



*Rhagoriaeth i bawb – Excellence for all*

Arolygiaeth Ei Mawrhydi dros Addysg  
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate  
for Education and Training in Wales

## **Report on**

**Ysgol Gynradd Gymraeg Blaendulais  
Seven Sisters  
Neath  
SA10 9AA**

**Date of inspection: March 2014**

**by**

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

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

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

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

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

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

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

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

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

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## Context

Ysgol Gynradd Gymraeg Blaendulais is in the village of Seven Sisters, which is in the upper Dulais Valley to the north of Neath. The school mainly serves the area of Seven Sisters and the vicinity. It comes under the care of Neath Port Talbot local authority. The school accepts children from the full ability range at the beginning of the term following their third birthday. At present, there are 118 pupils on roll.

Welsh is the main medium of teaching and learning at the school, and all pupils are expected to be fluent in Welsh and English by the end of key stage 2. Ninety-six per cent of pupils come from non Welsh-speaking homes. Approximately 9% of the pupils are entitled to free school meals, a figure that is lower than the county and national averages. Around 18% of pupils are on the additional learning needs register.

The school was last inspected in April 2008. Since then, there has been significant change in terms of staff. The headteacher was appointed to her post in 2011.

The individual school budget per pupil for Ysgol Gynradd Gymraeg Blaendulais in 2013-2014 is £3,506. The maximum per pupil in primary schools in Neath Port Talbot is £8,492 and the minimum is £2,668. Ysgol Gynradd Gymraeg Blaendulais is in 37<sup>th</sup> place of the 70 primary schools in Neath Port Talbot in terms of the school budget per pupil.

## Summary

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

### Current performance

The school's current performance is adequate because:

- most pupils have positive attitudes to work and work productively in lessons;
- most pupils communicate confidently in Welsh;
- most pupils' independent learning skills and thinking skills are strong;
- the majority of pupils are very well behaved and polite;
- the quality of teaching is effective;
- the school is a happy and caring community; and
- provision for care, support and guidance is of high quality, and there are effective arrangements to provide additional support for individuals.

However:

- in general, the school's performance over the past five years does not compare favourably with that of similar schools; and
- pupils' attendance over the last four years does not compare favourably with that of similar schools.

### Prospects for improvement

Prospects for improvement are good because:

- the headteacher has a clear vision and effective management systems;
- all staff co-operate very effectively as a team to improve pupils' outcomes;
- effective processes exist to track the progress of pupils of all abilities;
- self-evaluation processes are thorough and focus on improving pupils' standards; and
- an effective development plan derives from self-evaluation and a robust performance management system.

## Recommendations

- R1 Raise pupils' standards of achievement at the end of the Foundation Phase and key stage 2
- R2 Extend pupils' higher reading skills in both languages
- R3 Raise pupils' attendance levels
- R4 Ensure that provision allows pupils of all levels of ability to reach their potential
- R5 Ensure that the governing body develop their expertise further and respond fully to statutory requirements

### **What happens next?**

The school will produce an action plan that shows how it will address the recommendations. Estyn will monitor the school's progress.

## Main findings

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

Adequate

#### Standards: Adequate

Nearly all pupils make sound progress in their learning during their time at the school.

On the whole, the basic skills of the majority of pupils on entry to the school are lower than expected. By the end of the Foundation Phase, most pupils make good progress, according to their ability, in all areas of learning.

Pupils' oral standards in Welsh are robust and nearly all pupils speak increasingly accurately and confidently by the end of key stage 2. Most pupils' oral English skills are also developing well.

Overall, pupils' reading skills develop appropriately. In the Foundation Phase, most pupils read according to their age and ability. In key stage 2, most pupils read increasingly accurately, but they do not use all the higher reading skills confidently. A few of them read without appropriate expression and do not feel confident enough to discuss the content of their reading books at length.

Across the school, most pupils' writing skills develop effectively. In the Foundation Phase, most pupils write independently on a variety of topics, and vary sentences and use a wider vocabulary. In key stage 2, most pupils use their writing skills for different purposes effectively in both languages. They use information and communication technology (ICT) regularly to redraft their work to a high standard. Most pupils' standard of handwriting is good and they present their work very neatly.

