



Rhagoriaeth i bawb – Excellence for all

Arolygiaeth Ei Mawrhydi dros Addysg
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate
for Education and Training in Wales

A report on
Croesty Primary School
Coychurch Road
Pencoed
Bridgend
CF35 5LY

Date of inspection: November 2013

by

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

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

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

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

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

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

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

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Context

Croesty County Primary School serves the community of Pencoed on the outskirts of Bridgend. Most pupils come from the village or the surrounding rural area.

During the inspection, there were 235 pupils between three and 11 years of age on roll. Pupils are taught in eight single aged classes. Almost all pupils come from English-speaking homes. Currently, 13% of pupils are entitled to free school meals. This is below average for the local authority and for primary schools in Wales. The school has identified 21% of pupils as having additional learning needs, which is close to the average for primary schools in Wales. Very few pupils are from a minority ethnic background. A very few are learning English as an additional language. There have been two fixed-term exclusions during 12 months prior to the inspection.

The headteacher was appointed in September 2008. The school was last inspected in September 2007.

The individual school budget for Croesty Primary School in 2013-2014 means that the budget is £3,148 per pupil. The maximum per pupil in the primary schools in Bridgend is £4,608 and the minimum is £2,795. Croesty Primary School is 36th out of 50 primary schools in Bridgend in terms of its school budget per pupil.

Summary

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

Current performance

The current performance of the school is adequate because:

- performance in end of Foundation Phase and key stage 2 assessments has improved over the past two years;
- the current standard of work in many pupils' books is good;
- most pupils are well behaved and courteous, and have a good attitude to learning;
- the quality of teaching is good and teachers provide interesting and relevant learning activities that meet the needs of most pupils;
- staff provide a high level of care, support and guidance to pupils;
- the school is an inclusive community where pupils are valued; and
- a wide range of partnerships have a beneficial impact on pupils' achievement.

However:

- over the past four years, the school's performance in assessments at the end of the Foundation Phase and key stage 2 has generally placed it in the lower 50% of schools with similar proportions of pupils entitled to free school meals;
- many pupils' extended writing and numeracy skills in key stage 2 are not well developed across the curriculum;
- attendance levels are not as good as they should be; and
- many pupils are not sufficiently involved in the assessment of their own learning.

Prospects for improvement

The school's prospects for improvement are good because:

- school leaders have a clear vision for the future development of the school and the newly-formulated senior leadership team is beginning to impact on standards for all learners;
- school leaders have an accurate understanding of the school's strengths and areas for development, which derives from effective self-assessment procedures;
- all members of staff are clear about their roles in implementing improvement strategies, which have already had a positive impact on raising standards over the past two years; and
- the governing body is effective in holding the school to account for the standards it achieves.

Recommendations

- R1 Raise standards so that more pupils reach the level expected for their age at the end of the Foundation Phase and key stage 2
- R2 Improve pupils' ability to apply their extended writing and numeracy skills across the curriculum in key stage 2
- R3 Improve pupil attendance
- R4 Address the significant imbalance in class sizes in the Foundation Phase
- R5 Improve opportunities for pupils to assess their own learning

What happens next?

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

Main findings

Key Question 1: How good are outcomes?

Adequate

Standards: Adequate

The current standard of work in many pupils' books and in pupils' oral responses in classes is good and this reflects the many improvements in teaching and provision the school has made over the past two years. Generally, pupils enter the school with standards broadly in line with those expected for pupils of a similar age. During their time in school, many pupils, including those with additional needs, achieve well and make good progress. However, pupils of higher ability are not always achieving as well as they should.

In lessons, most pupils recall previous learning well and they use this information effectively to acquire new information and skills. Most show good knowledge and understanding of what they have learnt. Throughout the school, most pupils speak confidently in a wide range of situations to staff, visitors and each other. They listen well and respect the views of others. Most are able to sustain their concentration for appropriate lengths of time in lessons.

Standards of reading are good. By the end of the Foundation Phase, most pupils have a good knowledge of letter sounds. They use a suitable range of strategies to read familiar and unfamiliar words well. Most show an interest in the books they read and they read with increasing fluency, accuracy and understanding. Many are aware of different types of books, including fiction and non-fiction. In key stage 2, many pupils have a positive attitude to reading. They read a wide range of texts with fluency, accuracy and good expression. They talk readily about books and authors they like or dislike and have a good understanding of characters and storylines. By the end of the key stage, many apply their reading skills well in different subjects and can locate and use reference books effectively. Pupils of higher ability are increasingly able to skim a passage to gain its meaning and to gather information.

