A report on

Coed-Y-Brain Primary School
School Street
Llanbradach
Caerphilly
CF83 3LD

Date of inspection: January 2015

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.

Publication date: 31/03/2015

Context

Coed-y-Brain School is in the village of Llanbradach, in the Caerphilly local authority. There are 229 pupils aged three to eleven years at the school, including 14 part-time pupils in the nursery. There are seven mixed age mainstream classes, including the nursery class. There are a further 22 pupils, including 13 who are part time, aged from three to 11 years in two special resource base classes. These pupils come from a wider geographical area within the county. Many of the pupils return to their main school before the end of the Foundation Phase. A very few of the pupils stay for the duration of the phase or key stage, before moving on to other, suitable provision.

Approximately 26% of pupils are eligible for free school meals. This is higher than the national average. Very few pupils are looked after by the local authority. Nearly all pupils are of white British ethnicity. A very few pupils speak Welsh as a first language at home.

The school identifies 37% of pupils as having additional learning needs. This is well above the average for Wales. A few pupils have a statement of special educational needs. There have been no fixed term exclusions in the last year.

The last inspection was in 2010. The current headteacher took up his post in April 2002.

The individual school budget per pupil for Coed-y-Brain Primary School in 2014-2015 means that the budget is £3,609 per pupil. The maximum per pupil in the primary schools in Caerphilly is £5,106 and the minimum is £2,645. Coed-Y-Brain Primary School is eighth 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	**Good**

Current performance

The school's current performance is good because:

- Most pupils make good progress against their individual learning targets and achieve well in line with their ability by the time they leave school at the end of Year 6
- Nearly all pupils feel safe in the school environment and are confident that staff will deal promptly with any concerns
- The school provides an effective range of varied cross-curricular learning experiences, which stimulate pupils' interest and motivates them to learn effectively
- The standard of teaching across the school is good
- The school is a caring and supportive community that teaches pupils to show care and respect for each other and adults
- The support for pupils who have additional learning needs is comprehensive

Prospects for improvement

The school's prospects for improvement are good because:

- The headteacher conveys a clear vision that focuses on delivering effective learning experiences for all pupils in an inclusive environment
- The newly re-structured senior management team has a clear understanding of their roles and responsibilities
- Leaders have an accurate picture and understanding of the school's strengths and weaknesses
- The school has an effective range of partnerships, which have a positive effect on pupils' achievement and wellbeing
- The school has good staffing levels and uses staff expertise effectively to deliver the curriculum and to enrich teaching and learning
- In view of the good progress made by most pupils and the overall quality of provision and leadership, the school provides good value for money

Recommendations

R1 Improve pupils' Welsh language reading skills and ensure that pupils use the language more outside of formal Welsh lessons

R2 Improve pupils' levels of independence, particularly in improving their own work and in their ability to make decisions

R3 Ensure that all teachers provide pupils with useful written feedback on how to improve their learning

R4 Ensure that the self-evaluation report places more emphasis on analysing the effect of the school's work on raising standards

What happens next?

The school will draw up an action plan that shows how it is going to address the recommendations.

Main findings

Key Question 1: How good are outcomes?	Good

Standards: Good

Many pupils enter the school with language and numeracy skills that are below those normally expected for pupils of their age. However, most pupils make good progress against their individual learning targets and achieve well in line with their ability by the time they leave school at the end of Year 6.

Throughout the school, most pupils listen very well. They speak confidently in a wide range of situations to staff, visitors and each other. In the Foundation Phase, pupils are keen to discuss their work and they offer interesting explanations of their tasks. By Year 6, many pupils recall previous learning well and show a good knowledge and understanding of what they have learnt, for example about the First World War.

In the Foundation Phase, most pupils read well at a level expected for their age. They are enthusiastic about reading and talk confidently about the books they like. Most pupils use a good range of strategies, including phonic skills to read unfamiliar words. In key stage 2, most pupils' reading skills are good and they read with fluency and expression. Many older pupils use higher-order reading skills such as skimming and scanning effectively, to gather information from non-fiction texts and the internet.