Pupils' numeracy skills in the Foundation Phase and key stage 2 are developing well. Most pupils in the Foundation Phase use their numeracy skills confidently across the curriculum. For example, they create extended number bonds. In key stage 2, the majority are able to use their knowledge of number increasingly confidently in different contexts. They solve challenging mathematical problems and discuss profit and loss correctly in buying and selling exercises.

Most pupils use their thinking skills and research skills effectively in their work across subjects, including scientific experiments.

Nearly all pupils with additional learning needs make good progress in relation to the targets in their individual education plans. On the whole, more able pupils make good progress, but they are not always extended across all subjects.

The small numbers of pupils in each year group have a significant effect on the school's overall performance in assessments at the end of the Foundation Phase and key stage 2 compared to national benchmarks from one year to the next.

In 2013, the performance of pupils who achieved the expected outcomes (outcome 5 or higher) and the higher outcome (outcome 6 or above) in literacy, mathematics and personal skills in assessments at the end of the Foundation Phase improved significantly. However, when compared with similar schools, the school's

performance across the areas of learning in general has placed it in the bottom 25% for the last two years. Pupils' performance in 2013 was much higher compared to their performance in 2012. In 2013, the performance of more able pupils in outcome 6 in language development placed the school in the higher 50% of similar schools, but performance in mathematical development and personal development placed it in the bottom 25%.

In key stage 2, performance at the expected level (level 4 or above) placed the school in the bottom 25% of similar schools. Over the past two years, compared with similar schools, more able pupils' performance at level 5 has also placed it in the bottom 25%. Although performance for all subjects at the expected level and the higher level for the last five years varies from year to year, the school has been in the bottom 25% of similar schools for three of the past five years. At the higher level, the school's performance in Welsh has risen, moving the school to the higher 50% for three of the last five years, but the school's performance in the other subjects has placed it in the bottom 25% for four of the last five years.

There are not enough pupils who are entitled to free school meals to make an analysis of their attainment and that of their peers. In general, girls performed better than boys at the end of the Foundation Phase and key stage 2. However, boys' performance was better than that of girls in the development of literacy and in mathematics at the higher level in the Foundation Phase.

### **Wellbeing: Adequate**

Most pupils are aware of eating and drinking healthily and of the importance of physical exercise. They take advantage of opportunities to participate in various activities to promote this further. Most pupils are happy and feel safe at school and they know to whom to turn for advice and support, if needed.

The pupil's voice is given a prominent place in the school's decisions. The school council and the eco committee are effective, energetic and active. This has had a positive influence on aspects of school life and on the wider community. Pupils develop their social skills effectively by contributing to a range of activities in their local community.

Throughout the school, most pupils' behaviour is very good. Most pupils are respectful towards each other and others. The 'Bydis Blaendulais' scheme is an effective way of ensuring that the youngest pupils know to whom to turn for support.

Most pupils are good independent learners and this is seen in the confidence that they have in choosing their activities independently in the Foundation Phase. The recent interesting initiative to develop pupils' mental resilience has had a positive impact on their problem-solving skills.

There has been a significant increase in the level of pupil attendance this year. Previously, there had been a steady increase in attendance over the last four years; however, the attendance rate placed the school in the bottom 25% of similar schools.

Most pupils arrive at school punctually.

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

The school offers a wide range of stimulating experiences that engage most pupils' interest across the school. Pupils have a wide choice of outdoor activities and after-school clubs.

At the beginning of each theme, pupils can choose which aspects to study and this has enabled them to feel ownership and pride in their work. Planning is detailed and weekly evaluations feed into subsequent plans.

Literacy, numeracy, ICT and thinking skills feature prominently in the plans and are a core part of most lessons. The school responds well to the requirements of the Foundation Phase and the Literacy and Numeracy Framework. Teachers have already developed an effective system to track the progress and progression of the Framework within the school. The Mathematics Week promotes the use of numeracy in many everyday situations within and outside the school. These activities strengthen the close co-operation between the school and the home. However, at times, there is not enough differentiation in the planning in order to provide an appropriate challenge for all pupils.

The Welsh dimension has a central role in the life of the school. The school invites famous and successful Welsh people from various popular fields to promote this approach effectively. For example, Shane Williams and Ben Davies have been at the school to talk about their experiences in the world of sport. The eco-committee has a prominent voice in the school in terms of recycling, saving energy and waste issues. The members take pride in their work. Pupils have also held charity events to raise money for the people of Africa and Fair Trade Week. This enables them to develop their understanding of global citizenship effectively.

