



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

**Georgetown C.P. School
Oakfield Road
Tredegar
Blaenau Gwent
NP22 4LJ**

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.

Every possible care has been taken to ensure that the information in this document is accurate at the time of going to press. Any enquiries or comments regarding this document/publication should be addressed to:

Publication Section
Estyn
Anchor Court, Keen Road
Cardiff
CF24 5JW or by email to publications@estyn.gov.uk

This and other Estyn publications are available on our website: www.estyn.gov.uk

© Crown Copyright 2014: This report may be re-used free of charge in any format or medium provided that it is re-used accurately and not used in a misleading context. The material must be acknowledged as Crown copyright and the title of the report specified.

Publication date: 17/01/2014

Context

Georgetown Primary School is in the town of Tredegar in Blaenau Gwent. There are 439 pupils on roll, including 64 part-time nursery pupils. The school caters for pupils between the ages of three and 11 years. All classes are single-aged classes. Just over 20% of pupils are entitled to free schools, which is similar to the average for Wales, but well below the local authority average.

Around 13% of pupils have additional learning needs, including a very small number of pupils with statements of special educational needs. Nearly all pupils are White British. No pupils speak English as an additional language. No pupils are Welsh speaking, although a very few have at least one parent who is able to speak Welsh.

The headteacher and the deputy headteacher were appointed in summer 2010.

The school was last inspected in October 2007.

The individual school budget per pupil for Georgetown Primary School in 2013-2014 means that the budget is £3,497 per pupil. The maximum per pupil in the primary schools in Blaenau Gwent is £6,278 and the minimum is £3,497. Georgetown Primary School is 25th out of the 25 primary schools in Blaenau Gwent 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 current performance of the school is good because:

- most pupils make expected and often good progress in relation to their starting points;
- pupils requiring additional support often make good progress;
- almost all pupils have a very positive attitude to their work and behave well;
- the curriculum is broad and balanced;
- teachers prepare well for lessons, generally deliver them at a good pace and make effective use of support staff; and
- there is a very positive ethos, which encourages all pupils to treat others fairly and with respect, and as a result pupils are always ready to learn.

Prospects for improvement

The school's prospects for improvement are good because:

- the headteacher has a good understanding of the school's strengths and areas for development and leads the staff well;
- there is a strong sense of teamwork among all staff;
- the school has good systems in place to track and monitor pupils' progress;
- well-established links with a wide range of partnerships are having a positive impact on pupils' wellbeing and they enrich the curriculum;
- the partnership with parents is a strength of the school;
- links with the feeder secondary school are beneficial and pupils are well prepared for the next stage of their learning; and
- recent initiatives have brought about improvements in pupils' reading and writing skills.

Recommendations

- R1 Improve pupils' numeracy skills in key stage 2
- R2 Improve pupils' skills in Welsh
- R3 Provide more frequent opportunities for pupils to practise and to consolidate their skills across the curriculum
- R4 Ensure that feedback to pupils on their work is regular, consistent and purposeful
- R5 Further develop the role of senior leaders and the governing body in monitoring the work of the school

What happens next?

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

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

Most pupils make expected and often good progress in relation to their starting points.

Most pupils listen appropriately and speak confidently in a wide range of situations. Many pupils in the nursery speak well and in full sentences. They listen appropriately and talk enthusiastically with adults about what they like playing with. Most pupils in Year 2 talk confidently about their topic and day-to-day activities using suitable vocabulary. For example, pupils talk knowledgeably about the importance of a balanced diet and of taking responsibility for others at playtimes. Older pupils in key stage 2 work successfully in small groups to negotiate and practise their parts in a drama based upon a studied text. They listen carefully to the views of others.

Most pupils read competently for their age. From the start of their time in school, nursery pupils handle books correctly and enjoy pretending to read with a friend or an adult. By the end of the Foundation Phase, most pupils read accurately and with understanding. Pupils in key stage 2 build appropriately on the gains made in their reading skills in the Foundation Phase. Older pupils use a wide range of strategies to read unfamiliar words confidently. These pupils enjoy reading and provide clear explanations for how authors use humour and 'powerful' words to engage the reader.

