



Arolygiaeth Ei Mawrhydi dros Addysg a Hyfforddiant yng Nghymru
Her Majesty's Inspectorate for Education and Training in Wales

A report on

**Cwmaman Infants School
Fforchaman Road
Cwmaman
Aberdare
Rhondda Cynon Taff
CF44 6NS**

Date of inspection: June 2015

by

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

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

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

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

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

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

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

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Context

Cwmaman Infants School is an English medium school, which is situated in the village of Cwmaman on the outskirts of Aberdare. The school is maintained by Rhondda Cynon Taf local authority and is in a designated 'Communities First' area, which is recognised as being both socially and economically disadvantaged. There are 135 pupils on roll between the ages of 3 and 7, including 34 full-time nursery pupils. They are taught in five classes, two of which are mixed aged classes. Approximately 50% of pupils are eligible for free school meals.

Approximately 26% of pupils are on the additional learning needs register, and a very few have a statement of special educational needs. Very few pupils are looked after by the local authority. English is the predominant home language of pupils and the school has no pupils who come from Welsh-speaking homes. A very few pupils come from ethnic minority backgrounds and very few speak English as an additional language.

The current headteacher has been in post since January 2007. The school was last inspected in November 2010 and has since then federated with the local junior school.

The individual school budget per pupil for Cwmaman Infants School in 2014-2015 is £3,473, which compares with a maximum of £5,513 and a minimum of £2,514 for primary schools in Rhondda Cynon Taf. Cwmaman Infants School is 46th out of the 110 primary schools in Rhondda Cynon Taf in terms of its budget per pupil.

Summary

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

Current performance

The school's current performance is good because:

- Most pupils make good progress in their learning from a low starting point
- Standards in literacy and numeracy compare very well with those in similar schools
- Nearly all pupils behave well during lessons and around the school
- Most pupils have a strong understanding of how to live a healthy life and their creative skills are very good
- Teachers plan learning that enriches pupils' experiences effectively
- Nearly all teachers and support staff work well together to ensure that pupils make effective progress in lessons
- Teaching ensures that pupils from disadvantaged backgrounds are motivated effectively to make good progress
- The level of care, support and guidance that staff provide for pupils is a strength
- The ethos of the school places the child firmly at the centre of all it does
- The physical environment is attractive and well maintained

Prospects for improvement

The school's prospects for improvement are good because:

- Staff and governors share a vision that is central to the running of the school and has a positive impact on pupils' standards, the quality of provision and leadership
- The headteacher has high expectations of all staff and pupils
- Staff work closely as a team and fulfil their roles and responsibilities effectively
- Governors are well informed and support the school well
- The self-evaluation report is an accurate reflection of the school, and it links clearly with the priorities in the school improvement plan
- The strong partnership with parents is successful in raising standards
- Leaders make effective use of the pupil deprivation grant to reduce the impact of poverty

Recommendations

- R1 Ensure consistency in teaching and developing pupils' numeracy skills and understanding in all classes; and increase opportunities for pupils to use their numeracy skills in all areas of learning
- R2 Share good practice in Welsh language development to improve teacher confidence and ensure consistently good provision in all classes
- R3 Enable governors to challenge leaders more robustly in relation to the school's performance
- R4 Further develop the role of middle leaders in writing reports that focus more sharply on pupils' standards, and the ability of all leaders to write more evaluatively and consider the impact of initiatives more effectively

What happens next?

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

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

Many pupils enter the school with skills below the level expected for their age. However, during their time at the school, most pupils make good progress and attain high standards.

Across the school, nearly all pupils listen well to one another and to adults. Most pupils are eager to talk about their work and many give detailed answers to questions. Older pupils express their opinions confidently, such as when explaining the role of the eco council and describing characters in stories they have read.

