



*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 Panteg  
Oxford Street  
Griffithstown  
Pontypool  
Torfaen  
NP4 5HP**

**Date of inspection: November 2014**

**by**

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

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

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

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

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

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

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

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

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

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**Publication date: 30/01/2015**

## Context

Ysgol Panteg is situated on two sites in the villages of Griffithstown and Sebastopol, near Pontypool, in Torfaen local authority. There are 195 full-time pupils on roll, aged between four and nine years. Twenty-two children attend the nursery class in the mornings only.

Nearly all pupils are of White British origin, and Welsh is the first language for very few of them. About 14% of pupils are eligible for free school meals, which is lower than the national and local averages.

The school indicates that about 12% of pupils have additional learning needs. This is lower than national averages. There are no pupils with a statement of special educational needs.

The school has never been inspected. The headteacher has been in post since the school was established in September 2010.

The school budget per pupil for Ysgol Panteg in 2014-2015 is £3,554. The maximum per pupil in primary schools in Torfaen is £14,422 and the minimum is £2,940. Ysgol Panteg is in 14<sup>th</sup> position of the 29 primary schools in Torfaen in terms of its 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

The school's current performance is good because:

- nearly all pupils make firm progress;
- the school provides a range of relevant and interesting learning experiences for pupils;
- provision for the Welsh language is excellent;
- teaching is effective and stimulating;
- the school ensures pupils' spiritual, personal, social and cultural development successfully;
- the use of support staff is a strength at the school;
- the school is a safe and caring community that values all pupils equally;
- the indoor and outdoor learning environments are used creatively; and
- there are very beneficial partnerships with parents, the local community and other organisations.

### Prospects for improvement

The school's prospects for improvement are good because:

- the headteacher introduces improvements through efficient systems and initiatives and manages changes creatively;
- governors are supportive of the school and are beginning to work strategically with the headteacher;
- robust systems are in place to raise pupils' standards and improve the quality of provision further;
- self-evaluation is precise and rigorous and has led to beneficial improvements over time;
- the management team use funding sensibly and efficiently; and
- the school's current development plan links well with the areas that need to be improved most.

## Recommendations

- R1 Improve the standards of pupils' handwriting and presentation of work
- R2 Improve the detail in lesson plans in order to ensure progression in learning
- R3 Develop the strategic role of governors

### **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

Many pupils begin in the school with skills that are expected for their age. During their time at the school, most pupils make sound progress from their starting points.

In the Foundation Phase and in key stage 2, most pupils make successful use of their reading skills across the curriculum and their standards of speaking and listening are effective. A few pupils communicate to a high standard in Welsh. Throughout the Foundation Phase, many pupils listen attentively and respond confidently to their teachers and peers when discussing their work in groups and pairs. In key stage 2, most pupils speak to adults and other children intelligently.

Almost all pupils' reading and writing skills are developing effectively and in line with their abilities. By the end of the Foundation Phase, most of them are able to read with increasing fluency. They make good use of examples of clauses to discuss books and they read challenging books consistently accurately with sensible intelligence. They predict what will happen next in a story and express a relevant opinion about the content of the story. Nearly all of them enjoy retelling stories and recall several details with detailed accuracy.

In key stage 2, most pupils read to a standard that is at least appropriate to their age and ability. Most of them are able to answer questions sensibly about the various types of writing that they read, such as persuasive pieces, reports and pieces of fiction. They understand the purpose of factual books and share their views successfully orally and in writing about historical and local matters. A few pupils consider and discuss what they have read very eloquently.

In both the Foundation Phase and key stage 2, most pupils write effectively in a variety of forms, for example when writing a monologue, a personal letter and pamphlets. They extend their writing in interesting and extended ways. They make use of their own ideas regularly across the curriculum for various purposes and different audiences. However, pupils' progress in their quality of handwriting and presentation of work is uneven across the school.

Most nursery pupils are able to count, order and sort numbers to 10 accurately. As they move through the Foundation Phase, most pupils identify shapes, understand the purpose of money and use time effectively and practically. By the end of the Foundation Phase, many pupils collect, analyse and scrutinise information in the form of a graph effectively. They weigh everyday objects accurately and read a temperature successfully. Many pupils are confident when discussing and using their understanding of mathematical concepts to analyse and solve problems.

Most pupils in key stage 2 use mathematical language in the correct context. Many of them are able to identify, use and form repetitive patterns confidently. They use simple fractions to describe parts of a whole and use a variety of mental and written methods to calculate answers sensibly. Most pupils have an appropriate understanding of how to present various data for a specific purpose.