Pupils' writing skills develop steadily as they move through the school. Nursery pupils enjoy experimenting with mark making and are beginning to understand that writing is an important way of sharing information. For example, they write letters to the colour fairy when she asks for advice. By the end of the Foundation Phase, many pupils write reports and descriptions that contain appropriate detail with reasonable handwriting and punctuation. In key stage 2, many pupils write well in a variety of forms and they can produce extended pieces of writing when required. For example, Year 4 pupils write interesting and lively descriptions of a day in the life of a Victorian chambermaid, while Year 5 pupils present detailed accounts about the life of Henry VIII. In both key stages, pupils' written work is occasionally careless and untidy.

In the Foundation Phase, pupils are developing good number skills. They use these to good effect when budgeting what they can afford to take on holiday with them or when buying bargain toys in the class shop. In key stage 2, pupils apply their number skills appropriately to make a profit on the sale of items in the summer fair and when interrogating information from a litter picking exercise as part of an eco-project. Pupils' thinking skills and their information and communication technology (ICT) skills are developing at an acceptable level.

Throughout the school, most pupils understand basic instructions and the incidental Welsh used by staff. These pupils have a positive attitude to the Welsh language. Welsh skills are developing well in nursery and reception classes. For example,

pupils in reception are confident in asking a few simple questions independently of visitors, such as 'pwy wyt ti' and 'sut wyt ti', and they join in Welsh songs with enthusiasm and pleasure. At the end of the Foundation Phase, pupils answer questions about their likes and dislikes correctly; write simple phrases and sentences with some support; and read straightforward texts reasonably accurately. In lower key stage 2, pupils use a good range of sentences patterns well in conversation and add some Welsh idioms to extend and enliven their talk. Outside of the class environment, older pupils' oral responses in key stage 2 are hesitant. With the exception of pupils in Years 3 and 4, pupils' reading and writing skills in Welsh are generally limited.

In the Foundation Phase, pupil performance at the expected outcome (outcome 5) compares well with family averages and with that of similar schools across Wales. In 2013, pupil performance improved at the higher outcome (outcome 6) and is in line with or better than family averages, and it generally compares favourably with that of pupils across Wales.

In key stage 2, except in 2013, pupil performance shows steady improvement at the expected level (level 4) and generally compares well with family averages and with that of similar schools across Wales. There is a consistent pattern of improvement in achieving the higher-than-expected level. However, there are very few examples in pupils' written work last year that support the award of these higher levels.

In both key stages, girls consistently outperform boys in their language work. Pupils entitled to free school meals do not attain as highly as others in the school. Pupils with additional learning needs and special educational needs generally make good progress.

Wellbeing: Good

Pupils have a positive attitude to healthy living and understand the importance of an active lifestyle and making healthy choices in relation to food and drink.

Most pupils work hard and concentrate well in lessons. They try hard, persevere when they face difficulties and work well in pairs and groups. Behaviour is very good both in lessons and in the playground. Pupils interact well with each other and are polite and courteous. Most pupils are proud of their school and have a strong sense of belonging.

The school council, eco committee and fairtrade committee are all well established. They are proud of their achievements in developing the school grounds and promoting positive attitudes towards healthy living and the environment among pupils. Members take their responsibilities seriously and consult all pupils about their plans and activities.

Nearly all pupils show interest in their learning and can talk confidently about the work they are doing. All pupils are involved in setting their own individual learning targets, but teachers do not always review these regularly enough for them to have a positive impact on pupils' progress.

Attendance has been in the lower 50% when compared with that of similar schools for the last three years. Over the last 15 months, the school has introduced a range of initiatives to improve attendance, including rigorous monitoring of poor attenders and ensuring that all pupils are aware of the importance of regular attendance. As a result, the number of pupils who regularly miss sessions has fallen and pupils articulate very clearly the importance of being in school.

Key Question 2: How good is provision?	Good
---	-------------

Learning experiences: Good

The school provides a broad and balanced curriculum that meets statutory requirements. Teachers organise a good range of interesting and exciting opportunities for learning in the Foundation Phase and in key stage 2. Teachers' planning is effective in developing pupils' literacy and thinking skills. However, planning for pupils to apply their numeracy and ICT skills across the curriculum, particularly at key stage 2, is not as thorough or as comprehensive.

The school identifies accurately pupils who need additional support. Withdrawal and support groups meet the needs of these learners well.

Staff promote the Welsh dimension successfully and provide a good range of opportunities for pupils to develop an understanding of the history and culture of Wales. However, there are generally not enough opportunities for pupils to practise their Welsh language skills outside of Welsh lessons or to develop valuable reading and writing skills.

