



*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

## **Report on**

**Ysgol Ifor Bach  
Windsor Way  
Abertridwr  
Caerphilly  
CF83 4AB**

**Date of inspection: March 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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## Context

Ysgol Ifor Bach is in the village of Abertridwr, on the outskirts of the town of Caerphilly. In the main, it serves the area of Abertridwr and Senghennydd and the vicinity. It comes under the care of Caerphilly local authority. The school admits children from the whole ability level at the beginning of the term following their third birthday. At present, there are 275 pupils on roll. Pupil numbers have risen over recent years.

Welsh is the main teaching and learning medium at the school and all pupils are expected to be fluent in Welsh and English by the end of key stage 2. Ninety-eight per cent of pupils come from non Welsh-speaking homes. About 28% of pupils are entitled to free school meals, a figure that is higher than the county and national averages. About 19% of pupils are on the additional learning needs register and a very few have a statement of special educational needs.

The headteacher was appointed to her post in 2005 and she was present when the school was last inspected in June 2008. Since then, there have been considerable changes in terms of staff.

The individual school budget per pupil for Ysgol Ifor Bach in 2013-2014 is £2,951. The maximum per pupil in primary schools in Caerphilly is £5,118 and the minimum is £2,645. Ysgol Ifor Bach is in 49<sup>th</sup> position out of the 75 primary schools in Caerphilly in terms of the school budget per pupil.

## Summary

<b>The school's current performance</b>	<b>Good</b>
<b>The school's prospects for improvement</b>	<b>Good</b>

### Current performance

Ysgol Ifor Bach's current performance is good because:

- most pupils make sound progress from their starting points on entry to the school;
- most pupils make effective progress in their lessons and during their time at the school;
- most pupils' oral skills are consistently good;
- standards of pupils' key skills are high;
- all pupils show courtesy, care and respect towards each other, staff and visitors;
- the standard of teaching is consistently good; and
- the school has an inclusive and caring ethos in which pupils are happy and keen to learn.

### Prospects for improvement

Ysgol Ifor Bach's prospects for improvement are good because:

- the headteacher has a clear vision and a strong mission based on ensuring high standards and pupils' happiness and wellbeing;
- all staff at the school co-operate effectively as a team;
- governors have a robust understanding of the school and its performance;
- leaders have an accurate understanding of strengths and the areas that need to be improved;
- a strong partnership exists with parents and the community; and
- the school's development plan focuses clearly on raising standards.

## Recommendations

R1 Improve extended creative writing in both languages

R2 Raise standards of handwriting and presentation across the school

R3 Ensure that pupils have opportunities to respond to teachers' written comments

R4 Set challenging individual targets for all pupils

### **What happens next?**

The school will produce an action plan that shows how it will address the recommendations.

## Main findings

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

Good

#### Standards: Good

The basic skills of the majority of pupils on entry to the school vary greatly. Many pupils have skills that are lower than the average for their age. By the end of the Foundation Phase, most pupils make sound progress, according to their ability, in all learning areas.

Most pupils' oral standards in Welsh are sound, and nearly all pupils speak increasingly correctly and confidently by the end of key stage 2. They respond eagerly to the teachers' questioning and contribute readily to discussions. By the end of key stage 2, most pupils' oral skills in English are developing effectively.

On the whole, pupils' reading skills are developing appropriately across the school. In the Foundation Phase, most pupils read increasingly accurately. In key stage 2, most pupils read in line with their age and ability in both languages. By the end of key stage, the best pupils read sensibly and accurately, using intonation effectively.

Across the school, most pupils' writing skills are developing effectively. Pupils' writing skills are good in the Foundation Phase. They spell and write increasingly accurately and apply their writing skills well across the curriculum. They are able to write independent pieces on a variety of topics. In key stage 2, most pupils use their Welsh writing skills for various purposes effectively. They use paragraphs and punctuate accurately in both languages. However, they do not write extended stories in both languages. Pupils' standards of handwriting and presentation vary and, at times, untidy work is seen in books.