Standards of numeracy across key stage 2 are consistently good. Most pupils use their mathematical knowledge across the curriculum independently. They consider guidance from adults as they choose their own strategies to solve problems purposefully.

Nearly all pupils across the school use Welsh very successfully in the classrooms and outside lessons. They make substantial progress in terms of gaining Welsh-language skills. This is a strength across the school.

In 2013 and 2014, the percentage of pupils who achieved the expected outcome (outcome 5) at the end of the Foundation Phase places the school in the upper 50% for literacy and mathematical development in comparison with similar schools.

At the higher than expected outcome 6, the school was in the upper 50% for literacy and mathematical development in 2013 and 2014.

There are no assessments available for key stage 2, as the oldest pupils at the school have not reached the end of the key stage. As a result, it is not possible to report on the school's performance in key stage 2.

### **Wellbeing: Good**

Nearly all pupils are aware of the importance of health, fitness and eating and drinking healthily, and achieve well in terms of their personal, social and cultural development. They feel safe at school.

Pupils behave well and nearly all of them are courteous and respond respectfully to adults and their peers. They understand that they have rights as individuals and this is evident across the school through the work of the eco committee and through links with the local community.

Members of the school council and the eco committee take an active part in school life. They arrange activities to support charities. Their decisions are sensible and they co-operate effectively with the school's staff and friends to create improvements to equipment and the environment on both sites.

Nearly all pupils are punctual when arriving at school. Pupils' attendance rate is regularly close to 95%, and places the school in the upper 50% of similar schools over the last two years.

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

The school plans a variety of effective learning experiences, which gain the interest of pupils in their learning. Activities meet the requirements of the Foundation Phase, the National Curriculum and religious education. Schemes of work pay appropriate attention to developing skills across the curriculum and planning for literacy and numeracy is robust. However, short-term planning is not detailed enough to ensure progression in learning from day to day.

Learning experiences in the outdoor areas and in the building provide beneficial activities that enrich learning experiences. Regular homework builds robustly on what pupils learn in the classroom. Pupils' experiences are enriched further by relevant visits and by receiving visitors to the school, such as authors and poets.

Many features in the provision for developing the Welsh language are excellent. For example, there are stimulating opportunities to develop further pupils' grasp of vocabulary and language patterns through song. This has a very significant effect on pupils' standards of work.

The school provides various opportunities to learn about Wales, its people and its traditions. Pupils study the work of a number of artists and authors and have interesting visits and workshops. They receive valuable experiences to enrich their understanding of the history and culture of Wales through stimulating exhibitions on Wales through the ages.

The school promotes sustainable development and global citizenship successfully across the curriculum and it has an effective link with a school in Zimbabwe. The eco committee contributes towards effective improvements in recycling paper and plastic in classrooms and around the school.

### **Teaching: Good**

Robust teaching ensures that pupils show interest and enjoyment in their learning. There is a close relationship between staff and pupils. There is a happy ethos and a sense of pride is apparent in classrooms and around the school, and all staff use strategies to manage behaviour effectively. Staff respond with interest to pupils' answers and give effective encouragement to them. Assistants enrich the experiences of groups and individuals consistently well and this is a strength at the school.

Introductions and the pace of lessons are challenging and are timed effectively. Sound subject knowledge, skilful questioning and a variety of teaching methods gain pupils' interest. All staff provide good language models. Regular opportunities are available for pupils to extend their work, knowledge and independence as they learn. There is appropriate consideration of different ability levels in each class in order to ensure that pupils make full progress.

Staff ensure that pupils are aware of their targets for improvement. There are visible targets in classrooms and teachers' comments when marking guide pupils to the next stages in their learning successfully. Marking is thorough and consistent. The process of levelling, moderating and standardising pupils' work over time is reliable.

Parents receive clear information about their children's achievements through detailed reports and regular meetings.

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

The school is a safe and caring community that appreciates all pupils equally. It supports pupils' spiritual, moral, social and cultural development successfully,



especially through its close links with the community. There are beneficial arrangements for supporting pupils' health and wellbeing. The school encourages pupils to take part in the school's activities and to represent the schools in the community and beyond. The school has appropriate arrangements to promote eating and drinking healthily.

The school identifies clear expectations for pupils' behaviour and staff promote these consistently in all classes, in addition to promoting respect and sensitivity towards other people.