The school provides a wide range of out-of-hours activities, residential visits and trips to develop pupils' learning effectively. For example, visits to Bedwellty Victorian manor develop pupils' historical enquiry skills well.

The school develops pupils' awareness of sustainable development well through its eco and fairtrade committees. Detailed curriculum planning identifies a good range of opportunities for teachers to develop pupils' understanding of sustainable development and global citizenship. For example, cultural awareness weeks and a fairtrade fortnight ensure that pupils develop a worthwhile understanding of life in other countries.

Teaching: Adequate

In all classes, teachers use an appropriate range of strategies to engage and motivate pupils to learn. Teachers prepare well for lessons and generally deliver them at a good pace. Almost all teachers share clear learning objectives with pupils at the start of lessons and use a good variety of questioning techniques to extend and consolidated pupils' understanding. In a few lessons, teachers and support staff make good use of incidental Welsh to encourage pupils' independent Welsh-speaking skills.

There is a strong sense of teamwork among staff. This ensures that staff have a consistent approach to behaviour management and this creates a calm, orderly, learning environment.

Learning support assistants provide good support for pupils' learning and contribute significantly to pupils' standards and wellbeing.

Working relationships between pupils and all staff are excellent and are based on mutual respect. As a result, pupils are confident learners, willing to try new things and to learn from their mistakes.

The school has well-developed systems for tracking pupils' progress. Senior leaders use this data effectively to plan for groups of learners and to identify individual pupils' learning needs.

Many teachers mark work regularly and the majority provide feedback, which helps pupils know what to do to improve. However, pupils' work is not always marked regularly enough in all classes and teachers' comments are generally too positive and occasionally unhelpful. Pupils are involved in setting their own targets for improvement. However, the monitoring of these by teachers is inconsistent and a minority of older pupils do not know what they need to do to improve their work.

Assessment procedures that help pupils understand what they need to do to improve are developing acceptably. For example, pupils in Year 6 set their own criteria for judging the success of their Welsh role-play after watching a video recording of an interview. There are, however, inconsistencies across the school in implementing these strategies.

Teacher assessment is generally accurate and reliable, although very few examples of pupils' writing at the higher levels were evident in pupils' books from the last academic year to match the assessments made by teachers.

Parents and carers receive clear information about their children's progress.

Care, support and guidance: Good

The high level of care and good relationships between staff and pupils contributes significantly to pupils' wellbeing.

The school makes appropriate arrangements for promoting healthy eating and drinking. For example, it encourages families to provide pupils with a healthy lunchbox through information published on its school website. The curriculum supports pupils' physical development well and pupils receive a lot of encouragement and guidance about the benefits of regular physical activity. Learning experiences are effective in developing pupils' personal, moral, social and cultural development through fostering values such as fairness and respect. They are less successful in promoting pupils' spiritual development.

Effective arrangements exist with specialist services and outside agencies to provide pupils with a good level of support and guidance. Clearly-targeted support for

vulnerable pupils has resulted in good progress in their learning, attitudes, behaviour and attendance.

Provision for pupils with additional learning needs is good. The school has comprehensive procedures and systems in place to identify at an early stage any pupils with additional learning needs or those who require support. As a result, these pupils generally make good progress. However, the engagement of a very few pupils in Year 6 is limited by having to work with much younger pupils for weekly spelling activities.

The school deals quickly and effectively with any cases of bullying. The school's playground 'buddies' system is well established and ensures that all pupils are happy at break times and lunchtimes.

Safeguarding arrangements generally meet requirements and give no cause for concern. However, a premises-related concern was brought to the attention of the school during the inspection.

Learning environment: Good

The school has a very positive ethos, which encourages all pupils to treat others fairly and with respect. For example, photographs of pupils in the school entrance working co-operatively are an effective reminder for pupils of the school's values. The school promotes equality well and challenges stereotypes. For example, the school encourages both boys and girls to participate together in extra-curricular netball and football clubs.

The accommodation for pupils is modern and of good quality. The building is well maintained and provides an environment that promotes learning effectively. The school makes the most of its outdoor environment, but lack of access to the outdoors in around half of the classes limits its use. Classrooms are generally quite small, but the school makes good use of additional spaces in the school to overcome this. Classrooms are well equipped with resources of good quality that match pupils' needs suitably. Displays in classrooms and corridors provide an interesting and stimulating learning environment for pupils. The school is on two sites and junior pupils regularly cross to the infant building for activities, such as physical education, collective worship and lunch. Overall, the school manages this arrangement well, though it is unpleasant for pupils during inclement weather. Good procedures are in place for security in the main school but there is an issue relating to the security of the key stage 2 site.