**Teaching: Good**

Teaching is effective across the school. Most teachers use a good range of learning methods and interesting activities to engage pupils' participation and interest. They have high expectations and a clear focus on reinforcing pupils' skills. In most lessons, teachers offer interesting tasks, a good pace and high expectations for achievement and behaviour. All teachers have good subject knowledge. They model clear language and drill new language regularly in the Foundation Phase in order to raise standards in Welsh.

All teachers use an extensive range of purposeful resources, including ICT equipment, successfully to support learning and teaching. Most lessons are planned in detail, although expectations are not always challenging enough for children of higher ability.

A caring relationship between adults and pupils creates an active ethos and provides effective support to pupils. Teachers and assistants co-operate successfully as a team. Classroom assistants contribute effectively to the quality of pupils' learning and they offer good support according to the needs of individual pupils.



All teachers use a good variety of assessment for learning strategies in their lessons. They provide suitable opportunities for pupils to assess their own work and that of their peers. Most teachers share objectives and discuss success criteria with pupils effectively. They offer useful oral feedback during lessons. They also mark pupils' work in detail and consistently. However, written comments are not always detailed enough to help pupils to know how to improve the standard of their work.

Teachers make extensive use of data to monitor pupils' progress carefully. An effective progress tracking system is in operation across the school. Good use is made of standardised assessments to target appropriate intervention for pupils who need support. Procedures for levelling and moderating pupils' work over time ensure that teachers' assessments are robust.

Staff produce useful reports annually to parents and carers on pupils' progress.

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

The school is a caring community that promotes pupils' social, moral, spiritual and cultural development effectively. Through morning assemblies, the school offers appropriate opportunities for pupils to reflect. The good variety of extra-curricular work in the wider community promotes pupils' independence and initiative.

The school promotes pupils' health and wellbeing well and the school has appropriate arrangements for promoting eating and drinking healthily. Pupils feel safe and appropriate procedures are in place to deal with any incidents of bullying.

The school makes extensive, purposeful use of the expertise of external agencies such as the police, the health service and the welfare service in order to support pupils.

There are robust and effective systems and plans in place to increase attendance.

Provision for pupils with additional learning needs is good. Needs are identified at an early stage and close links with parents strengthen provision for these pupils. A provision map for each class ensures that all teachers are fully aware of the needs of individuals. Provision is monitored on a termly basis by the co-ordinator in order to track these pupils' progress consistently and effectively. However, the challenge is not always appropriate.

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

### **Learning environment: Good**

Ysgol Blaendulais has an inclusive and caring ethos and a homely, warm and happy atmosphere. All pupils have the opportunity to participate fully in school life and policies and procedures are in place to ensure equal opportunities.

The school has a wide range of resources that are of appropriate quality and they are being used suitably. Attractive and colourful displays are stimulating. Pupils' work and successes that are displayed engender pride in the pupils.

The outdoor area in the Foundation Phase offers varied and interesting opportunities for pupils. The green area behind the nursery provision provides an opportunity for pupils to grow vegetables and flowers. Pupils and members of the community have co-operated well to improve and enrich the school's outdoor areas.

The building is well maintained.

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

The headteacher has a clear and purposeful vision for the school. She conveys that vision successfully to staff, pupils, parents and governors. Her strong leadership ensures that all aspects of school life have an effective influence on pupils' standards and wellbeing. She ensures high expectations for improvement, and challenges staff positively and successfully.

Staff understand their role and responsibilities well and work effectively as a team. The school is a happy, orderly community with clear structures and policies. Through analysing a wide range of performance data, teachers have a thorough understanding of the school's strengths and areas for development.

The school responds positively to a number of local and national priorities. The principles of the Foundation Phase are implemented successfully. Teachers are planning purposefully for the requirements of the Literacy and Numeracy Framework. Assessment for learning strategies within lessons are a natural part of the school's work.

The governing body provides appropriate support for the life and work of the school. Governors are increasing their understanding of curricular issues and are aware of the issues that arise from analysing performance data and the self-evaluation report. They are beginning to challenge the school in areas that need to be improved but the body does not discharge its statutory duties fully; for example, the governing body's annual report does not include details about promoting eating and drinking healthily.

### **Improving quality: Good**

The self-evaluation process has been embedded successfully in the life of the school. Data analysis is an integral part of the process. The school collects a wide range of evidence effectively, including classroom observations, scrutinising pupils' work, and listening to the views of pupils and parents. These processes have helped the school to identify clearly its strengths and areas that need to be developed.

