



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

**Blaenavon Heritage Voluntary Controlled Primary School
Blaenavon Community Campus
Middle Coed Cae Road
Blaenavon
Torfaen
NP4 9AW**

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:

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

Blaenavon Heritage Voluntary Controlled Primary School serves the catchment area of the town of Blaenavon and surrounding areas, including Forgeside and Garn yr Erw in Torfaen

The new school opened on three sites in September 2011 following the closure of three schools: Hillside Nursery, Hillside Primary and St Peter's Voluntary Controlled Primary School. In 2012, the school relocated to a brand new school building, which combines school and leisure facilities.

The school provides education for 510 pupils aged from three to 11 years. In key stage 2, there are eight classes of which four are mixed age, while in the Foundation Phase there are six single year groups and one mixed age class. There is setting for literacy and mathematics lessons across the school. There is a nursery with 65 full-time equivalent places and a pre-school setting on the site.

Twenty-seven per cent of pupils are entitled to free school meals. This is just above the national average and the local authority average.

The school has identified about 20% of pupils as having additional learning needs. A very few pupils have a statement of special educational needs. Nearly all pupils come from English speaking homes. No pupil speaks Welsh as a first language at home. A very few pupils come from ethnic minority backgrounds and a very few pupils receive support for English as an additional language. A very few pupils are looked after by the local authority.

The current headteacher took up her post in September 2011.

The individual school budget per pupil for Blaenavon Heritage Voluntary Controlled Primary School in 2013-2014 is £3,267 per pupil. The maximum per pupil in Torfaen is £5,481, and the minimum £2,854. Blaenavon Heritage Voluntary Controlled Primary School is 19 out of 29 schools in Torfaen in terms of its school budget per pupil.

Summary

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

Current performance

The school's performance is good because:

- most pupils make progress in developing good skills in literacy, particularly in speaking, listening and reading;
- most pupils make good progress in developing numeracy skills and very good skills in information and communication technology (ICT);
- many pupils with additional learning needs attain their targets;
- most pupils work well independently and with each other;
- most pupils engage well with more demanding activities, such as problem-solving and research work;
- pupils' wellbeing, including behaviour and attendance, is good; and
- the overall quality of teaching is good.

Prospects for improvement

Prospects for improvement are good because:

- the headteacher has a clear vision and strategy to raise pupils' standards of achievement;
- she has high expectations of the herself, the staff and pupils and she communicates this effectively;
- the school's self-evaluation report is honest, analytical and accurate;
- the school improvement plan is linked appropriately to the self-evaluation report;
- performance management for all staff is clearly linked to raising pupils' standards of achievement;
- partnership working is a strong feature of the school's work; and
- the governing body has good oversight of the school and challenges leaders appropriately.

Recommendations

- R1 Raise the attainment of more able pupils at the end of key stage 2 in English, mathematics and science
- R2 Improve pupils' standards in Welsh, particularly in reading and writing
- R3 Improve opportunities for pupils to write extensively and independently in a range of styles across the curriculum
- R4 Apply assessment for learning strategies more consistently across both key stages

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

Nearly all pupils make good progress in learning from their differing starting points as they move through the school.

By the end of the Foundation Phase, most pupils speak clearly and express their ideas confidently. They respond thoughtfully to teachers' questions. Most pupils enjoy reading and they have a good understanding of the different texts they read. Most read aloud with fluency and expression. They use phonic and other strategies well to help them work out the sound and meaning of unfamiliar words. Most pupils make good progress in developing their writing skills. They write using an increasing range of vocabulary well to express their ideas using simple sentences accurately. Although they write for a range of different purposes, using frameworks for writing, pupils' skills in writing independently are more limited.

By the end of key stage 2, nearly all pupils express their ideas clearly and confidently. Most pupils use the school's television studio facilities regularly to make effective oral presentations about aspects of their learning. They have a good sense of audience and they present their ideas clearly and convincingly in a range of styles, such as reporting, role-play and question and answer sessions. Overall, most pupils read well and have good understanding of the texts they read. They use higher order reading skills effectively in different subjects, for instance in science to analyse texts and in mathematics to solve problems. Most pupils develop good writing skills across different genres of writing. They use complex sentences well to convey information and their own ideas. They pay good attention to punctuation and use paragraphs well to present ideas coherently to the reader.

Most pupils enjoy solving mathematical problems and they make good progress in mathematics lessons. By the end of the Foundation Phase, many pupils use their knowledge of numbers well to solve problems with money and measurement. By the end of key stage 2, nearly all pupils can work out mentally multiplication and division problems. Most pupils can use a range of methods when adding, subtracting, multiplying or dividing. Many pupils are beginning to use their mathematical skills well in other subjects, such as science.

