activities that support pupils' learning well. These include gardening, choir, ICT and multisports clubs. Older pupils have benefited from a residential visit to the Urdd camp at Glan Llyn to take part in outdoor and adventurous activities.

Provision for pupils to develop their Welsh language skills during dedicated Welsh language lessons is good. The planned programmes of work ensure that most pupils build their skills well as they move through the school. However, there is only limited expectation of pupils to practise and further enhance these skills outside of Welsh lessons. As a result, very few pupils use the Welsh language independently and naturally. The school holds regular Welsh assemblies, and arranges an annual Eisteddfod and visits to Welsh historical sites such as Big Pit and the Winding House in New Tredegar. However, the provision for developing pupils' understanding of the history and culture of Wales and its integration into the school's curriculum is limited overall.

The school promotes sustainable development successfully. The Eco Committee is very active and its members are proud of their work in promoting environmental awareness and reducing waste. Teachers integrate aspects of sustainable living into their planning well. Pupils have good opportunities to learn about the importance of sustainability by growing their own vegetables in the school garden and cooking them as part of an after school club. The school is developing pupils' awareness of their role as global citizens appropriately by taking part in commemorations such as Holocaust Memorial Day and initiatives to understand the importance of fair trade.

Teaching: Good

Teachers and support staff work well to ensure that pupils have a positive attitude towards learning, make good progress and attain well. All teachers plan lessons carefully with the specific needs of pupils as their priority. In particular, they plan sessions to develop pupils' basic skills in literacy and numeracy very well to target the next steps in their learning. These are highly effective in helping them to make good progress in these skills.

Most lessons move at good pace and engage the interests of pupils successfully. For example, an imaginary letter from a chocolate manufacturer to pupils in Year 3 provides an excellent stimulus for them to engage in a variety of purposeful learning tasks. Nearly all lessons have clear learning objectives and teachers devise tasks that are effective in addressing these. All staff establish positive working relationships with pupils. They have high expectations in terms of pupil behaviour and standards of work. However, in a few cases, activities do not allow pupils enough freedom to explore and lead their own learning. This limits the ability of pupils to develop their independent learning skills.

The school's assessment processes have a very positive impact on outcomes for pupils. Pupils' progress is tracked carefully and the data used wisely by class teachers and senior leaders to identify those in need of extra support and to plan the most beneficial additional help to address their needs. Teachers use data effectively to set targets for pupils. As a result, most pupils are well aware of their targets, they know what they need to do to achieve them and can successfully evaluate how well they have met them.

In most lessons, teachers make pupils aware of the learning objective for the session. Nearly all pupils are able to assess their own progress and that of their peers, and understand what they need to do to improve their learning. All teachers mark pupils' work regularly. In most cases, they identify what pupils have done well and provide pupils with helpful feedback on what to do next to improve their work. Pupils have useful opportunities to respond to teachers' comments through a 'response cloud'. Teachers use this feature consistently and effectively throughout the school. In the best examples, teacher feedback links closely to the success criteria established at the start of lessons.

Annual reports keep parents and carers well informed about their child's progress.

Care, support and guidance: Good

The school provides pupils with a caring and supportive environment. It has clear and effective procedures to encourage pupils to behave well, feel valued and keep safe. The personal and social education programme caters well for pupils' spiritual, moral, social and cultural development. These have a positive impact on pupils' enjoyment of school and their wellbeing. The school makes appropriate arrangements for promoting healthy eating and drinking.

The school has comprehensive arrangements to promote and reward pupils' regular attendance. However, although there is a trend of improvement, these have not yet had enough impact on raising levels of attendance.

The school has good links with a range of outside agencies. For example, staff work closely with the educational psychologist and speech and language therapist to support pupils' particular needs. The police provide pupils with good information on how to stay safe on the internet and on substance misuse.

The school identifies pupils with additional learning needs promptly. Pupils receive highly effective support that meets their particular needs well. Staff monitor pupils' progress and the effectiveness of the provision in detail. All pupils with additional learning needs have useful individual educational plans. The school consults parents appropriately over these issues. As a result, almost all pupils with additional learning needs make very good progress.

The school's arrangements for safeguarding meet requirements and give no cause for concern.

Learning environment: Good

The school has an inclusive and caring ethos. Its focus on the development of a positive attitude to learning and a sense of community is evident in the daily life and work of pupils and staff. For example, pupils' community targets encourage them to play a significant role in caring for their school and beyond. Staff promote tolerance and respect for all positively.