Many pupils read at an appropriate level for their age and ability. They use a range of strategies well, such as context clues and phonic skills, to decode new and unfamiliar words. More able pupils read fluently, with appropriate expression. They predict imaginatively what will happen next in a story and describe their favourite reading material with enthusiasm.

Most pupils make good progress in developing their writing skills. Pupils in the nursery develop early mark making skills well and by the end of reception year many convey their ideas well in simple sentences. By the end of the Foundation Phase, many write independently and produce good quality extended writing, such as creative stories on the theme of pirates, and recount experiences well. Many develop effective spelling skills and generally use punctuation accurately. The quality of pupils' handwriting and presentation is generally good and in line with expectations. Most pupils apply their literacy skills well in other areas of the curriculum, for example when recounting the visit by the local vicar and retelling the story of Jemima Nicholas and the French invasion of Fishguard.

Many younger reception pupils enjoy using numbers naturally in their play and daily activities. They count up to 20 by rote accurately. More able pupils carry out role play using priced menus and recognising amounts up to 10p. Many Year 2 pupils use a broad range of mental strategies to solve number problems based on their seaside theme. Many identify right angles and describe clockwise and anti-clockwise direction accurately. However, most pupils are only beginning to apply their numeracy skills across all areas of the curriculum at an equal level to their work in mathematical development activities.

Many pupils in nearly all classes respond appropriately to a range of familiar Welsh instructions and phrases. Many use simple, familiar phrases with staff and visitors, but very few use Welsh around the school throughout the day or extend their answers. More able older pupils' writing is generally accurate and there are appropriate examples of simple writing for different purposes, for example postcards and descriptions of themselves. A few more able pupils read simple, familiar texts with reasonable accuracy and appropriate pronunciation.

Many pupils develop their thinking and problem solving skills well and display good independent skills. From an early age, they select the equipment they need for a specific task, concentrate well and sustain interest in activities.

Pupils with additional learning needs and those with English as an additional language make good progress in relation to their starting points.

For the last three years, pupils' performance at the end of the Foundation Phase at the expected outcome 5 in literacy and mathematical development has placed the school consistently in the top 25% in comparison with similar schools. Pupils' performance at the higher outcome 6 in literacy has placed it consistently in the higher 50%, but their performance in mathematical development at outcome 6 is more variable.

Girls generally perform better than boys and in literacy the gap in performance is tending to widen. Pupils who are eligible for free school meals make good progress against their personal targets and generally perform at least as well as their peers.

Wellbeing: Good

Most pupils are proud of their school and greet visitors confidently. Nearly all pupils have very positive attitudes to keeping healthy and safe and they understand the importance of eating a healthy diet and taking regular exercise. They feel safe and secure in the school and know that they can turn to their headteacher, members of staff or their friends for help and support at any time. They enjoy taking part in the ample opportunities to keep fit during lesson and play times as they are presented in a fun and creative way.

Behaviour at school is very good during lessons, acts of worship, meetings and during play times and pupils respect and adhere to the school's 'Golden Rules' and values. Pupils display a warm and courteous manner towards adults and each other. They enjoy helping each other and taking responsibility, through initiatives such as 'Helpwr Heddiw' and the 'buddy bench'.

In class, most pupils show a positive, enthusiastic approach to their learning. They work well independently and learn to co-operate effectively with others in group work.

Members of the school council are enthusiastic about their role. The council concentrates its efforts on environmental projects in the school and in the community, such as litter picking to enhance the local area.

All pupils show a keen interest in their local community and are involved in regenerating a strong community feel through their annual Caribbean carnival. This event engages the whole community in creative collaborations. Pupils understand that it rekindles memories of the parades of the past during the heyday of area as a mining community and fosters the pupils' pride in their locality very effectively.

Attendance has compared well with that of similar schools for three of the last four years, tending to be in the higher 50%. However, although attendance in 2014 was slightly higher than it was in the previous year, the average rate of attendance in similar schools has improved at a higher rate. As a result, attendance placed the school in the bottom 25% of similar schools in 2014.