On the whole, pupils' skills are high across the school. Most pupils use their numeracy skills, thinking skills and investigative skills purposefully across subjects. For example, in the Foundation Phase, pupils use their skills to solve problems in the continuous provision. By the end of key stage 2, they have a good understanding of numeracy strategies and the best pupils can apply this knowledge across the curriculum effectively. However, more able pupils are not challenged sufficiently across all skills.

Numeracy skills are being developed well across the school. In the Foundation Phase, most pupils deepen their understanding of numeracy effectively in the continuous provision. In key stage 2, pupils use mathematical language increasingly accurately and, by the end of the key stage, they are able to discuss and solve challenging problems confidently, for example creating complex formulae.

In 2013, the performance of pupils who achieve the expected outcomes (outcome 5 or higher) and the higher outcome (outcome 6 or higher) in literacy, mathematics and personal skills in assessments at the end of the Foundation Phase is lower than the average for pupils' performance in similar schools and the average for the whole of Wales. Results are also lower in comparison with those of other schools that have a similar percentage of pupils who are entitled to free school meals. These results place the school in the higher 50% in comparison with similar schools.

Pupils' performance at the end of key stage 2 in 2013 at the expected level (level 4 or higher) for the core subject indicator, and Welsh, English, mathematics and science separately places the school in the top 25% in comparison with similar schools. On the whole, this is higher than the average for schools in the family. The percentage attaining levels that are higher than expected is also higher than the average for schools in the family, and places the school in the higher 50% for similar schools in terms of the percentage entitled to receive free school meals.

As a group, on the whole, boys do not perform as well as girls at the end of the Foundation Phase or key stage 2.

**Wellbeing: Good**

Nearly all pupils enjoy coming to school and contribute conscientiously and enthusiastically in lessons.

The standard of pupils' behaviour across the school is high and they are courteous and welcoming towards visitors. Pupils show respect for others in lessons and during play time.

Nearly all pupils feel safe at school and know to whom to turn for advice or to discuss any concerns they have. All pupils understand the importance of taking regular physical exercise in order to keep healthy. Nearly all have a positive attitude towards eating and drinking healthily.

Pupils take good advantage of appropriate opportunities to express an opinion by contributing to planning classroom activities during thematic work. They are thoughtful when making appropriate decisions on the school council and the eco council, and take their responsibilities seriously.

Pupils' attendance levels are a little lower than the rates for the local authority and Wales. Attendance has placed the school in the upper 50% of similar schools in terms of levels of free school meals in two of the last four years. Punctuality is also good.

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

All teachers plan jointly carefully and ensure that activities are stimulating and promote exciting learning. Clear progression in terms of continuity and progress is provided between the Foundation Phase and key stage 2, and teachers develop learners' communication and reading skills effectively. Close attention is paid to planning all skills across the curriculum and this ensures their development very effectively.

All teachers provide a very wide and rich range of appropriate, successful and stimulating learning experiences which gain pupils' interest. Cross-curricular activities and extra-curricular opportunities enrich pupils' experiences very effectively.

The rich provision for developing the Welsh language and the Welsh dimension is core to all the school's life and work. This is one of the school's strengths. Teachers promote local history and Welsh culture very well and pupils' awareness of their culture is robust. All staff at the school are completely inclusive and promote fostering respect for their area and their traditions, for example the work on the Senghennydd explosion and Tryweryn.

The school promotes pupils' awareness of sustainable development very effectively. Great advantage is taken of the sustainable nature of the building and the site. Provision for sustainable development and global citizenship has a prominent place in school life. Through a variety of high quality experiences and activities, pupils' awareness of living in an expansive, modern world in a sustainable way is developed very effectively. The school provides French lessons and strong links with schools in Kuala Lumpur promote pupils' awareness of their place in the world and of a variety of cultures.