Nearly all pupils across the school have very good ICT skills because they use ICT everyday as an integral part of their learning. Most pupils use ICT skills well to present different genres of writing and graphs appropriate to their age and ability. Older pupils use the internet effectively to research projects. In a few cases, older pupils use their creative skills very effectively to design applications for use in school.

By the end of key stage 2, most pupils make good progress in developing their speaking skills in Welsh. They understand the Welsh used by staff well, although younger pupils do not readily respond using the language. Older pupils hold sustained conversations on a range of topics. They use a good range of vocabulary and are able to ask and reply to questions using extended forms. However, pupils' reading and writing skills in Welsh across the school are generally underdeveloped.

Since the opening of the new school in 2011, performance in the Foundation Phase at the expected outcome 5 has improved. Performance in both literacy and mathematical development has moved the school from the lower 50% of similar schools in 2012 to the higher 50% in 2013. However, the performance of more able pupils at outcome 6 has placed the school consistently in the lower 50% of similar schools in relation to literacy and mathematical development. Nonetheless, data shows improvement within the band for both areas of learning in 2013.

In key stage 2, performance at the expected level 4 in English has shown improvement when compared with that in similar schools. Performance in English has moved the school from the lower 50% of similar schools in 2012 to the higher 50% in 2013. However, performance at the expected level 4 in mathematics and science has placed the school consistently in the lower 50% when compared to similar schools. The performance of more able pupils at the higher level 5 has placed the school consistently in the lower 50% for all three subjects over the same period.

Wellbeing: Good

Pupils across the school are polite and respectful to one another and to their teachers. A team of pupils help to promote the school values among other pupils in the school. Most pupils across the school have a good awareness of the values of the school and they behave well in lessons and around the school. Nearly all pupils feel safe in school. Nearly all have a good understanding of how to eat healthily and the importance of exercise.

The school council meets regularly and represents the pupil body well. Elected older pupils on the council carry out leadership roles effectively and take an active part in the selection of new staff. The council makes regular presentations to the governing body about aspects of school work. This helps the governing body to develop a better understanding of the school and its work from the pupils' point of view.

Most pupils enjoy learning and take pride in their work. They listen carefully to others. Most pupils work well in groups and independently. Many pupils benefit from socialising at the breakfast club and many develop their interests and skills by regularly taking part in the good range of after-school activities on offer.

Most pupils attend school regularly with school attendance rates placing the school in the upper 50% when compared with similar schools. A small proportion of pupils do not attend regularly. However, the attendance of these pupils has recently improved, because of the school's robust follow-up procedures. Most pupils arrive at school punctually.

Key Question 2: How good is provision?

Good

Learning experiences: Good

The school provides a broad, balanced and relevant curriculum that complies with statutory requirements for the Foundation Phase and key stage 2. The curriculum offers pupils a range of stimulating learning experiences that contribute effectively to

their achievement. Planning includes suitably challenging activities that take into account the Literacy and Numeracy Framework. This ensures that pupils develop these skills appropriately across the curriculum. The school's planning also promotes pupils' thinking and problem-solving activities effectively.

There is good provision for pupils' different abilities, for example by organising pupils into sets for literacy and mathematics teaching. Pupils with additional learning needs receive effective support through well-planned intervention programmes that develop their literacy and numeracy skills and self-esteem well. This provision is having a good impact on raising pupils' standards of achievement.

The school also provides good opportunities for pupils to participate in a range of educational visits, musical and sporting activities and competitions. In addition, it offers Year 5 and Year 6 pupils enriched curriculum experiences based on their own choices and interests. This has the effect of motivating pupils in their learning.

Architects designed the new school buildings to be sustainable. As a result, the building provides pupils with excellent opportunities to learn about sustainable ideas, such as energy saving, recycling and gardening. The school also provides good opportunities for pupils to learn about their role as global citizens and life in other countries, for example through a link with Uganda.

Staff provide good opportunities for pupils to learn about the history and culture of Wales. Good examples of this are the Foundation Phase project on the industrial heritage of Blaenavon and the key stage 2 project, which celebrates the achievements of local rugby icon, Ken Jones. Planning for the development of Welsh as a second language is appropriate. However, staff do not speak Welsh regularly enough to pupils during the school day.

Teaching: Good

Nearly all teachers have good subject knowledge. Teachers and teaching assistants work effectively together to support pupils' learning and they have high expectations of pupils.

All teachers plan lessons effectively. They take good account of pupils' different learning needs, including those of the most able pupils. They set interesting tasks that build well on previous learning. Most activities engage pupils' interest well and motivate them to learn. Most teachers use a good range of strategies to develop pupils' team working skills. All teachers use ICT in lessons regularly to develop pupils' skills incrementally and to provide pupils with a wide range of interesting resources. Nearly all teachers ensure that pupils are aware of the learning objectives of lessons. They ask challenging questions that develop pupils' skills well.