Key Question 2: How good is provision?

Good

Learning experiences: Good

The school provides a creative and engaging curriculum for all pupils, which builds on their needs and interests successfully. As a result, many pupils are motivated and engage purposefully in lessons. The curriculum is broad and balanced and meets statutory requirements. A wide range of extra-curricular activities impacts positively upon pupils' development of skills. The school encourages parents to support their children's learning and parents can join their children for training after school using the school's phonics programme.

Staff develop pupils' literacy skills successfully across all areas of the Foundation Phase curriculum. There are early opportunities for pupils who fail to make expected progress in literacy and numeracy to catch up and, as a result, most pupils reach the expected outcomes by the end of Year 2. The school has generally made good progress in implementing the Literacy and Numeracy Framework, although opportunities for pupils to develop their numeracy skills across areas of learning are less well developed than those for literacy.

Structured plans for the teaching of the Welsh language ensure that many pupils develop satisfactory Welsh language skills. However, in a minority of classes, teachers make little use of Welsh or lack confidence as linguistic role models. The school promotes pupils' knowledge of the culture and history of Wales effectively, for example through studying the history of Betsi Cadwalader, the work of the celebrated local poet Alun Lewis and the success of their local heroes, the Stereophonics.

The school promotes pupils' understanding of education for sustainable development and global citizenship well. As a result, pupils understand the importance of energy conservation and implement this daily through rigorous classroom checks. The school's annual Caribbean carnival week raises pupils' awareness of cultural diversity in a creative, entertaining and positive way.

Teaching: Good

Staff across the school create a safe working environment where pupils are able to share joys and concerns with each other and staff. This trusting relationship, along with the positive behaviour strategies all teachers use, helps to ensure that pupils' behaviour is good and provides a secure platform for learning. The effective co-operation between teachers and learning support assistants means that pupils make good progress in nearly all lessons. Nearly all teachers provide activities that meet pupils' needs effectively, challenge them to achieve well in all aspects of learning and encourage them to be independent learners.

Many staff use open-ended questions effectively in order to develop pupils' thinking skills and to ensure that they understand the work. Teachers ensure that nearly all pupils make effective links with previous work, such as when identifying manmade and natural sounds in the forest school. This helps pupils to make good progress during lessons. In a very few exceptions where teaching is adequate, teachers do not provide enough opportunities for pupils to build upon or develop their numeracy skills and they do not monitor pupil progress effectively enough.

Most teachers use the assessment and tracking system effectively to monitor pupils' progress. They use this information well to focus the work of intervention groups. Staff monitor the progress made by different groups of learners and use this information effectively to provide suitable learning opportunities for all pupils. As a result, standards in the school are consistently good.

All teachers provide valuable verbal feedback to pupils on their progress and attainment in lessons. Nearly all teachers mark pupils' work regularly and make useful verbal or written comments about how pupils can improve their work. However, pupils do not always have enough opportunities to respond to the advice given or to assess the progress of their peers. Parents receive reports which show that teachers know their children well and clearly identify what they need to do to improve.

Care, support and guidance: Good

The school has appropriate arrangements to promote healthy eating and drinking. Pupils have free fruit daily and are encouraged to drink plenty of water. They are also encouraged to increase their physical activity daily through arranged play during lunchtime and after school clubs. Learning experiences provide pupils with worthwhile opportunities to develop their spiritual, moral, social and cultural understanding. A wide range of cultural experiences, such as the Caribbean carnival, promote pupils' awareness of their own and other cultures very effectively. The school organises a week long programme of events to celebrate the cultural heritage of the immediate area.

The school works effectively with an appropriate range of specialist agencies to meet the individual needs of all pupils. These include nurture and counselling services for pupils coping with particularly challenging circumstances. Where appropriate, the school liaises with other professional services to provide good quality individual programmes that help individual pupils to make suitable progress.