### **Teaching: Good**

The quality of teaching is robust across the school. All teachers have high expectations and they use a good variety of learning methods and interesting activities in order to foster pupils' participation and interest.

Lessons are planned in detail and appropriately. All teachers use a wide range of colourful purposeful resources, including information and communication technology (ICT) equipment, successfully to support learning and teaching. Teachers and pupils in Years 5 and 6 are studying a Second World War theme and they wear clothes from the period in lessons in order to identify with that period. Teachers move work on at a suitable pace in lessons and, on the whole, they set appropriate challenges for pupils. Thematic teaching is effective. However, at times, overuse of worksheets hinders pupils' opportunities to write independently and at length in the Foundation Phase. Teachers' expectations and activities that are prepared are not always challenging enough for higher ability pupils in key stage 2.

There is an effective working relationship between adults and pupils in all classes. Teachers model clear language and drill new language regularly. This contributes considerably to the development of pupils' good oral language. Support staff play an effective role when supporting learning across the school, and ensure that they support pupils' needs well.

Teachers have useful assessment for learning strategies. They have been established effectively across the school. Most teachers share objectives and discuss success criteria with pupils effectively. They provide useful oral feedback during lessons. All teachers mark pupils' work regularly and thoroughly, and offer constructive comments. However, there are not enough opportunities or enough of a challenge for pupils to respond to these comments. The practice of setting challenging targets for pupils is not consistent across the school. The school monitors pupils' progress very effectively and it has manageable assessment procedures in place. This is one of the school's strengths. Teachers make extensive use of data to monitor pupils' progress and to provide additional education programmes according to need.



Parents and carers receive appropriate information about their children's progress through regular parents' meetings. Annual reports to parents are appropriate. They give a clear profile of their child's progress and wellbeing.

**Care, support and guidance: Good**

The school provides a variety of effective opportunities to promote pupils' spiritual, moral, social and cultural development. Nearly all pupils take responsibility for their actions. They understand the importance of values such as honesty and respect in order to work successfully as a community.

The school provides very good individual support on pupils' educational, social and personal issues. It co-operates very closely with external agencies, ensuring that pupils benefit from the relevant support that is available. This includes social services and the psychological service. The school makes appropriate arrangements for promoting healthy eating and drinking.

Provision for additional learning needs is effective. All pupils have full access to the curriculum. Provision is differentiated appropriately. The school makes successful use of a provision map to track the progress of every pupil who has additional learning needs. The data from standardised tests and continuous assessments is used to identify the needs of these pupils effectively. Through intervention programmes, appropriate support is provided successfully by teachers and assistants. Individual education plans identify clear targets in order to ensure progress. These are evaluated effectively by teachers on a weekly basis. Suitable arrangements are in place to review plans twice a year. Arrangements include pupils and their parents appropriately.

The school's arrangements for safeguarding pupils meet requirements and are not a cause for concern.

**Learning environment: Good**

Ysgol Ifor Bach is a happy school. The school is committed to ensuring that there is equality in terms of education and opportunity for all pupils. This enables everyone to participate fully in school life. The school encourages co-operation, care and tolerance between adults and children and between children and each other successfully, and pays attention to the contribution of all pupils.

There is an attractive and colourful learning environment at the school, and examples of pupils' work are displayed effectively. The school makes purposeful use of outdoor resources in order to meet the needs of the Foundation Phase and to promote pupils' knowledge of sustainability. Toilets are of a high standard and the school grounds are well maintained.

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

The headteacher's leadership is robust and very effective and there is a strong sense of a team in all aspects of the school's work. All members of the educational

community have a clear vision and a strong mission. This ensures that the school has a clear direction and a culture that aims for high standards for all pupils. The senior management team ensures that there are robust systems in place to identify the needs of all pupils, ensure suitable support and monitor effect. Very effective use is made of a wide range of data as a basis for all planning, implementation and monitoring.