Most pupils in the Foundation Phase make good progress in terms of their early writing skills. By Year 2, many of them write successfully for a range of purposes, in full sentences with appropriate punctuation. In key stage 2, most pupils write well and use a variety of sentence structures together with interesting vocabulary. Most pupils apply their writing skills well in order to produce extended pieces of writing. They write confidently and accurately in a variety of forms. For example, the older pupils create their own mythical story based in the locality. Their writing is often thoughtful and imaginative. Most pupils apply their writing skills successfully across all areas of learning.

By the end of Foundation Phase, most pupils develop their numeracy skills successfully. Most pupils add and subtract correctly using tens and units, and they double or halve numbers accurately. They understand and use simple measurements, for example when investigating the length of objects found in the classroom. Most pupils recognise common flat shapes and sort them appropriately applying their knowledge of their properties. Most pupils can gather information, record on a tally chart and give an approporiate explanation. Most pupils are beginning to apply their numeracy skills regularly across other areas of learning, for example when solving problems related to Bonfire Night.

By the end of key stage 2, most pupils have good numeracy skills. They use a range of mental and written methods of computation to solve problems effectively. They use number patterns confidently when identifying negative numbers. Most have a sound understanding of fractions, decimals and percentages, for example when working out the price of tickets for events in the Millenium Stadium. Most are able to

measure and draw angles accurately. They collect and interpret data and present it in a suitable way, for instance when investigating the most popular fruits sold in the fruit tuckshop. Most pupils apply their numeracy skills well in other curriculum subjects.

At the end of the Foundation Phase, most pupils understand a good range of Welsh words and phrases and use common sentence patterns successfully. In key stage 2, many pupils answer and ask a suitable range of questions confidently. They read texts appropriate for their age with suitable understanding. Although across the school writing skills are generally limited, older pupils produce independent pieces of writing well.

In the past, most pupils who are eligible for free school meals have underperformed in comparison to their peers. However, recently, the trend has changed and the performance of pupils eligible for free school meals compares more favourably with that of other pupils. Generally, in lessons there is no significant difference between the performance of boys in comparison to girls. Pupils who have additional learning needs achieve well at a level that corresponds to their ability. Overall, most pupils in the special resource base make very good progress.

Over the last three years, performance in the Foundation Phase, including pupils from the special resource base at the expected outcome 5, in literacy has varied between the lower 50% and the bottom 25% when compared to that of similar schools. In mathematical development, performance has varied between the higher 50% and the bottom 25%. At the higher outcome 6, performance in literacy has varied between the higher 50% and the bottom 25% of performance levels of similar schools. Pupil performance in mathematical development has remained consistently in the higher 50% for the last three years.

In key stage 2, including pupils from the special resource base, performance at the expected level 4 in English, mathematics and science has fluctuated, moving the school between the bottom 25% and the higher 50% of similar schools over the last four years.

At the higher level 5, performance in English over the same period has varied, moving the school between the top 25% and the bottom 25% of similar schools. In mathematics, performance has varied, moving the school between the higher 50% and bottom 25% and, in science, performance has moved it between the top 25% and the lower 50%.In both key stages over time, there is an overall upward trend in performance. The work seen in most pupils' books during the inspection scrutiny demonstrated higher standards than those indicated by the data summary.

Wellbeing: Good

Nearly all pupils feel safe in the school environment and are confident that staff will deal promptly with any concerns. Most pupils have a sound understanding of how to keep fit and healthy. They attend after school clubs to enhance their skills in, for example, the drama and sport clubs.

Nearly all pupils have a positive attitude to school life and are eager to learn. During lessons, most pupils concentrate and apply themselves well. However, most pupils' involvement in setting their own targets for improvement and making decisions about their own learning is limited. They are polite and respectful towards adults and each other

School council members listen carefully to the views of others through the class suggestion boxes and react appropriately to any ideas. They have recently purchased playground equipment, which is impacting positively on nearly all pupils' physical and social skills.

Pupils develop their knowledge of the community effectively through their involvement in the local area. For example, many older pupils take part in the Remembrance Day service at the cenotaph and this helps their awareness of personal and life experiences.

When compared with similar schools, pupils' attendance has improved over the last four years, placing the school in the higher 50% for the last two years. Nearly all pupils arrive punctually for the start of the school day.