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

The school provides an extensive range of support to meet the needs of pupils with additional learning needs. Through early identification, effective strategies are put in place rapidly and suitable individual programmes of intervention support provided for the pupils. The programmes are reviewed regularly and parents are a regular part of the process. School staff have a broad range of training and expertise, which enables them to meet the needs of all learners successfully. As a result, pupils with additional learning needs make good progress in line with their ability.

Learning environment: Good

The school has an inclusive, caring and supportive ethos, where staff and pupils treat others equally and with respect. As a result, all feel valued and give of their best. Pupils develop tolerance, respect, and understanding naturally by following the good examples given by the staff.

The school celebrates diversity successfully through looking at various religions and celebrations. Visitors to school further enrich the pupils' understanding of diversity through introducing them to various cultures.

Staff use the school's buildings and grounds effectively. Classrooms and the outside areas are attractive and well-maintained learning environments. School displays are very colourful and provide good opportunities to celebrate pupils' work and experiences. The school is well resourced and staff use equipment well to support pupils' learning needs. An active programme of building maintenance and improvement has helped to ensure effective use of the premises, along with enhancing learning opportunities and securing pupil safety and wellbeing. A good example of this is the imaginative provision for outside learning around the school, which engages nearly all pupils well during play time and ensures that behaviour is good.

How good are leadership and management?	Good
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Leadership: Good

The headteacher has shared her clear vision and high expectations effectively and has established a successful school that focuses closely on the needs of pupils. She has formed a caring community where staff, parents and governors work well together to encourage each child to achieve well in all aspects of learning, with a strong focus on creativity and community links. The senior management team and all staff co-operate efficiently as a team and support the headteacher well. All members of staff have clear job descriptions and specific responsibilities for developing the school effectively as a learning community. This shared vision and focus on improving pupil outcomes mean that standards are consistently high.

Members of the senior management team use school data well to identify areas to be improved. Their regular meetings concentrate appropriately on reviewing and monitoring pupil progress. For example, analysing improvements in mathematical development by observing lessons enabled leaders to evaluate the impact of a recent initiative to develop pupils' mental mathematics skills. The school engages with parents effectively to raise standards and is successful in narrowing the gap in performance between pupils eligible for free school meals and their peers. The school also responds positively to other local and national priorities and this has a positive effect on the school's standards and provision.

Governors visit the school regularly and through their learning walks are very aware of the positive working atmosphere and good behaviour in classes. Governors scrutinise and review all school policies over time and support the promotion of

healthy drinking and eating very well through agreeing the funding of free fruit for all pupils. This has impacted successfully on pupils' understanding of the importance of healthy eating. Governors receive comprehensive reports that refer to pupils' performance and attainment, and progress against the school's priorities for improvement. However, they are too dependent on the information they receive from senior leaders and do not yet hold them to account robustly enough.

Improving quality: Good

Leaders know the school well. Self-evaluation processes are secure and take thorough account of a wide range of first hand evidence, including lesson observations, listening to learners, data analysis and the scrutiny of pupils' work. The self-evaluation report reflects the school accurately and, although it is not consistently evaluative or quantitative enough, it shows that leaders know the school's strengths and areas that they need to develop well. Generally middle leaders' subject reports concentrate well on the quality of provision, but they do not always focus clearly enough on pupil standards.

Priorities in the school improvement plan link clearly with the self-evaluation report and focus effectively on improving pupils' standards and provision. The school improvement plan is clear and precise and makes purposeful use of measurable targets where appropriate. Areas of responsibility and timescales are clear and a budget for training and resources links well to priorities. The senior management team monitors progress against the targets appropriately. As a result of the clear focus in the plan, standards at the school continue to compare well with those of similar schools and most pupils make very good progress.

Partnership working: Good

The school works effectively with a wide range of partners. In many cases, strong links are established with parents and carers before pupils start at the school. This contact, through Communities First, eases the transition process and is particularly beneficial where pupils have additional learning needs. This same effective transition is evident when pupils move to the junior school.