The school provides a welcoming learning environment for pupils and well-ordered areas for teaching and learning. Attractive displays celebrate pupils' work and achievements well. The school's buildings and site are secure, clean and well maintained.

The school has a good range of resources, which match pupils' need well. Staff make effective use of the whole school site to support learning.

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

The headteacher has a clear vision for the school, which she shares successfully with all stakeholders. Her highly effective leadership skills allow all staff to contribute

exceptionally well to achieving the school's aim of 'working and learning together to be our very best'. Their actions have led directly to significant improvements in pupils' progress, especially for those who need extra support with their learning. The school has made strong progress in relation to introducing the Literacy and Numeracy Framework and reducing the impact of poverty on pupils' educational achievement.

Leaders at all levels promote an inclusive and caring ethos where everyone feels valued and that their involvement is important. Staff have clearly defined roles and responsibilities and value the opportunities given to them to take the lead on initiatives. Members of the senior management team work together effectively to set high expectations of staff and pupils. As a result, the whole school community works collaboratively to take the school forward and improve outcomes for pupils significantly. For example, a structured system for teaching phonics has helped to improve pupils' early reading and writing skills very successfully. Performance management procedures contribute well to ensuring the identification of good practice and areas for professional development.

Members of the governing body play an active and effective role in the life and work of the school. A significant feature of their work is their use of learning walks, book scrutiny and visits to lessons to gain a first-hand evidence of what the pupils are doing. They receive regular and detailed information on data from the headteacher. Consequently, they have a thorough knowledge of the school's work, including its strengths and areas for improvement, and are able to hold leaders to account in terms of pupils' outcomes by, for example, challenging the standards of boys' reading.

Improving quality: Excellent

Self-evaluation and improvement planning are robust and highly effective. They are regular features of the school's activities and an important element of the work of all staff. Focusing rigorously on pupil outcomes and progress, the school's self-evaluation procedures are of an exceptionally high quality. Effective elements include listening to learners regularly, focused lesson observations and learning walks, thorough book reviews, and a robust attention to data. This gives everyone in the school a very clear and accurate picture of the school's strengths and areas for improvement. In particular, it allows the school to identify and implement highly-effective support programmes for pupils who are underperforming or struggle with their learning. The school annual 'evaluation and target setting' day allows all staff and governors to contribute effectively to the self-evaluation process. This practice is very beneficial in creating a common, successful and active approach to school improvement.

The priorities in the school improvement plan are appropriate and build systematically on the outcomes of the self-evaluation process. The school development plan sets clear strategic areas for improvement, and identifies costs, timescales and responsibilities effectively. Success criteria are generally measurable and relate clearly to improvements in pupil outcomes. The school monitors progress against its improvement plan extensively and on a regular basis to evaluate the success of initiatives.

This has resulted, since the appointment of the headteacher, in moving the school forward significantly in both its provision and its outcomes for pupils.

Partnership working: Good

The school has a beneficial range of partners that help improve pupil outcomes and wellbeing. For example, a highly successful programme working with vulnerable families and their children has produced a significant range of benefits for pupils and their parents. These include improvements in pupil outcomes and wellbeing, parent-child relationships and home school liaison.

The school's parent fundraising group, through fairs and sponsored events, has raised over £2,000 in the last year. This has been valuable in developing the school's outdoor area and in giving financial support to families for trips and visits.

Links with a local supermarket has provided the school with funds to buy items for the school's gardening club, and to support St David's Day activities. National and local garden centres have provided funds to develop the school's 'wild wood' and outdoor learning areas.

Visits by clergy to the school and by pupils to the church for services, such as harvest festival, are helpful in providing worthwhile opportunities to enhance pupils' spiritual development.

There are strong links between the school and the adjacent playgroup. Children from the playgroup make worthwhile visits to the school prior to moving to full-time education, such as by attending assemblies and sports day. School staff and playgroup practitioners share relevant information well. This allows pupils to enter school smoothly and for staff to address any issues quickly and effectively. The involvement of parents in these activities improves home-school liaison successfully.

Effective transition arrangements involving pupils in visits to the high school, including a residential visit, enable pupils to transfer to secondary education successfully. The school has worked well with other schools in the cluster to ensure the accuracy of teacher assessment.

Resource management: Good

The school has enough qualified teachers and teaching assistants to meet the needs of pupils. Leaders deploy them well to make the best use of their expertise and experience.