Key Question 2: How good is provision?	Good

Learning experiences: Good

The school provides an effective range of varied cross-curricular learning experiences, which stimulates pupils' interest and motivates them to learn. A good example of this involves pupils in lower key stage 2 developing life skills through running a café during their numeracy lesson. Overall, the school's arrangements for delivering the Literacy and Numeracy Framework are effective. There are a number of opportunities for pupils to write for a range of purposes across the curriculum and to develop and apply their numeracy skills.

A good range of visits and events enriches pupils' learning experiences. For example, the school recently celebrated its centenary, which developed pupils' knowledge of the Victorina era well. Pupils in key stage 2 benefit from an appropriate range of extra-curricular activities that develop specific skills in pottery, sport and drama.

Provision for promoting Welsh language, history and culture is appropriate. The school integrates the Cwricwlwm Cymreig into schemes of work sufficiently, for example through studying a local mining disaster in Senghennydd. There are opportunities for pupils to take part in the Urdd Esiteddfod and to enhance their knowledge about Wales through cultural visits including a visit to the Urdd camp in Llangrannog.

The school has good arrangements in place for the promotion of sustainable development across the curriculum. However, opportunities for pupils to learn about the lives of others, in different parts of the world, are less well developed.

Teaching: Good

Teachers have good up-to-date knowledge of the curriculum and use a wide range of suitable strategies for developing pupils' skills. They plan learning experiences that develop pupils' knowledge and understanding well. Lessons generally build well on pupils' prior learning experiences and all teachers have high expectations of pupils. In nearly all lessons, activities are differentiated clearly and provide a good challenge to the more able pupils. All adults are very good language role models. They have positive working relationships with pupils. All staff manage behaviour well, which creates a culture for effective learning. Learning assistants throughout the school support teachers and pupils effectively with their tasks.

The school has effective assessment processes. All teachers ensure that pupils are aware of the aims of every lesson. They set suitable success criteria and, in the majority of lessons, they review pupils' success against these. Staff use effective questioning techniques to develop pupils' thinking skills. Opportunities for pupils to reflect on their learning and to evaluate their progress are developing appropriately. All teachers mark pupils' written work regularly and conscientiously. Marking often relates well to the intended learning intentions in lessons. However, marking comments are not consistently effective across the curriculum in helping pupils to understand the points for development in order for them to improve their work.

The school has effective systems in place for recording a wide range of information on each pupil and for tracking their progress through the school. This allows teachers to monitor pupils' progress in the long term and to identify pupils in need of support.

Teachers' annual reports to parents are appropriate and provide a suitable range of useful information about pupils' progress and attainment.

Care, support and guidance: Good

The school is a caring and supportive community that teaches pupils to show care and respect for each other and adults. The effective approach to develop pupils' wellbeing encourages them to become confident learners with positive attitudes to school. There are clear procedures to promote positive behaviour and attendance. The school has appropriate arrangements to promote healthy eating and drinking and physical fitness.

Overall, the school addresses pupils' spiritual, moral and cultural development appropriately through topic work and acts of collective worship. Staff make effective use of a wide range of external agencies and support agencies to meet pupils' needs. For example, collaborative working with the speech and language service is particularly effective and makes a significant impact on pupils' progress.

The support for pupils who have additional learning needs is comprehensive. Targets in individual educational plans are clear and specific and there are thorough procedures to monitor and assess pupils' progress against these. Reviews of progress take place termly with parents. The majority of pupils make good progress in a short space of time. The support for pupils in both the specialist resource bases

is effective overall. The provision in the Foundation Phase base enables nearly all the pupils to progress very quickly from their starting points and to return to mainstream education in a short space of time. This is strength of the school.

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

Learning environment: Good

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

The school uses its grounds and environment well. Although the outside space is mainly tarmac, all classes grow vegetables in raised beds. The school makes creative use of land attached to the school to enrich pupils' experiences across the curriculum. All outdoor areas include many playtime activities to encourage physical development.

The school and the outdoor area are secure and well maintained. Good classroom organisation and displays across the school support pupils' learning effectively. There is a good range of learning resources, which are appropriate to support learning in all curriculum areas. The provision and use of information and communication technology (ICT) equipment are developing appropriately.

The school organises the three buildings well to ensure that the learning environment is effective for all pupils.