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

Provision for pupils who have additional learning needs is effective. Information from classroom observations and tests is analysed carefully. Staff identify pupils' needs at an early stage and plan appropriately to prepare purposeful support programmes. Pupils who have additional learning needs are able to take full advantage of all curriculum areas.

### **Learning environment: Good**

The school is a happy community that has a family atmosphere and it ensures that all pupils feel safe. This permeates all aspects of school life and is a strength.

The school provides equal opportunities and is fully inclusive. The positive ethos encourages all pupils to treat other people fairly and to show respect for them, whatever their gender or race.

The school makes efficient use of the physical environment and the school's buildings on both sites are used creatively. The outdoor play and learning resources enrich pupils' learning effectively by using engaging and exciting activities.

Displays in classrooms and across the school reflect and celebrate pupils' work successfully. A wide range of useful resources are evident in all classrooms.

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

The headteacher provides clear and purposeful leadership for the life and work of the school. Regular meetings focus effectively on the achievements and progress of individual pupils. All staff co-operate closely as a team and they discuss and plan jointly. They fulfil their roles and responsibilities successfully and support the headteacher and his vision for the future. As a result, there is a strong commitment across the school to developing and promoting continuous improvements. This strengthens provision, raises standards and creates a firm strategic direction.

Thorough performance management arrangements contribute to improvements in teaching and learning and provide opportunities to promote staff's professional development through a comprehensive programme of training. These have had a

positive effect on standards of writing and numeracy across the curriculum. The school is making good progress in introducing initiatives that fulfil local and national priorities such as literacy and numeracy.

The governing body is conscientious and supportive of the school's work and governors are aware of their responsibilities. They have an increasing understanding of performance data, the school's strengths and areas to be developed. However, they do not take a full part in the school's strategic processes at present.

### **Improving quality: Good**

There are robust procedures for self-evaluation that take advantage of a wide range of direct evidence. This evidence includes data on pupils' performance, outcomes of classroom observations and scrutinising pupils' work. The headteacher includes parents' viewpoints regularly and the pupil's voice is all-important to the school.

These procedures contribute effectively to the self-evaluation report. The self-evaluation document analyses pupils' attainment data in detail and uses findings meaningfully to create improvements. The information is used to set priorities for improvement effectively. The report gives a clear picture of the effect of the provision and leadership on pupils' standards and wellbeing. The report provides an accurate assessment of the school's strengths and areas to be developed, and, as a result, leaders know the school well.

The school uses the information that arises from the self-evaluation effectively to set clear and detailed priorities in the school improvement plan. The plan is detailed, and includes timetables, monitoring arrangements, staff responsibilities and a review of progress. Actions are already having a positive effect on improving pupils' standards of work, for example in ICT and literacy across the curriculum.

### **Partnership working: Good**

The school has successful strategic partnerships that contribute to improving pupils' standards and wellbeing. There is a strong relationship with parents and friends, which contributes a considerable sum of money towards buying resources and equipment for pupils' benefit. The headteacher's focus on promoting an open and co-operative culture ensures parents' commitment and support.

A flourishing partnership exists with nearby schools through purposeful co-operation, and sharing expertise and good practice. This has a positive effect on pupils' wellbeing and the standard of their work, and on staff's professional development.

There is a robust partnership with the local community. Pupils' contribution to community activities, along with the large number of visitors who come to the school, enriches the experiences. This also promotes pupils' sense of the importance of community and their pride in their local area. Co-operation with the local shop to hold a fashion show recently has been a particularly good opportunity to learn new skills and expand learning experiences.

There are effective links with the nursery group, which contribute considerably to ensuring that pupils settle in quickly in the Foundation Phase. The school has successful partnerships with the local secondary schools. Effective transition arrangements and visits ensure smooth transfer.

The school has co-operated purposefully with schools in the cluster and the secondary school as part of the local authority's arrangements to standardise and moderate pupils' work. These processes help teachers to understand better the expected standards at the end of key stages.

### **Resource management: Good**

The headteacher and governors plan and monitor the school's budget effectively and all expenditure links well with the school's objectives, targets and plans. Learning resources are managed carefully to ensure that they are suitable for the needs of all pupils. Effective use of the outdoor area promotes learning experiences and stimulates Foundation Phase pupils.

Qualified and enthusiastic teachers and assistants deliver the curriculum successfully. The school uses staff expertise sensibly to improve provision and raise standards. There are purposeful arrangements for providing planning, preparation and assessment time for teachers.

The headteacher and staff at the school are a part of a number of learning networks that provide a wide range of opportunities for schools to co-operate and for staff to develop their skills and professional development. This has a positive effect on improving pupils' language, art and music skills.