Most pupils in the Foundation Phase make good progress with their early writing skills. By the end of Year 2, many write successfully for a range of purposes and audiences in full sentences with correct punctuation. Many pupils in key stage 2 write well in response to specific language tasks. Pupils that are more able write confidently and accurately in a variety of forms. Their writing is often thoughtful and imaginative, for example when Year 4 pupils write an alternative ending to a book they have been studying. However, few pupils consolidate and extend their writing skills sufficiently to produce extended pieces of writing across the curriculum.

Many pupils develop their numeracy skills appropriately in mathematics lessons as they move through the school. In the Foundation Phase, pupils use a good range of number, reasoning and data-handling skills to support their work across the curriculum, for example in their topic work on toys. There are also good examples of pupils using their numeracy skills well in other subjects in key stage 2, such as when Year 6 pupils use their graphing skills to record their findings following an investigation on forces. Generally, however, pupils' ability to apply their numeracy

skills across a range of subjects across the curriculum at levels that match their abilities is inconsistent across key stage 2.

Most pupils in the Foundation Phase make good progress in gaining skills in the Welsh language. They achieve well in their structured Welsh lessons and respond appropriately to greetings and general instructions in other lessons. The majority of pupils in key stage 2 respond well in Welsh sessions, but a minority have an insecure grasp of basic vocabulary and sentence patterns. Many older pupils in key stage 2 read simple Welsh books with increasing fluency and understanding. They write short pieces well using familiar vocabulary and sentence patterns, for example when writing about themselves. Few pupils use Welsh independently outside these lessons.

Over the last two years, performance in the Foundation Phase at the expected outcome 5 has improved in both literacy and communication skills and in mathematical development. Performance in 2013 has improved from the lower 50% to the upper 50% in mathematical development when compared to performance levels in similar schools. It remains in the lower 50% for literacy and communication skills. Performance at the higher outcome 6 in has improved from the lower 50% to the upper 50% in both areas of learning.

In key stage 2, over the past four years, the school's performance at the expected level 4 in English, mathematics and science has generally placed it in the lower 50% of schools with similar proportions of pupils entitled to free school meals. The performance of more able pupils at level 5 in all three subjects has varied considerably during this period. Although the school's performance in English has placed it in the upper 50% in two of the last four years, performance in mathematics and science generally places it in the lower 50% of similar schools.

Wellbeing: Adequate

Most pupils enjoy school and have good attitudes to learning. They feel safe in school and are confident that staff will deal promptly with any worries or incidents that occur. They have a good understanding of the need to eat and drink healthily and to take regular exercise.

Most pupils are well motivated, behave well, focus on their work and co-operate effectively with one another in their lessons and activities. Increasing involvement in assessing their own progress is helping pupils to gain an understanding of their strengths and weaknesses. However, few have a clear understanding of what they need to do to improve their work.

Over the past four years, the school's attendance rates have placed it consistently in the lower 50% when compared with schools with a similar proportion of pupils entitled to free school meals. Nearly all pupils arrive at school punctually.

The school council and eco-committee make valuable contributions to school life. Members are actively involved in identifying areas for improvement in the day-to-day life of the school, such as the meeting they have arranged with representatives of the

school meals service to discuss their concerns regarding changes to the lunchtime menus. They feel that staff value their opinions and listen to them.

Pupils of all ages play together happily at break time and lunchtime. They show respect, courtesy and consideration for each other and for adults. They are well prepared for life and work outside school. A good example of this is their enthusiastic involvement in the work programme, where they have opportunities to apply for jobs within the school.

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

The school provides relevant and interesting learning experiences both within and outside the school that meet the needs of most pupils. The curriculum is broad and balanced and covers all Foundation Phase, National Curriculum and religious education requirements. Teachers' planning is detailed and thorough. Most pupils are organised into appropriate groupings based on their age. However, there is a significant imbalance between class sizes in the Foundation Phase.

The school has responded positively to the requirements of the Literacy and Numeracy Framework. Recent improvements in teachers' short-term planning are ensuring greater consistency in the development of pupils' communication, numeracy and information and communication technology (ICT) skills. This has a positive impact on standards. However, long-term curriculum planning does not provide enough opportunities for pupils to develop and apply their writing and numeracy skills across all subjects in key stage 2.