Teachers and support assistants benefit well from a good range of professional development opportunities that link effectively with performance management arrangements. For example, training in the use of a structured phonic system and in the effective use of group reading sessions has enabled staff to improve pupils' reading significantly. Within the school, teachers work closely together to share ideas and learn from each other. The school is currently involved in a network of professional practice relating to supporting pupils with additional learning needs. However, it is too early yet to judge any impact. The school has put in place appropriate arrangements for teachers' planning and preparation time.

The headteacher and the governing body manage the budget effectively to meet the priorities identified in the school improvement plan and to ensure that the school is well resourced. The school has made effective use of the pupil deprivation grant to improve provision and outcomes for targeted pupils.

In view of the academic standards that pupils achieve overall, the school provides good value for money.

Appendix 1: Commentary on performance data

6762121 - GILFACH FARGOED PRIMARY

Number of pupils on roll	150
Pupils eligible for free school meals (FSM) - 3 year average	26.9
FSM band	4 (24%<FSM<=32%)

Foundation Phase

	2012	2013	2014	2015
Number of pupils in Year 2 cohort	13	16	21	27
Achieving the Foundation Phase indicator (FPI) (%)	76.9	87.5	76.2	96.3
Benchmark quartile	3	1	4	1
Language, literacy and communication skills - English (LCE)				
Number of pupils in cohort	13	16	21	27
Achieving outcome 5+ (%)	84.6	87.5	81.0	96.3
Benchmark quartile	2	1	3	1
Achieving outcome 6+ (%)	30.8	37.5	33.3	22.2
Benchmark quartile	1	1	2	4
Language, literacy and communication skills - Welsh (LCW)				
Number of pupils in cohort	*	*	*	*
Achieving outcome 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving outcome 6+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematical development (MDT)				
Number of pupils in cohort	13	16	21	27
Achieving outcome 5+ (%)	84.6	87.5	81.0	96.3
Benchmark quartile	3	2	4	1
Achieving outcome 6+ (%)	30.8	37.5	28.6	29.6
Benchmark quartile	1	1	2	2
Personal and social development, wellbeing and cultural diversity (PSD)				
Number of pupils in cohort	13	16	21	27
Achieving outcome 5+ (%)	76.9	93.8	90.5	96.3
Benchmark quartile	4	2	3	2
Achieving outcome 6+ (%)	23.1	50.0	38.1	40.7
Benchmark quartile	3	1	3	3

The Foundation Phase indicator (FPI) represents the percentage of pupils achieving outcome 5 or above in PSD, LCE/LCW, and MDT in combination.

* This item may disclose information on individuals, or it is not sufficiently robust for publication, not applicable or is otherwise unavailable.

The benchmark quartile compares the performance of one school against others who have similar levels of pupils with free school meals (FSM). FSM is used as a proxy of social deprivation in schools. This allows a comparison of the performance of a school against others who are in the same FSM category, and who might therefore have a similar intake of pupils from deprived backgrounds.

A school in benchmark quartile 1 is in the highest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are higher than many other schools with similar levels of pupils from deprived backgrounds. A school in benchmark quartile 4 is in the lowest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are lower than many other schools with similar levels of pupils from deprived backgrounds.

6762121 - GILFACH FARGOED PRIMARY

Number of pupils on roll	150
Pupils eligible for free school meals (FSM) - 3 year average	26.9
FSM band	4 (24%<FSM<=32%)

Key stage 2

	2012	2013	2014	2015
Number of pupils in Year 6 cohort	15	23	21	16
Achieving the core subject indicator (CSI) (%)	86.7	78.3	81.0	93.8
Benchmark quartile	2	2	3	1
English				
Number of pupils in cohort	15	23	21	16
Achieving level 4+ (%)	86.7	82.6	85.7	93.8
Benchmark quartile	2	2	3	1
Achieving level 5+ (%)	*	34.8	33.3	68.8
Benchmark quartile	*	1	2	1
Welsh first language				
Number of pupils in cohort	*	*	*	*
Achieving level 4+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematics				
Number of pupils in cohort	15	23	21	16
Achieving level 4+ (%)	86.7	82.6	95.2	93.8
Benchmark quartile	3	2	1	2
Achieving level 5+ (%)	*	30.4	28.6	62.5
Benchmark quartile	*	2	3	1
Science				
Number of pupils in cohort	15	23	21	16
Achieving level 4+ (%)	86.7	87.0	100.0	93.8
Benchmark quartile	3	2	1	2
Achieving level 5+ (%)	*	34.8	33.3	50.0
Benchmark quartile	*	1	2	1

The core subject indicator (CSI) represents the percentage of pupils achieving level 4 or above in English or Welsh (first language), mathematics and science in combination.