The governing body is conscientious and dedicated and has a thorough knowledge of the school. Governors use a number of sources to identify standards and issues to be developed, including the opinion of the school council when monitoring and challenging implementation.

All members of staff have a specific job description, which ensures that they all understand their role in terms of implementing school plans.

The school shows a clear commitment to address national priorities. It has made an appropriate start on implementing the requirements of the Literacy and Numeracy Framework and the effect is seen on standards of pupils' work. The principles of the Foundation Phase are implemented appropriately. Responsibility for the performance management of all staff is shared between the senior management team, and everyone has improvement targets. They also receive appropriate training, as required.

### **Quality improvement: Good**

Leaders and managers have a clear understanding of the school's strengths and challenges. The self-evaluation process is based on suitable and purposeful evidence across all aspects of pupils' educational and personal development. A wide range of data is used to support and challenge judgements, and the findings are considered effectively by the whole school. The school's self-evaluation arrangements give appropriate consideration to the opinion of pupils and parents.

The effective processes for monitoring pupils' work, scrutinising books, analysing data and observing lessons are a strong feature of the school's work and are central to the system of raising standards.

The school development plan is an operational document, and is based on appropriate contributions by governors, the senior management team, subject leaders and the remainder of the staff. Priorities have been funded appropriately and they are monitored thoroughly in order to evaluate effect on standards.

All of the post-inspection issues from 2008 have received due attention and the work shows a positive effect on standards. However, the need to close the gap between boys and girls continues and is receiving continuous attention.

Involvement in the school's internal and external networks of professional practice is robust and leads to raising standards. For example, the school has co-operated well with other schools in the cluster to create an oracy plan and reading resources in the Foundation Phase in order to raise pupils' standards of oral language.

### **Partnership working: Good**

The school has a good range of strategic partners that contribute very effectively to the provision and to the good standards achieved by pupils. The strong partnership with parents contributes very effectively to realising the school's aims and improvements. A particular feature of the partnership is the effective support that is offered to parents. This is specific support to establish a strong relationship, and to involve parents in the process of maintaining and improving standards.

The school has developed very numerous links with the local community and this has a positive effect on pupils' learning experiences and fosters their awareness of their community and the importance of contributing to it.

There is a very close link between the school and the local nursery group. The school co-operates effectively with schools in the cluster in the process of moderating and standardising continuous assessments jointly. The school also benefits from co-operating closely on a number of initiatives with other clusters in addition to the family of schools and the education authority's support services.

There are very effective transition programmes to ensure that pupils continue with their progress from primary school to the local secondary school. The staff's close co-operation is very effective, has a strong influence on pupils' standards and promotes the practice of exchanging good teaching practices.

### **Resource management: Good**

The school's financial and staff resources are managed effectively to support the task of raising all pupils' standards.

The school has an appropriate number of teachers and learning assistants. It has made good use of the expertise of all of them, and the sense of a teaching team is a strong feature at the school. Effective support is given to teachers by classroom assistants. They all support pupils' learning effectively.

Arrangements for planning, preparation and assessment time are appropriate. Teachers use their time well to plan and assess for the benefit of learners, and to develop and monitor their areas, as required.

There is a good range of resources at the school and they are managed appropriately in order to ensure full access to all aspects of the curriculum. The high quality of the building contributes positively to the learning process.

Expenditure is managed carefully by the headteacher and the governing body. Money is allocated appropriately for the school's priorities within the school development plan. Considering the good outcomes and prudent use of funds, the school provides good value for money.