Support for parents continues throughout pupils' time at the school through useful literacy and numeracy courses and practical healthy cooking sessions. These courses enable parents to support their child's health, wellbeing and academic development successfully.

Strong links with other schools facilitate the sharing of resources and expertise, such as the services of a health mentor to support the health and wellbeing of all pupils. Teachers have valuable opportunities to observe teachers in other schools. This collaborative working impacts positively on the planning and delivery of successful lessons. The senior management team holds joint meetings with colleagues in the federated junior school in order to discuss common issues and avoid duplication. The cluster works together well to assess pupils' work and ensures that teachers' assessments are accurate.

Interaction with the community is very strong and a strength of the school, particularly through the annual carnival, which involves school families and neighbours. Grandparents and parents are involved in the preparations alongside the pupils. This enriches the curriculum for pupils and develops their social skills and awareness of other generations well.

Close links with a local church enhance the assemblies and religious education programme in school. Pupils learn about road safety and keeping themselves safe with the support of external providers.

Resource management: Good

The school is suitably staffed by well-qualified teachers and learning support assistants. All staff undergo a wide range of appropriate training to develop their expertise in order to meet the developmental needs of all pupils. The school is well resourced and makes very good use of the internal and external accommodation.

There are suitable arrangements to provide planning, preparation and assessment time for teachers. All teachers have this dedicated time together. This ensures that they can support one another and share their expertise to improve the quality of provision for pupils. The school provides effective training in response to needs identified through the performance management process and this is closely linked to the school's priorities. The school works effectively with other schools in the cluster on various projects that lead to raising standards, for example a successful numeracy initiative, which develops pupils' thinking skills and mental calculations well.

The school uses the pupil deprivation grant effectively to benefit pupils who are eligible for free school meals. There is a whole-school approach to tackling disadvantage, which includes close engagement with parents as well as other schools in the locality. This is very successful in reducing the impact of poverty on attainment.

In view of the quality of the school's provision and the outcomes achieved by pupils, the school provides good value for money.

Appendix 1: Commentary on performance data

6742125 - Cwmaman Infants

Number of pupils on roll	142
Pupils eligible for free school meals (FSM) - 3 year average	57.8
FSM band	5 (32%<FSM)

Foundation Phase

	2012	2013	2014
Number of pupils in Year 2 cohort	27	32	28
Achieving the Foundation Phase indicator (FPI) (%)	100.0	93.8	92.9
Benchmark quartile	1	1	1
Language, literacy and communication skills - English (LCE)			
Number of pupils in cohort	27	32	28
Achieving outcome 5+ (%)	100.0	93.8	92.9
Benchmark quartile	1	1	1
Achieving outcome 6+ (%)	22.2	25.0	28.6
Benchmark quartile	2	2	2
Language, literacy and communication skills - Welsh (LCW)			
Number of pupils in cohort	*	*	*
Achieving outcome 5+ (%)	*	*	*
Benchmark quartile	*	*	*
Achieving outcome 6+ (%)	*	*	*
Benchmark quartile	*	*	*
Mathematical development (MDT)			
Number of pupils in cohort	27	32	28
Achieving outcome 5+ (%)	100.0	96.9	92.9
Benchmark quartile	1	1	1
Achieving outcome 6+ (%)	22.2	15.6	21.4
Benchmark quartile	2	3	2
Personal and social development, wellbeing and cultural diversity (PSD)			
Number of pupils in cohort	27	32	28
Achieving outcome 5+ (%)	100.0	100.0	100.0
Benchmark quartile	1	1	1
Achieving outcome 6+ (%)	59.3	50.0	89.3
Benchmark quartile	1	1	1

The Foundation Phase indicator (FPI) represents the percentage of pupils achieving outcome 5 or above in PSD, LCE/LCW, and MDT in combination.