The self-evaluation report shows that the leaders know their school well. The outcomes of the self-evaluation processes inform the priorities in the school improvement plan successfully. The plan focuses well on raising standards and

expanding provision. The plan refers effectively to the actions to be taken, the success criteria, timing and responsibility, as well as monitoring and budgeting arrangements. Almost without exception, it includes useful, measurable targets in relation to progress and improvements in pupils' standards.

There are good opportunities for teachers' continuous professional development and these are linked to the school's priorities for improvement. They feed back to the remainder of the staff after attending courses and share good practice effectively. A culture of co-operating as a team is developing well and this is helping the school to grow as an effective learning community. Consistent and robust networking with schools in the catchment area promotes staff's understanding and improves provision for pupils.

### **Partnership working: Good**

The school works effectively with a wide range of partners. This has a positive effect on pupils' wellbeing and attainment. There is a strong collaborative link between the school and parents, which ensures that parents have a key role in their children's education.

An appropriate range of external enterprise agencies and organisations contribute their expertise well to support the work of the school to promote pupils' independence and entrepreneurship. The strong link with the local authority and other schools in the catchment area has led to improvements in educational provision across the school.

Good arrangements for transferring pupils to secondary school prepare older pupils very well for the next stage in their education. Teachers co-operate effectively with other primary schools in the area along with the secondary school in order to moderate and standardise pupils' work and to provide joint training.

The close relationship with the local playgroup ensures that children settle quickly in the Foundation Phase.

The school benefits from a constructive link with the community and pupils have useful opportunities to participate in community activities on a regular basis. This contributes effectively to pupils' knowledge of their local area.

### **Resource management: Good**

The school has enough teachers who have the expertise to deliver a complete curriculum and to meet the needs of individuals and the school's priorities fully. All staff have current job descriptions that match their roles appropriately. Teachers are well qualified and have a suitable range of expertise across the curriculum. Support staff are used effectively and have a positive effect on pupils' attainment. There are appropriate arrangements for teachers' planning, preparation and assessment time.

Leaders have sound financial plans that are linked clearly to the school's priorities and current needs. The school's finance sub-committee meets regularly to plan its purchase and use of resources carefully. Following a period of high levels of debt,

the school has worked well to eliminate the debt this year. The school has adapted its spending decisions appropriately in light of changes in the numbers of pupils who attend the school.

The school responds to statutory requirements for effective performance management, and the support staff are part of the process. Managers ensure that all staff receive suitable training, and the school has established highly effective networks of professional practice within the school and with schools and other partners.

Considering pupils' standards of achievement, the school offers adequate value for money.

## Appendix 1

### Comments on performance data

The small numbers of pupils in each year group have a significant effect on the school's overall performance in assessments at the end of the Foundation Phase and key stage 2 compared to national benchmarks from one year to the next.

In 2013, the performance of pupils achieving the expected outcomes (outcome 5 or higher) and the higher outcomes (outcome 6 or above) in assessments at the end of the Foundation Stage is below the average pupil performance in similar schools. Pupils' performance was also lower in comparison with the average for other schools that have a similar percentage of pupils who are entitled to free school meals, and the average for the whole of Wales. Pupils' performance in 2013 was much higher compared to their performance in 2012; however, the school remained in the bottom 25% of similar schools.

For the higher outcomes (outcome 6 or above) in language, literacy and communication skills in 2013, the school was in the higher 50%, but in the bottom 25% of similar schools for performance in mathematical development and personal and social development. In 2012, the school was in the lower 50% in mathematical development and personal and social development, and in the bottom 25% in language, literacy and communication skills.

In key stage 2, performance at the expected level (level 4 or above) placed the school in the bottom 25% of similar schools in 2013. Over the past two years, compared with similar schools, more able pupils' performance at level 5 has also placed it in the bottom 25%. Although performance for all subjects at the expected level and the higher level for the last five years varies from year to year, in general it has placed the school in the bottom 25% of similar schools for three of the past five years. Performance in the core subject indicator placed the school in the top 25% for one year, as well as for mathematics in two of the last five years.

At the higher level, the school's performance in Welsh has raised the school to the higher 50% of similar schools for three of the last five years. The school's performance in other subjects has generally placed it in the bottom 25% for four of the last five years.