The school has an effective performance management system that supports the continuous professional development of all members of staff. All training is linked appropriately to the school's priorities for improvement. Effective use of the deprivation grant is in place to target pupils in need.

The school provides good value for money in terms of pupils' outcomes and the quality of provision.

## Appendix 1: Commentary on performance data

### 6782327 - Ysgol Panteg

Number of pupils on roll	185
Pupils eligible for free school meals (FSM) - 3 year average	14.3
FSM band	2 (8%<FSM<=16%)

#### Foundation Phase

	2012	2013	2014
<b>Number of pupils in Year 2 cohort</b>	*	19	32
<b>Achieving the Foundation Phase indicator (FPI) (%)</b>	*	89.5	93.8
Benchmark quartile	*	2	2
<b>Language, literacy and communication skills - English (LCE)</b>			
Number of pupils in cohort	*	*	*
Achieving outcome 5+ (%)	*	*	*
Benchmark quartile	*	*	*
Achieving outcome 6+ (%)	*	*	*
Benchmark quartile	*	*	*
<b>Language, literacy and communication skills - Welsh (LCW)</b>			
Number of pupils in cohort	*	19	32
Achieving outcome 5+ (%)	*	94.7	96.9
Benchmark quartile	*	2	2
Achieving outcome 6+ (%)	*	31.6	40.6
Benchmark quartile	*	2	2
<b>Mathematical development (MDT)</b>			
Number of pupils in cohort	*	19	32
Achieving outcome 5+ (%)	*	94.7	93.8
Benchmark quartile	*	2	2
Achieving outcome 6+ (%)	*	31.6	37.5
Benchmark quartile	*	2	2
<b>Personal and social development, wellbeing and cultural diversity (PSD)</b>			
Number of pupils in cohort	*	19	32
Achieving outcome 5+ (%)	*	94.7	100.0
Benchmark quartile	*	3	1
Achieving outcome 6+ (%)	*	26.3	62.5
Benchmark quartile	*	4	2

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.

There are no assessments available for key stage 2, as the oldest pupils at the school have not reached the end of the key stage. As a result, it is not possible to report on the school's performance in key stage 2.

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

##### Primary survey (all pupils)

Denotes the benchmark – this is a 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.	59	58 98%	1 2%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	59	41 69%	18 31%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	59	59 100%	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	59	56 95%	3 5%	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.	59	53 90%	6 10%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	59	57 97%	2 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.	59	56 95%	3 5%	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.	59	58 98%	1 2%	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.	59	54 92%	5 8%	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.	59	48 81%	11 19%	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.	59	40 68%	19 32%	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	59	53 90%	6 10%	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 a 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.	18	14 78%	4 22%	0 0%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	18	15 83%	3 17%	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.	18	14 78%	4 22%	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.	18	13 72%	5 28%	0 0%	0 0%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	18	7 39%	9 50%	1 6%	1 6%	0	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	45%	4%	1%		
Teaching is good.	18	13 72%	5 28%	0 0%	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.	18	12 67%	6 33%	0 0%	0 0%	0	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.	18	8 44%	9 50%	0 0%	0 0%	1	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.	18	11 61%	5 28%	1 6%	1 6%	0	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		58%	33%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	18	12 67%	3 17%	3 17%	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.	18	13 72%	4 22%	0 0%	0 0%	1	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'.	18	7 39%	6 33%	1 6%	0 0%	4	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.	18	9 50%	8 44%	0 0%	0 0%	1	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		49%	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.	18	11 61%	6 33%	0 0%	0 0%	1	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		62%	31%	4%	2%		
I understand the school's procedure for dealing with complaints.	17	9 53%	4 24%	2 12%	0 0%	2	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		45%	39%	7%	2%		
The school helps my child to become more mature and take on responsibility.	18	11 61%	4 22%	2 11%	0 0%	1	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		56%	38%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	16	8 50%	5 31%	1 6%	0 0%	2	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		42%	33%	4%	1%		
There is a good range of activities including trips or visits.	18	9 50%	6 33%	2 11%	0 0%	1	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	38%	5%	1%		
The school is well run.	18	14 78%	2 11%	1 6%	0 0%	1	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	32%	3%	1%		

## Appendix 3

### The inspection team

Nicholas Jones	Reporting Inspector
Hazel Hughes	Team Inspector
Gwen Aubrey	Lay Inspector
Melfyn Hopkins	Peer Inspector
Rhodri Harries	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 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.

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