* This item may disclose information on individuals, or it is not sufficiently robust for publication, not applicable or is otherwise unavailable.

The benchmark quartile compares the performance of one school against others who have similar levels of pupils with free school meals (FSM). FSM is used as a proxy of social deprivation in schools. This allows a comparison of the performance of a school against others who are in the same FSM category, and who might therefore have a similar intake of pupils from deprived backgrounds.

A school in benchmark quartile 1 is in the highest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are higher than many other schools with similar levels of pupils from deprived backgrounds. A school in benchmark quartile 4 is in the lowest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are lower than many other schools with similar levels of pupils from deprived backgrounds.

Further information is available from the Welsh Government My Local School website at the link below.

<http://mylocalschool.wales.gov.uk/index.html?lang=eng>

Appendix 2

Stakeholder satisfaction report

Responses to learner questionnaires

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

	Number of responses Nifer o ymatebion		Agree Cytuno	Disagree Anghytuno	
I feel safe in my school.	76		76 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
			98%	2%	
The school deals well with any bullying.	76		75 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.	76		76 100%	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	76		76 100%	0 0%	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
			97%	3%	
There are lots of chances at school for me to get regular exercise.	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	76		76 100%	0 0%	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.	76		76 100%	0 0%	Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddsygu a gwneud cynnydd.
			99%	1%	
I know what to do and who to ask if I find my work hard.	76		76 100%	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.	75		66 88%	9 12%	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.	76		76 100%	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		72 95%	4 5%	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	76		73 96%	3 4%	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.	45	37 82%	7 16%	1 2%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		64%	33%	3%	1%		
My child likes this school.	45	36 80%	9 20%	0 0%	0 0%	0	Mae fy mhentyn yn hoffi'r ysgol hon.
		73%	25%	1%	0%		
My child was helped to settle in well when he or she started at the school.	44	36 82%	8 18%	0 0%	0 0%	0	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		73%	26%	1%	0%		
My child is making good progress at school.	45	35 78%	10 22%	0 0%	0 0%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		62%	34%	3%	1%		
Pupils behave well in school.	44	24 55%	20 45%	0 0%	0 0%	1	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		48%	47%	4%	1%		
Teaching is good.	45	33 73%	12 27%	0 0%	0 0%	0	Mae'r addysgu yn dda.
		62%	36%	2%	0%		
Staff expect my child to work hard and do his or her best.	45	35 78%	10 22%	0 0%	0 0%	0	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		65%	33%	1%	0%		
The homework that is given builds well on what my child learns in school.	45	32 71%	13 29%	0 0%	0 0%	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.
		50%	42%	6%	2%		
Staff treat all children fairly and with respect.	44	33 75%	10 23%	0 0%	1 2%	1	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		61%	34%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	44	24 55%	20 45%	0 0%	0 0%	1	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		61%	37%	2%	0%		
My child is safe at school.	45	32 71%	13 29%	0 0%	0 0%	0	Mae fy mhentyn yn ddiogel yn yr ysgol.
		67%	31%	1%	0%		
My child receives appropriate additional support in relation to any particular individual needs'.	37	23 62%	13 35%	1 3%	0 0%	6	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		56%	38%	4%	1%		
I am kept well informed about my child's progress.	45	26 58%	18 40%	1 2%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		50%	40%	8%	2%		

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
I feel comfortable about approaching the school with questions, suggestions or a problem.	45	36 80%	8 18%	0 0%	1 2%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		63%	31%	4%	2%		
I understand the school's procedure for dealing with complaints.	40	25 62%	15 38%	0 0%	0 0%	5	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		49%	41%	8%	2%		
The school helps my child to become more mature and take on responsibility.	44	31 70%	12 27%	1 2%	0 0%	1	Mae'r ysgol yn helpu fy mhentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		58%	39%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	36	18 50%	17 47%	1 3%	0 0%	3	Mae fy mhentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		53%	41%	5%	1%		
There is a good range of activities including trips or visits.	45	32 71%	13 29%	0 0%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		55%	38%	5%	1%		
The school is well run.	43	33 77%	9 21%	1 2%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		62%	33%	3%	2%		

Appendix 3

The inspection team

Jonathan Wright	Reporting Inspector
Richard Hawkley	Team Inspector
Andrea Louise Davies	Lay Inspector
Susan Clisham	Peer Inspector
Catherine Rees	Nominee

Copies of the report

Copies of this report are available from the school and from the Estyn website (www.estyn.gov.wales)

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
- 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
- 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 eligible for 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 eligible for 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 eligible for 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.