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

Leadership: Good

The headteacher conveys a clear vision that focuses on delivering effective learning experiences for all pupils in an inclusive environment. All members of staff share this vision and work closely together to create a supportive whole-school ethos based on good team work.

The newly re-structured senior management team have a clear understanding of their roles and responsibilities. Management meetings focus well on school improvement issues and the whole school community works collaboratively to take forward new initiatives. For example, the reorganised group-guided reading sessions have resulted in improved outcomes for pupils. An established performance system contributes well to improvements in teaching and learning and effectively supports professional development.

Governors support the school well and have a good awareness of data and the school's strengths and shortcomings. They have a clear understanding of their roles in the management of the school and hold leaders and managers to account properly and constructively. The governing body has a thorough knowledge of school priorities for development and school finances.

The school addresses national and local priorities effectively. The recent initiatives to reduce the effect of poverty on achievement are raising targeted pupils' levels of wellbeing and their attainment successfully. Planning for and the implementation of the National Literacy and Numeracy Framework are developing well.

Improving quality: Good

The headteacher and senior management team have an accurate picture and understanding of the school's strengths and areas for development. Thorough monitoring systems ensure that all aspects of pupils' learning and wellbeing are included in a strategic evaluation process. The procedures for self-evaluation are comprehensive, although the school's self-evaluation report lacks rigour when reviewing many aspects of school life. It identifies the main strengths and areas for development appropriately.

The school uses a useful range of first-hand evidence to make judgements about its standards and provision. This includes data on the performance of pupils, classroom observations, and scrutiny of pupils' work. Systems to consider the views of pupils and parents are less well developed. All staff contribute effectively to the evaluation of all areas of learning.

There are clear links between the self-evaluation process and the school development plan. The school improvement plan includes a broad range of suitable actions, identifies staff responsible for their delivery and has realistic timescales and clear success criteria. Implementation of the plan is having a positive impact on provision and standards in the school. For example, the re-organisation of thematic planning to address the under achievement of boys and to improve the provision and use of ICT has already improved pupil outcomes.

Partnership working: Good

The school has an effective range of partnerships, which have a positive effect on pupils' achievement and wellbeing.

There are positive relationships with most parents. The school maintains these relationships through regular consultation evenings, regular updates and annual parent teacher events. There is an effective electronic method of communicating with parents to inform them regularly about their children's achievements.

A number of organisations within the community, such as the local fire service and places of worship, have beneficial links with the school that impact valuably on pupils' wellbeing and enrich their experiences. For example, pupils worked with the community council to produce a presentation on the village as part of the twinning process to a town in Brittany.

There are effective planning arrangements with partner schools. For example, the headteacher works closely with the headteacher of Cwm Glas Infants school to put in place common teaching approaches for literacy and numeracy. These established arrangements ensure that the pupils integrate with ease when they begin Year 3.

The school works well with the cluster primary schools on a range of activities, including the moderation and assessment of pupils' work. There are good arrangements with local secondary schools. The transition plan for Year 6 provides a number of opportunities for links with the two secondary schools in order to prepare pupils appropriately for the next stage of their education.

Resource management: Good

The school has good staffing levels, and it uses staff expertise effectively to deliver the curriculum and to enrich teaching and learning. Classroom support assistants' involvement in supporting individual and groups of pupils is very effective in improving pupils' literacy skills, for example in reading.

There are appropriate arrangements for covering teachers' planning, preparation and assessment time. The school provides well-considered training programmes for staff to assisst in adressing whole-school priorities. For example, training for staff in the use of wireless networking devices has resulted in improvements in the use of ICT for teaching and learning. However, the school's involvement in networks of professional development is less well developed.

The headteacher and governing body manage finances carefully and have appropriate systems to plan and monitor spending closely. This ensures that decisions meet the needs and priorities in the school development plan. The school uses specific grants, such as the pupil deprivation grant, very effectively to provide additional teaching time to support intervention groups, particularly to improve literacy.

In view of the good progress made by most pupils and the overall quality of provision and leadership, the school provides good value for money.