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

Leadership: Good

The headteacher leads the staff well and they share her vision and values for the school. As a result, all staff are clear about their role in improving outcomes for pupils. There are clearly-defined staff roles and responsibilities, and the headteacher encourages others to leadership in taking forward aspects of the life and work of the school. For example, two learning support assistants attend the weekly staff meeting

and act as points of liaison between teachers and support staff. Meetings of teams and departments are well organised. They focus appropriately on improving the performance of pupils and developing teachers' skills, as well as on other important aspects of school life. There is an appropriate performance management process, which helps to support improvements in learning and teaching. The school has made good progress in responding to local and national priorities, for example in engaging fully with the healthy living and drinking agenda.

The governing body supports the school loyally and members bring a good range of skills and experience to their role. Governors understand appropriately the school's performance data. However, governors' role as a 'critical friend' of the school is underdeveloped and they rely too heavily upon the headteacher to provide a sense of direction for the school. This is particularly the case in relation to the school's strategic long-term financial planning.

Improving quality: Good

The headteacher and staff have a good understanding of the school's strengths and areas for improvement. Monitoring activities are regular and comprehensive and they have resulted in improvements, for example in the quality of pupils' writing. Curriculum leaders and leaders with teaching and learning responsibilities produce detailed annual self-evaluation reports. These inform priorities appropriately in the school improvement plan. However, staff are not always sufficiently critical when monitoring standards and provision. This leads to an over-optimistic picture of performance on occasions.

The school makes good use of performance data to evaluate school improvement initiatives effectively and to identify priorities for improvement. The school has good strategic plans for improvement over the longer term. A three-year improvement plan sets out clearly how major priorities for improvement will continue beyond this academic year.

The school improvement plan focuses suitably on local and national priorities and areas identified through self-evaluation. The plan contains an appropriate number of priorities and details clearly those responsible for actions within the plan. Actions are generally specific enough to drive forward the required improvements. The school has a good track record in maintaining and improving standards. The introduction of a structured approach to teaching language skills, for example, has improved pupils' confidence in writing and their ability to use a wide range of strategies to read unfamiliar words.

Partnership working: Good

The school benefits from strong partnerships with a wide range of individuals, groups and agencies that enhance pupils' learning experiences. The partnership with parents is a strength of the school and parents value the level of care and support that their children receive. There are well-established and beneficial links with the local community. For example, at Christmas, the local male voice choir joins the school celebrations and the local vicar regularly takes an after-school club.

A good number of specialist agencies contribute positively to pupils' wellbeing. Medical and dental services visit regularly to promote health awareness. Police, fire and ambulance services also make positive contributions to pupils' awareness of hazards pupils face outside school. Representatives from a civil engineering company have increased pupils' awareness of environmental issues and the world of work.

The school works very closely with neighbouring pre-school settings and the local secondary school to which most pupils transfer. This helps pupils to settle quickly into the next stage of their education.

Resource management: Good

The school deploys teaching and support staff well. Good use is made of staff time and expertise. Staff are well qualified and experienced to deliver almost all areas of the curriculum effectively.

The school promotes the sharing of good practice actively in professional learning communities within the school and with schools in the same cluster. All staff have access to external training and are encouraged well in their continuing professional development. For example, a learning support assistant has qualified as a teacher through the Graduate Teacher Programme. Appropriate arrangements ensure that all teachers have sufficient time for planning, preparation and assessment.

The school makes good use of its accommodation despite the limitations imposed by its split site. Resources are of a good quality and sufficient to meet the needs of all pupils. Tablet and laptop computers supplement the desktop machines in the well-equipped ICT suite well, but coverage of the wireless network does not extend to both buildings and this limits pupils' opportunities to apply their ICT skills in key stage 2.

Day-to-day arrangements for financial management are sound. However, the school accumulated too large a surplus over recent years, and the link between priorities for improvement and long-term budget planning is unclear.

In view of the outcomes for most pupils, the school gives good value for money.

Appendix 1

Commentary on performance data

Over the last two years, around 94% of pupils in the Foundation Phase achieved the Foundation Phase indicator. This compares favourably with family averages and placed the school in the top 25% of similar schools across Wales. Improved pupil performance in 2013 was in line or better than family averages and placed the school within the top 25% of similar schools for language, literacy and communication skills and mathematical development and in the upper 50% of similar schools for personal and social development.