Many teachers use assessment for learning strategies effectively. However, this good practice is not consistent enough across the school. All teachers mark pupils' work regularly. Their comments are constructive, but they do not always refer specifically to the success criteria. As a result, a minority of teachers do not always provide pupils with clear enough guidance on how to improve their work.

The school has clear and robust arrangements for assessing pupils and tracking their progress from entry to school to Year 6. All teachers make good use of standardised tests and their own assessments to set pupils individual learning targets that are challenging, but achievable. Teachers working with the same year groups moderate pupils' work regularly to ensure a shared understanding of standards.

Reports to parents are clear and informative, and indicate areas for improvement. They provide opportunities for pupils to review their own progress and for parents and carers to respond to their child's report.

Care, support and guidance: Good

There are effective policies and arrangements in place to support pupils' wellbeing. The school makes appropriate arrangements to promote healthy eating and drinking. Through a partnership project with the 'Physical Education in Sport and in Schools' team, the school has successfully raised levels of health, fitness, engagement and standards in numeracy of targeted pupils in Year 4.

The school places a strong emphasis on teaching pupils about values and this develops pupils' spiritual, moral and social awareness well.

There are effective policies to monitor attendance levels and to promote positive behaviour. The good standards of behaviour and the strong relationships between staff and pupils help to create a positive ethos of respect within the school.

The school has clear identification and monitoring arrangements for pupils with additional learning needs. The additional support matches closely to pupils' individual needs and is of a consistently high quality. There are appropriate, child-friendly individual education plans, which teachers review and update on a termly basis. Parents are well informed and fully involved in reviewing their child's progress.

The school makes effective use of the support and advice it receives from a wide range of external agencies.

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

Learning environment: Excellent

The school is an inclusive community where pupils have equal access to all aspects of school life. It has a clear vision based on Christian beliefs and values. There is a clear focus on respecting and celebrating diversity, and staff and pupils treat each other equally, fairly and with respect.

Architects and stakeholders have designed a new, high quality school building that is fit for education in the twenty-first century. Spacious classrooms, flexible space and corridors, good disabled access and ICT access allow teachers to use innovative teaching methods and to provide all pupils with a range of stimulating activities. The indoor play facilities and the use of the adjoining sports facilities considerably

enhance pupils' physical development and fitness. Teachers programme the use of the television studio as an integral part of pupils' work to develop their higher order ICT, planning and oral presentation skills. The extensive and well-landscaped outside areas, which include a multi-use games area, provide a range of spaces and activities where pupils can learn creatively and exercise safely in all weathers. These features have a significant impact on pupils' learning, behaviour and wellbeing.

The school has an excellent range of high quality resources. It provides a technology-rich learning environment, which includes wireless access for all pupils, both indoors and outside.

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

The headteacher, working closely with all stakeholders, provides highly effective leadership to the life and work of the school. She has appropriately high expectations of herself, leaders, staff, pupils and parents, and she communicates her expectations effectively. The headteacher leads by example and she challenges underperformance robustly. Her leadership is having a clear impact on improving the school's provision and pupil outcomes.

Members of the senior leadership team, who include teaching assistant representatives, work well together. They have a good balance of experience and responsibilities. They are fully involved in monitoring teaching and learning and in analysing the school's performance data. This is making a significant contribution to raising pupils' standards through developing consistency in procedures for monitoring, tracking and self-evaluation.

Staff work together effectively. They share information well through regular staff, year and phase meetings. Planned opportunities for staff to shadow each other in different roles are helping to develop staff expertise in having a shared and in-depth understanding of the work of the school.

The school has addresses local and national priorities well. The Foundation Phase is well established and planning for the Literacy and Numeracy Framework is in place.

The governing body has worked effectively to establish the new school. Governors have a clear understanding of the school's strategic direction, targets and pupil outcomes. They monitor the school's progress in improving standards effectively. Governors take an active role in self-evaluation and in planning. They challenge the headteacher and staff appropriately.

Governors have written a toolkit to support their work. Together with the headteacher, they have shared their work with other schools and governing bodies locally and nationally.

Improving quality: Good

The headteacher and senior leadership team have developed a culture of robust self-evaluation based on first hand evidence, to which all members of staff, governors, parents and pupils contribute.

The self-evaluation report is analytical, evaluative and accurate. It presents an honest picture of the school's strengths and areas of development. There is a clear link between the school's self-evaluation report and the school improvement plan. The school improvement plan focuses clearly on priorities that will have the most impact on raising standards. The plan is suitably detailed. It allocates responsibilities and details costs and has clear success criteria against which to measure progress.