Appendix 1: Commentary on performance data

6762071 - COED-Y-BRAIN PRIMARY

Number of pupils on roll	226
Pupils eligible for free school meals (FSM) - 3 year average	26.7
FSM band	4 (24%<FSM<=32%)

Foundation Phase

	2012	2013	2014
Number of pupils in Year 2 cohort	19	30	26
Achieving the Foundation Phase indicator (FPI) (%)	63.2	83.3	80.8
Benchmark quartile	4	2	3
Language, literacy and communication skills - English (LCE)			
Number of pupils in cohort	19	30	26
Achieving outcome 5+ (%)	63.2	83.3	84.6
Benchmark quartile	4	3	3
Achieving outcome 6+ (%)	10.5	26.7	30.8
Benchmark quartile	4	3	2
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	19	30	26
Achieving outcome 5+ (%)	68.4	83.3	88.5
Benchmark quartile	4	3	2
Achieving outcome 6+ (%)	21.1	33.3	26.9
Benchmark quartile	2	2	2
Personal and social development, wellbeing and cultural diversity (PSD)			
Number of pupils in cohort	19	30	26
Achieving outcome 5+ (%)	89.5	90.0	92.3
Benchmark quartile	3	3	3
Achieving outcome 6+ (%)	42.1	40.0	34.6
Benchmark quartile	2	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.

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Key stage 2

	2011	2012	2013	2014
Number of pupils in Year 6 cohort	42	24	41	29
Achieving the core subject indicator (CSI) (%)	59.5	70.8	75.6	86.2
Benchmark quartile	4	4	4	2
English				
Number of pupils in cohort	42	24	41	29
Achieving level 4+ (%)	59.5	70.8	80.5	89.7
Benchmark quartile	4	4	4	2
Achieving level 5+ (%)	23.8	12.5	24.4	41.4
Benchmark quartile	3	4	3	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	42	24	41	29
Achieving level 4+ (%)	59.5	87.5	78.0	86.2
Benchmark quartile	4	2	4	3
Achieving level 5+ (%)	21.4	25.0	19.5	37.9
Benchmark quartile	3	3	4	2
Science				
Number of pupils in cohort	42	24	41	29
Achieving level 4+ (%)	61.9	87.5	82.9	93.1
Benchmark quartile	4	3	4	2
Achieving level 5+ (%)	23.8	25.0	26.8	48.3
Benchmark quartile	3	3	3	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.

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

Appendix 2

Stakeholder satisfaction report

Responses to learner questionnaires

Primary Questionnaire (Overall)
denotes the benchmark - this is a total of all responses since September 2010.