Provision to promote pupils' understanding of the culture and heritage of Wales is good. Provision for the development of pupils' Welsh language in structured Welsh lessons is good. However, it does not promote pupils' independent use of the language successfully.

Effective procedures are in place to educate pupils about sustainability and to inform them about the role they play in the world. Members of the eco-committee make a very positive contribution, often involving the whole school in their work by making presentations in assemblies.

Teaching: Good

All teachers are good role models and most have high expectations of pupils. They have good subject knowledge and plan lessons carefully. In most classes, teaching motivates pupils successfully. Teachers' presentations are enthusiastic and engage most pupils fully. Teachers use a range of teaching approaches successfully and sequence activities well. In most lessons they provide effective support to pupils and intervene at appropriate times. They ask effective questions to extend pupils' understanding. This ensures that most pupils make good progress in their learning. In the very few lessons where teaching is less effective, learning lacks pace and tasks do not always challenge pupils enough, particularly the more able.

The school has appropriate forms of assessment that provide staff with clear evidence of the standards that pupils achieve. Teachers give pupils positive oral feedback during lessons. Pupils' work is marked regularly. Comments are supportive and, in a minority of lessons, help pupils to understand what they need to do to improve their work. Pupils' involvement in assessing their own work and in setting targets for improvement is at an early stage of development.

The school makes good use of standardised tests to monitor individual pupils' progress. Teachers use this information successfully to inform planning and to identify those who require additional support or challenge. The school has worked successfully with other local schools to strengthen understanding of levels of attainment. As a result, end of key stage assessments are valid. Reports to parents are of good quality.

Care, support and guidance: Good

The high level of care and good working relationships between staff and pupils contribute strongly to pupils' wellbeing. Effective arrangements exist to promote pupils' healthy living and to provide good opportunities for regular exercise. The school provides valuable experiences that promote pupils' spiritual, moral and social development well. Behaviour and bullying policies are implemented consistently and reward systems, such as the Special Achievements Board and the awarding of house points, are successful in encouraging the pupils to regard each other with mutual respect and tolerance. The school has introduced new systems to promote good attendance of pupils, though the impact of these measures has yet to be realised.

The school works successfully with a range of external agencies, including educational psychologists, the family engagement officer and health professionals, to provide appropriate help, support and guidance to staff, pupils and parents when required.

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

The school identifies the additional learning needs of pupils quickly and puts in place appropriate provision through detailed individual learning plans. Staff provide a suitable range of structured intervention and support programmes that make a significant contribution to these pupils' achievements and wellbeing. They monitor progress regularly and appropriate arrangements are in place to keep parents informed and involved.

Learning environment: Good

The school is a caring and supportive community that values all pupils, recognises their achievements and encourages them to treat each other fairly and with respect. The school successfully encourages pupils to respect and celebrate diversity through personal and social education and other areas of the curriculum. All pupils have equal access to the curriculum. The school encourages pupils to take on additional

responsibilities, for example through the school council and eco-committee, and by older children providing younger children with support in class.

The accommodation is sufficient for the number of pupils on roll and it is generally well maintained, though the quality of the toilets in key stage 2 is weak. Classrooms and communal areas around the school provide a stimulating and well-maintained learning environment that supports teaching and learning effectively. Classrooms are well equipped with resources of good quality that match pupils' needs appropriately. The grounds are spacious and secure. The tyre park for Foundation Phase pupils and play trail for key stage 2 pupils provide interesting and challenging areas for physical activity.

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

School leaders have a clear vision for the future development of the school and provide purposeful leadership. There is a high level of trust between the governing body, senior leaders, staff and parents. Members of the newly-formulated senior leadership team carry out their responsibilities effectively. This has led to more robust monitoring and evaluation of teaching and learning. The newly established structures are working well but have yet to have a direct impact on standards of achievement in end of key stage assessments in key stage 2

Regular management team meetings and staff meetings, which focus clearly on improvement priorities, ensure that all staff are aware of their responsibilities and their roles in achieving these priorities. The school responds well to national and local priorities such as the development of the Foundation Phase. The initiatives put in place recently to improve teaching and learning are having a positive impact on pupils' standards of achievement and wellbeing. However, these improvements have taken too long.

The governing body supports school leaders well and is well informed about the school's life and work. Governors have a good understanding of the school's strengths, priorities for improvement and school finances. They have a clear understanding of how well the school performs in comparison to similar schools. Their role as critical friends has developed well over the past two years, supporting and challenging the staff to look for further improvements.