In key stage 2, around 88% of pupils achieved the core subject indicator. This is slightly below family averages and placed the school in the upper 50% of similar schools across Wales. In 2013, the school's results in the core-subject indicator, English and mathematics placed it in the upper 50% of similar schools while its science results placed it in the top 25% of similar schools at the expected level. In 2013, pupils' results at the higher level placed the school in the top 25% of schools for English and science and in the upper 50% of schools for mathematics.

In the Foundation Phase, over the last two years, girls have outperformed boys in each assessed area of learning at the expected outcome and at the higher outcome in language, literacy and communication skills and personal and social skills. There is no discernible pattern at the higher outcome in mathematical development although boys' performance was particularly strong in 2013. Boys' performance generally compares well with that of boys in the family of schools.

In key stage 2, girls consistently outperform boys in English at the expected level and above. There is more variability in the performance of girls and boys in mathematics at the expected level, but boys generally do better in mathematics at the higher level and in science overall. Boys' performance generally compares well with that of boys in the family of schools in English and science at the expected level. They do less well at the higher levels in these subjects. There is no discernible pattern at the higher level in science.

In both key stages, pupils entitled to free school meals generally do not attain as well as others at the higher levels. Pupils with additional learning needs and special educational needs generally make good progress.

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.	101	100 99% 98%	1 1% 2%	Rwy'n teimlo'n ddiogel yn fy ysgol.
The school deals well with any bullying.	98	98 100% 92%	0 0% 8%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
I know who to talk to if I am worried or upset.	102	100 98% 97%	2 2% 3%	Rwy'n gwybod pwy i siarad ag ef/â hi os ydw i'n poeni neu'n gofidio.
The school teaches me how to keep healthy	102	102 100% 98%	0 0% 2%	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
There are lots of chances at school for me to get regular exercise.	102	101 99% 96%	1 1% 4%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
I am doing well at school	99	97 98% 96%	2 2% 4%	Rwy'n gwneud yn dda yn yr ysgol.
The teachers and other adults in the school help me to learn and make progress.	102	102 100% 99%	0 0% 1%	Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddsygu a gwneud cynnydd.
I know what to do and who to ask if I find my work hard.	102	101 99% 98%	1 1% 2%	Rwy'n gwybod beth i'w wneud a gyda phwy i siarad os ydw i'n gweld fy ngwaith yn anodd.
My homework helps me to understand and improve my work in school.	99	96 97% 91%	3 3% 9%	Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol.
I have enough books, equipment, and computers to do my work.	102	100 98% 95%	2 2% 5%	Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
Other children behave well and I can get my work done.	98	63 64% 78%	35 36% 22%	Mae plant eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
Nearly all children behave well at playtime and lunch time	101	89 88% 84%	12 12% 16%	Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.

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.	35	24 69%	11 31%	0 0%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	35	31 89%	4 11%	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.	35	28 80%	7 20%	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.	35	28 80%	7 20%	0 0%	0 0%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	0%		
Pupils behave well in school.	35	16 46%	18 51%	1 3%	0 0%	0	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	46%	4%	1%		
Teaching is good.	35	22 63%	13 37%	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.	35	22 63%	13 37%	0 0%	0 0%	0	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		63%	34%	1%	0%		
The homework that is given builds well on what my child learns in school.	35	25 71%	9 26%	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.	35	21 60%	12 34%	1 3%	0 0%	1	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.	35	28 80%	7 20%	0 0%	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.	35	21 60%	14 40%	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'.	33	19 58%	12 36%	0 0%	0 0%	2	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.	35	14 40%	20 57%	1 3%	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.	35	25 71%	9 26%	1 3%	0 0%	0	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.	35	16 46%	14 40%	3 9%	1 3%	1	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.	35	22 63%	12 34%	0 0%	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.	32	19 59%	7 22%	0 0%	0 0%	6	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.	34	21 62%	12 35%	1 3%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	38%	5%	1%		
The school is well run.	35	22 63%	12 34%	0 0%	0 0%	1	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	33%	3%	1%		

Appendix 3

The inspection team

Beverley Jenkins	Reporting Inspector
Christopher Dolby	Team Inspector
Andrew Thorne	Team Inspector
Catherine Jenkins	Lay Inspector
Paul Welsh	Peer Inspector
Amanda Hulbert	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.