## Appendix 1

### Commentary on performance data

In 2013, the performance of pupils who achieve the expected outcomes (outcome 5 or higher) and the higher outcomes (outcome 6 or higher) in the assessments at the end of the Foundation Phase is a little lower than the average for the performance of pupils in similar schools. It is also lower in comparison with the performance levels of other schools with a similar percentage of pupils entitled to free school meals and the average for the whole of Wales. Pupils' performance in 2013 is much higher in comparison with their performance in 2012. In 2013, the school is in the higher 50% of similar schools for performance in the Foundation Phase indicator, and the expected outcomes in language, literacy and communication skills and mathematical development, but in the lower 50% for personal and social development. In 2012, it was in the lower 50% for performance in language, literacy and communication skills and the bottom 25% for the other expected outcomes. For the higher outcomes in 2012, the school was in the higher 50% in language, literacy and communication skills, in the lower 50% for personal and social development and in the bottom 25% for mathematical development.

Over a period of four years, the performance of key stage 2 pupils has varied greatly in comparison with that in other schools. Performance varied, moving the school between the top 25% and the bottom 25% of similar schools for performance in the core subject indicator and the percentage attaining the expected level (level 4 or higher) and the higher level (level 5 or higher) in the core subjects separately. Pupils' performance in 2013, overall, is much higher in comparison with their performance in 2012. In 2012, results were much lower than the average results for the family and Wales, overall. In 2013, the percentage of pupils achieving a level higher than expected, in general, is lower than the average of similar schools and the average for the whole of Wales.

Over time, there is no consistent pattern between the attainment of pupils who are entitled to free school meals and their peers. Overall, girls' performance has been better than that of boys in comparison with national benchmarks at the end of the Foundation Phase and key stage 2.

## Appendix 2

### Stakeholder satisfaction report

#### Responses to learner questionnaires

Denotes the benchmark –this is the total of all responses to date since September 2010.

	Number of responses Nifer o ymatebion	Agree Cytuno	Disagree Anghytuno	
I feel safe in my school.	96	95 99%	1 1%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	96	95 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.	96	94 98%	2 2%	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	96	96 100%	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.	96	96 100%	0 0%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	93	90 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.	96	96 100%	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.	96	96 100%	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.	94	93 99%	1 1%	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.	96	96 100%	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.	89	82 92%	7 8%	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	93	91 98%	2 2%	Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
		84%	16%	

## Response to parent questionnaires

Denotes the benchmark –this is the total of all responses to date 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.	50	32 64%	16 32%	0 0%	1 2%	1	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	51	41 80%	9 18%	0 0%	1 2%	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.	51	43 84%	8 16%	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.	50	30 60%	17 34%	1 2%	0 0%	2	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	51	22 43%	24 47%	2 4%	1 2%	2	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	46%	4%	1%		
Teaching is good.	51	31 61%	16 31%	1 2%	0 0%	3	Mae'r addysgu yn dda.
		60%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	51	36 71%	15 29%	0 0%	0 0%	0	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		63%	34%	1%	0%		
The homework that is given builds well on what my child learns in school.	51	28 55%	16 31%	3 6%	0 0%	4	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.	51	35 69%	11 22%	3 6%	1 2%	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.	51	32 63%	16 31%	3 6%	0 0%	0	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.	51	38 75%	12 24%	0 0%	1 2%	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'.	50	22 44%	14 28%	3 6%	0 0%	11	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		50%	34%	4%	1%		
I am kept well informed about my child's progress.	50	26 52%	18 36%	6 12%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		49%	41%	8%	2%		

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
I feel comfortable about approaching the school with questions, suggestions or a problem.	51	32 63%	15 29%	2 4%	1 2%	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.	51	31 61%	14 27%	1 2%	0 0%	5	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.	50	35 70%	14 28%	1 2%	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.	41	15 37%	15 37%	0 0%	0 0%	11	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.	50	32 64%	16 32%	2 4%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	39%	5%	1%		
The school is well run.	50	35 70%	11 22%	1 2%	1 2%	2	Mae'r ysgol yn cael ei rhedeg yn dda.
		60%	33%	3%	2%		

## Appendix 3

### The inspection team

Ann Jones	Reporting Inspector
Margaret Owenna Davies	Team Inspector
John David Dyer	Lay Inspector
Mair Gwynne Carruthers	Peer Inspector
Sarah Edmunds	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