Improving quality: Good

The school has a clear set of procedures and actions embedded in the strategic planning cycle, through which it evaluates pupils' standards of achievement and the impact school activities have on raising standards. Self-evaluation draws on a suitable range of first-hand evidence. This includes rigorous analysis of the performance of pupils, classroom observation and scrutiny of pupils' work. Teachers are fully involved in monitoring work in the areas they co-ordinate. They use performance data effectively in order to monitor and plan for improving standards. The school regularly seeks the views of parents, pupils and the broader community.

This ensures that self-evaluation provides an accurate assessment of the school's strengths and areas for development.

School leaders use information from the self-evaluation outcomes well to identify priorities in the school improvement plan. The plan focuses clearly on improving pupil outcomes. Implementation of the plan is having a positive impact on improving standards, particularly in the Foundation Phase. There are clear priorities, actions, targets and success criteria set out in the plan to further raise standards in key stage 2. The development of the tracking system is allowing senior leaders to use data more effectively to identify pupils who are under attaining, particularly at the higher levels, and to track the progress of groups of pupils. This enables leaders to monitor the implementation of the plan effectively. The school has made good progress towards the recommendations from the previous inspection.

Partnership working: Good

The school works effectively with a suitable range of partners. These partnerships make a positive contribution to improving outcomes for pupils. The school works well with parents and outside agencies. This ensures that the school and parents access beneficial support for pupils struggling socially and emotionally. The leadership team and staff communicate effectively with parents and they are supportive of the school's life and work. Links with the community are strong and diverse and pupils benefit from a variety of visits and visitors to school. A good example of this is the link between the eco-committee and the local food bank, which enhances their understanding of social responsibility and citizenship.

The school has thorough arrangements for the induction of pupils into the Foundation Phase and for the move between sites at the start of key stage 2. Effective transition plans help pupils move confidently to the high school. Productive links with the local technical college have led to an interesting project on forensics for Year 6 pupils.

There are good partnerships within the local cluster of schools. These links provide productive opportunities for staff to share staff training initiatives and to moderate work in areas of learning and in the core subjects across schools. This has been effective in improving teachers' understanding of assessment practice and the standards expected at the end of the Foundation Phase and key stage 2. It has been particularly effective in improving outcomes for the more able pupils in the Foundation Phase.

Resource management: Adequate

There are sufficient teaching and support staff with the appropriate skills, knowledge and expertise to deliver the curriculum effectively. Generally, staff are deployed appropriately to support learning. There are suitable arrangements for teachers' planning, preparation and assessment time.

The school identifies and meets the professional needs of all teaching staff through appropriate performance management procedures, but there is no formal appraisal system for support staff. Teachers' recent involvement in a number of professional learning communities, within the cluster of schools, contributes well to the

development of the school. As a result, pupils' numeracy skills in the Foundation Phase and pupils' investigative skills in science in key stage 2 have improved.

The school manages its budget well and allocates resources appropriately. Leaders ensure that all expenditure relates well to priorities for school improvement.

In view of the standards achieved by pupils, overall the school provides adequate value for money.

Appendix 1

Commentary on performance data

In 2013, the percentage of Foundation Phase pupils who achieved the expected outcomes (outcome 5) indicates improvement on 2012 outcomes in language literacy and communication, mathematical development and personal and social skills. The proportion of pupils who in 2013 achieved the expected outcomes was above the Wales average but below the average for the family of schools. In comparison with schools with similar levels of entitlement to free school meals, the school's performance at the expected outcome (outcome 5) or higher now places the school in the upper 50% for mathematical development, but it remains in the lower 50% in language literacy and communication and in personal and social skills.

In 2013, the percentage of Foundation Phase pupils who achieved the higher outcome (outcome 6) also indicates improvement on 2012 outcomes in all three areas of learning. The proportion of pupils who achieved higher outcomes was above the Wales average and above the average for the family of schools in 2013. In comparison with schools with similar levels of entitlement to free school meals, the school's performance at the higher outcome (outcome 6) or higher has moved the school from the lower 50% to the upper 50% in all three areas of learning.