	Number of responses Nifer o ymatebion		Agree Cytuno	Disagree Anghytuno		
I feel safe in my school.	100		97	3		Rwy'n teimlo'n ddiogel yn fy ysgol.
			97%	3%		
			98%	2%		
The school deals well with any bullying.	98		96	2		Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			98%	2%		
			92%	8%		
I know who to talk to if I am worried or upset.	100		98	2		Rwy'n gwybod pwy i siarad ag ef/â hi os ydw I'n poeni neu'n gofidio.
			98%	2%		
			97%	3%		
The school teaches me how to keep healthy	99		98	1		Mae'r ysgol yn fy nysgu i sut i aros yn iach.
			99%	1%		
			97%	3%		
There are lots of chances at school for me to get regular exercise.	98		98	0		Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			100%	0%		
			96%	4%		
I am doing well at school	100		98	2		Rwy'n gwneud yn dda yn yr ysgol.
			98%	2%		
			96%	4%		
The teachers and other adults in the school help me to learn and make progress.	99		97	2		Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddysgu a gwneud cynnydd.
			98%	2%		
			99%	1%		
I know what to do and who to ask if I find my work hard.	99		99	0		Rwy'n gwybod beth I'w wneud a gyda phwy i siarad os ydw I'n gweld fy ngwaith yn anodd.
			100%	0%		
			98%	2%		
My homework helps me to understand and improve my work in school.	97		92	5		Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol.
			95%	5%		
			91%	9%		
I have enough books, equipment, and computers to do my work.	98		97	1		Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
			99%	1%		
			95%	5%		
Other children behave well and I can get my work done.	98		93	5		Mae plant eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
			95%	5%		
			77%	23%		
Nearly all children behave well at playtime and lunch time	99		98	1		Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
			99%	1%		
			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.	48	23 48%	23 48%	1 2%	0 0%	1	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	47	27 57%	19 40%	1 2%	0 0%	0	Mae fy mhlentyn 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.	48	16 33%	30 62%	1 2%	0 0%	1	Cafodd fy mhlentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		72%	25%	1%	0%		
My child is making good progress at school.	48	18 38%	28 58%	0 0%	0 0%	2	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	47	10 21%	28 60%	3 6%	3 6%	3	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	45%	4%	1%		
Teaching is good.	48	20 42%	24 50%	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.	18	7 39%	6 33%	0 0%	0 0%	5	Mae'r staff yn disgwyl i fy mhlentyn 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.	16	2 12%	6 38%	2 12%	3 19%	3	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhlentyn yn ei ddysgu yn yr ysgol.
		47%	40%	6%	1%		
Staff treat all children fairly and with respect.	48	20 42%	21 44%	3 6%	0 0%	4	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		58%	33%	3%	1%		
My child is encouraged to be healthy and to take regular exercise.	47	13 28%	25 53%	4 9%	0 0%	5	Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		59%	36%	2%	0%		
My child is safe at school.	46	19 41%	26 57%	1 2%	0 0%	0	Mae fy mhlentyn yn ddiogel yn yr ysgol.
		66%	31%	1%	0%		
My child receives appropriate additional support in relation to any particular individual needs'.	43	15 35%	14 33%	1 2%	1 2%	12	Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		50%	34%	4%	1%		
I am kept well informed about my child's progress.	47	17 36%	24 51%	6 13%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		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.	47	29 62%	14 30%	2 4%	0 0%	2	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.	47	13 28%	18 38%	9 19%	2 4%	5	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.	17	2 12%	11 65%	0 0%	0 0%	4	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.	45	10 22%	18 40%	3 7%	0 0%	14	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.	45	21 47%	18 40%	5 11%	0 0%	1	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		54%	38%	5%	1%		
The school is well run.	47	18 38%	23 49%	6 13%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	32%	3%	1%		

Appendix 3

The inspection team

Mrs Eleri Anwen Hurley	Reporting Inspector
Ms Aileen Patricia Brindley	Team Inspector
Mrs Rhiannon Mary Boardman	Lay Inspector
Mrs Suzanne Ceri Cole	Peer Inspector
Mr Morian Morgan (Headteacher)	Nominee

Copies of the report

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

Year groups, the Foundation Phase and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years of age. This system emphasises the importance of continuity and eases communication among schools, governing bodies, parents and local authorities.

The following table sets out the age ranges relevant to each year group. For example, Year 1 refers to the group of pupils who reach the age of six and Year 13 is the year group who reach the age of 18 during the academic year.

Primary phase:

Year	N	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	3-4	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The Foundation Phase and key stages cover the following year groups:

Foundation Phase	Nursery, Reception, Year 1 and Year 2
Key stage 2	Year 3 to Year 6
Key stage 3	Year 7 to Year 9
Key stage 4	Year 10 and Year 11

Glossary of terms – Primary

Foundation Phase indicator (FPI)

Progress in learning through the Foundation Phase is indicated by outcomes (from outcome 1 to outcome 6).

The Foundation Phase indicator (FPI) relates to the expected performance in three areas of learning in the Foundation Phase:

- literacy, language and communication in English or Welsh first language
- mathematical development; and
- personal and social development, wellbeing and cultural diversity.

By the end of the Foundation Phase, at the age of seven, pupils are expected to reach outcome 5 and the more able to reach outcome 6.

Pupils must achieve the expected outcome (outcome 5) in the three areas above to gain the Foundation Phase indicator.

The core subject indicator (CSI)

Progress in learning through key stage 2 is indicated by levels (level 1 to level 5).

The core subject indicator in key stage 2 relates to the expected performance in the core subjects of the National Curriculum:

- English or Welsh first language
- mathematics; and
- science

By the end of the key stage 2, at the age of 11, pupils are expected to reach level 4 and more able pupils to reach level 5.

Pupils must gain at least the expected level (level 4) in the three core subjects to gain the core subject indicator.

All-Wales Core Data sets

Inspection reports may refer to a school's performance relative to a family of schools or to schools with a broadly similar proportion of pupils 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.