There are not enough pupils entitled to free school meals to make an analysis of their attainment and that of their peers. In general, girls performed better than boys at the end of the Foundation Phase and key stage 2. However, boys' performance was better than that of girls in the development of literacy and in mathematics at the higher level in the Foundation Phase.

## Appendix 2

### Stakeholder satisfaction report

#### Responses to learner questionnaires

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

	Number of responses Nifer o ymatebion	Agree Cytuno	Disagree Anghytuno	
I feel safe in my school.	27	27 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	27	27 100%	0 0%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	27	27 100%	0 0%	Rwy'n gwybod pwy i siarad ag ef/â hi os ydw I'n poeni neu'n gofidio.
		97%	3%	
The school teaches me how to keep healthy	27	27 100%	0 0%	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
		98%	2%	
There are lots of chances at school for me to get regular exercise.	27	27 100%	0 0%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	27	27 100%	0 0%	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.	26	26 100%	0 0%	Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddysgu a gwneud cynnydd.
		99%	1%	
I know what to do and who to ask if I find my work hard.	27	27 100%	0 0%	Rwy'n gwybod beth I'w wneud a gyda phwy i siarad os ydw I'n gweld fy ngwaith yn anodd.
		98%	2%	
My homework helps me to understand and improve my work in school.	27	27 100%	0 0%	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.	27	27 100%	0 0%	Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
		95%	5%	
Other children behave well and I can get my work done.	26	26 100%	0 0%	Mae plant eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
		77%	23%	
Nearly all children behave well at playtime and lunch time	27	24 89%	3 11%	Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
		84%	16%	

## Response to parent questionnaires

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

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
Overall I am satisfied with the school.	65	36 55%	29 45%	0 0%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	65	44 68%	19 29%	2 3%	0 0%	0	Mae fy mhlentyn 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.	65	42 65%	22 34%	0 0%	0 0%	1	Cafodd fy mhlentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		72%	26%	1%	0%		
My child is making good progress at school.	65	40 62%	25 38%	0 0%	0 0%	0	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	65	22 34%	37 57%	3 5%	0 0%	3	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	46%	4%	1%		
Teaching is good.	65	33 51%	29 45%	0 0%	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.	65	46 71%	19 29%	0 0%	0 0%	0	Mae'r staff yn disgwyl i fy mhlentyn 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.	65	36 55%	25 38%	1 2%	0 0%	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.	64	34 53%	21 33%	6 9%	0 0%	3	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.	64	31 48%	29 45%	4 6%	0 0%	0	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.	64	34 53%	29 45%	0 0%	1 2%	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'.	62	26 42%	27 44%	2 3%	0 0%	7	Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		50%	35%	4%	1%		
I am kept well informed about my child's progress.	64	32 50%	29 45%	2 3%	0 0%	1	Rwy'n cael gwybodaeth gyson am gynydd fy mhlentyn.
		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.	65	46 71%	19 29%	0 0%	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.	64	27 42%	27 42%	4 6%	1 2%	5	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		44%	39%	7%	2%		
The school helps my child to become more mature and take on responsibility.	65	30 46%	31 48%	2 3%	0 0%	2	Mae'r ysgol yn helpu fy mhlentyn 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.	58	21 36%	23 40%	1 2%	0 0%	13	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		42%	34%	4%	1%		
There is a good range of activities including trips or visits.	65	35 54%	24 37%	5 8%	0 0%	1	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	39%	5%	1%		
The school is well run.	65	36 55%	26 40%	0 0%	0 0%	3	Mae'r ysgol yn cael ei rhedeg yn dda.
		60%	33%	3%	2%		

## Appendix 3

### The inspection team

Ann Jones	Reporting Inspector
Carolyn Jane Thomas	Team Inspector
Gwen Lloyd Aubrey	Lay Inspector
Mari Phillips	Peer Inspector
Kate Windsor-Brown	Nominee



## Copies of the report

Copies of this report are available from the school and from the Estyn website ([www.estyn.gov.uk](http://www.estyn.gov.uk))

### Year groups, the Foundation Phase and key stages

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

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

Primary phase:

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

Secondary phase:

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

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

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

## **Glossary of terms – Primary**

### **Foundation Phase indicator (FPI)**

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

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

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

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

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

### **The core subject indicator (CSI)**

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

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

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

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

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

### **All-Wales Core Data sets**

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

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

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