In 2013, the percentage of key stage 2 pupils who achieved the expected level (level 4) in English, mathematics and science was above the Wales average but below the average for the family of schools in 2013. Over the past four years, the percentage of pupils achieving the expected level (level 4) in English, mathematics and science has generally been above the Wales average. The school's performance in 2013 in English placed it among the upper 50% of schools with similar proportions of pupils entitled to free school meals. The school's performance in mathematics and science placed it among the lower 50% of similar schools. Generally, the school's performance over the past four years has placed it in the lower 50% of similar schools.

The proportion of pupils achieving the higher level (level 5) in all three subjects has improved over the past three years. The school's performance at this level in English and science placed it in the upper 50% of schools with similar proportions of pupils entitled to free school meals in two of the past four years. The school's performance at the higher level in mathematics placed it in the bottom 25% in the last three years.

There has been no significant difference between the achievement of boys and girls or between the performance of pupils entitled to free school meals and other pupils during recent years.

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.	110	107 97%	3 3%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	110	87 79%	23 21%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	111	103 93%	8 7%	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	112	103 92%	9 8%	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.	111	108 97%	3 3%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	107	102 95%	5 5%	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.	110	108 98%	2 2%	Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddyngu a gwneud cynnydd.
		99%	1%	
I know what to do and who to ask if I find my work hard.	110	106 96%	4 4%	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.	104	80 77%	24 23%	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.	109	92 84%	17 16%	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.	102	70 69%	32 31%	Mae plant eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
		78%	22%	
Nearly all children behave well at playtime and lunch time	102	76 75%	26 25%	Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
		84%	16%	

Responses to parent questionnaires

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

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
Overall I am satisfied with the school.	26	8 31%	15 58%	3 12%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	26	14 54%	12 46%	0 0%	0 0%	0	Mae fy mhentyn yn hoffi'r ysgol hon.
		72%	26%	1%	0%		
My child was helped to settle in well when he or she started at the school.	26	14 54%	11 42%	0 0%	1 4%	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.	25	11 44%	12 48%	2 8%	0 0%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	0%		
Pupils behave well in school.	26	5 19%	14 54%	5 19%	0 0%	2	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	46%	4%	1%		
Teaching is good.	26	6 23%	17 65%	1 4%	1 4%	1	Mae'r addysgu yn dda.
		60%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	26	11 42%	14 54%	0 0%	0 0%	1	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.	25	5 20%	14 56%	1 4%	0 0%	5	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.	26	6 23%	16 62%	2 8%	0 0%	2	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		58%	34%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	26	11 42%	12 46%	0 0%	0 0%	3	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.	26	13 50%	13 50%	0 0%	0 0%	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'.	22	3 14%	9 41%	0 0%	0 0%	10	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.	26	6 23%	18 69%	2 8%	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.	26	11 42%	12 46%	2 8%	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.	26	7 27%	13 50%	2 8%	0 0%	4	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		44%	39%	7%	2%		
The school helps my child to become more mature and take on responsibility.	25	8 32%	15 60%	1 4%	0 0%	1	Mae'r ysgol yn helpu fy mhentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		55%	39%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	21	4 19%	7 33%	2 10%	0 0%	8	Mae fy mhentyn 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.	26	8 31%	12 46%	3 12%	1 4%	2	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	38%	5%	1%		
The school is well run.	24	7 29%	12 50%	2 8%	1 4%	2	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	33%	3%	1%		

Appendix 3

The inspection team

Goronwy Morris	Reporting Inspector
Lowri Haf Evans	Team Inspector
Justine Barlow	Lay Inspector
Jonathan Wright	Peer Inspector
Martin Kaye	Nominee

Copies of the report

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

Year groups, the Foundation Phase and key stages

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

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

Primary phase:

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

Secondary phase:

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

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

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

Glossary of terms – Primary

Foundation Phase indicator (FPI)

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

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

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

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

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

The core subject indicator (CSI)

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

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

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

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

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

All-Wales Core Data sets

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

In relation to free school meals, schools are placed into one of five bands according to the three-year trend in the proportion of pupils entitled to free school meals in the school. The school's performance is then placed into quartiles (from the top 25% to the bottom 25%) in relation to how well it is doing compared with other schools in the same free school meal band.

The Welsh Government created the families of schools (typically a group of 11 schools) to enable schools to compare their performance with that of similar schools across Wales. The composition of the families draws on a number of factors. These include the proportion of pupils entitled to free school meals and the proportion living in the 20% most deprived areas of Wales. They also draw on the proportion of pupils with special education needs at school action plus or with a statement of special educational needs, and pupils with English as an additional language.