* This item may disclose information on individuals, or it is not sufficiently robust for publication, not applicable or is otherwise unavailable.

The benchmark quartile compares the performance of one school against others who have similar levels of pupils with free school meals (FSM). FSM is used as a proxy of social deprivation in schools. This allows a comparison of the performance of a school against others who are in the same FSM category, and who might therefore have a similar intake of pupils from deprived backgrounds.

A school in benchmark quartile 1 is in the highest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are higher than many other schools with similar levels of pupils from deprived backgrounds. A school in benchmark quartile 4 is in the lowest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are lower than many other schools with similar levels of pupils from deprived backgrounds.

There are very small cohorts in many of the years of key stage 2 performance data available for this school. Where this is the case, we do not include a table of performance data.

Further information is available from the Welsh Government My Local School website at the link below.
<http://mylocalschool.wales.gov.uk/index.html?lang=eng>

Appendix 2

Stakeholder satisfaction report

Responses to learner questionnaires

The number of responses received were fewer than 10. No data will be shown.

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.	24	19 79%	5 21%	0 0%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		64%	33%	3%	1%		
My child likes this school.	24	21 88%	3 12%	0 0%	0 0%	0	Mae fy mhentyn yn hoffi'r ysgol hon.
		73%	25%	1%	0%		
My child was helped to settle in well when he or she started at the school.	24	19 79%	5 21%	0 0%	0 0%	0	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		73%	26%	1%	0%		
My child is making good progress at school.	23	18 78%	5 22%	0 0%	0 0%	1	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		63%	34%	3%	1%		
Pupils behave well in school.	23	12 52%	11 48%	0 0%	0 0%	1	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		48%	47%	4%	1%		
Teaching is good.	24	20 83%	3 12%	1 4%	0 0%	0	Mae'r addysgu yn dda.
		62%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	23	21 91%	2 9%	0 0%	0 0%	1	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		65%	33%	1%	0%		
The homework that is given builds well on what my child learns in school.	24	16 67%	7 29%	1 4%	0 0%	0	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.
		50%	42%	6%	2%		
Staff treat all children fairly and with respect.	24	20 83%	4 17%	0 0%	0 0%	0	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		61%	34%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	24	18 75%	6 25%	0 0%	0 0%	0	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		61%	37%	2%	0%		
My child is safe at school.	24	17 71%	6 25%	1 4%	0 0%	0	Mae fy mhentyn yn ddiogel yn yr ysgol.
		67%	31%	1%	0%		

	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	
My child receives appropriate additional support in relation to any particular individual needs'.	23	18 78%	5 22%	0 0%	0 0%	1	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		56%	38%	4%	1%		
I am kept well informed about my child's progress.	24	17 71%	6 25%	1 4%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		50%	40%	8%	2%		
I feel comfortable about approaching the school with questions, suggestions or a problem.	24	19 79%	4 17%	1 4%	0 0%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		63%	31%	4%	2%		
I understand the school's procedure for dealing with complaints.	24	12 50%	10 42%	2 8%	0 0%	0	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		49%	42%	8%	2%		
The school helps my child to become more mature and take on responsibility.	23	18 78%	5 22%	0 0%	0 0%	1	Mae'r ysgol yn helpu fy mhentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		58%	39%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	20	13 65%	5 25%	2 10%	0 0%	4	Mae fy mhentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		53%	41%	5%	1%		
There is a good range of activities including trips or visits.	24	15 62%	8 33%	1 4%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		55%	38%	5%	1%		
The school is well run.	24	18 75%	5 21%	1 4%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		62%	33%	3%	2%		

Appendix 3

The inspection team

Maldwyn Pryse	Reporting Inspector
Ann Dackevych	Team Inspector
Glenda Jones	Lay Inspector
Alison Williams	Peer Inspector
Lesley Rees	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
- 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
- science

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

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

All-Wales Core Data sets

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

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

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