Senior leaders monitor and up-date the school improvement plan continuously in the light of regular analysis of data. The headteacher and senior leadership team effectively coach staff in evaluating data accurately. Staff use the information well to update teaching plans regularly and this helps to secure improved standards in pupils' learning.

Partnership working: Good

The school is involved with a good range of partnerships, which benefit pupils, parents and staff. An increasing number of activities keep parents informed about how, for example, teachers teach literacy and numeracy so that parents can help their children at home. A 'rap' video made by older pupils, posted on the school website, is a fun and inventive way of reminding pupils and parents of the values that underpin the school.

The school's involvement in the community is a strong feature of its work. Pupils have good opportunities to take part in a range of community events to support and celebrate the town's heritage. The education officer from the local mining museum helps pupils to extend their understanding of the importance of the coal industry to the town and to Wales. The school's close links with the rugby club provide extra sporting facilities for the pupils. The local vicar is a governor and visits regularly to lead assemblies and visit classes.

The school works effectively with the local authority and Community First workers to help break down barriers to pupils' learning. This results in effective support for families with positive outcomes for identified groups of pupils' attendance and attainment.

Effective transition links with the pre-school provision on the school site and with the local secondary school help pupils to transfer easily between schools. Cluster school moderation and standardisation takes place annually, which helps to assure consistency in assessment.

The school shares its practice, particularly in developing pupils' ICT skills, with colleagues from other schools. A few pupils in Years 5 and 6 are digital leaders and train visiting teachers to make videos and electronic books for use with their own classes. This is innovative practice, and is an excellent feature of the school's work.

Resource management: Good

The school manages its resources effectively and deploys teachers and support staff well. Ancillary staff make an important contribution to the efficient administration and maintenance of the school.

There are good arrangements for teachers working with the same year group to plan, prepare and assess pupils' work together. This helps to ensure continuity and progression of learning experiences for pupils.

The school is developing well as a professional learning community. Staff share good practice effectively. Links with other schools in the area provide good opportunities to enrich learning and teaching experiences.

Robust performance management is in place for all staff. There are good opportunities for all staff to engage in continuous professional development activities, which link to performance management targets and whole-school priorities.

Senior leaders and governors monitor expenditure well. The school uses the income generated from the hire of the leisure facilities effectively to release a member of staff to support pupils with additional learning needs. This has a positive effect on standards.

Due to the effective leadership of the school, the honest and accurate self-evaluation and the improving standards of pupils' achievements, the school provides good value for money.

Appendix 1

Commentary on performance data

In 2013 at the end of the Foundation Phase, pupils' attainment at the expected level 5 in literacy, mathematical development and personal and social development is in line with the averages for the family of schools, the local authority and Wales. However, pupils' attainment at the higher level 6 in all three areas is below the averages for the family, the local authority and Wales. When compared with similar schools, pupils' attainment at the expected level 5 places the school in the higher 50% for literacy, mathematical development and personal and social development. Pupils' attainment at the higher level 6 places it in the lower 50% for literacy and mathematical development, but in the higher 50% for personal and social development.

At the end of key stage 2 in 2013, pupils' attainment at the expected level 4 in English is in line with the averages for the family, the local authority and Wales. Pupils' attainment in mathematics and science is in line with the family and Wales averages, but below the local authority average. At the higher level 5, pupils' attainment in English, mathematics and science is below the averages for the family, local authority and Wales. When compared with similar schools, pupils' attainment at the expected level 4 places the school in the higher 50% for English, but in the lower 50% for mathematics and science. Pupils' attainment at the higher level 5 places the school in the lower 50% for English, mathematics and science. By the end of key stage 2, boys and girls perform equally well at the expected level 4 in English, mathematics and science. However, boys perform less well than girls at the higher level 5 in English and science.

At the end of key stage 2, pupils entitled to free school meals perform equally as well at the expected level as their peers. However, pupils entitled to free school meals do not perform as well as their peers at the higher level 5 in English and mathematics. Many pupils with additional learning needs make good progress and meet their agreed targets.

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.	104		104 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
			98%	2%	
The school deals well with any bullying.	102		101 99%	1 1%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			92%	8%	
I know who to talk to if I am worried or upset.	103		102 99%	1 1%	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	104		101 97%	3 3%	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.	104		100 96%	4 4%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			96%	4%	
I am doing well at school	97		94 97%	3 3%	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.	103		103 100%	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.	104		101 97%	3 3%	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.	103		91 88%	12 12%	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.	104		98 94%	6 6%	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.	103		85 83%	18 17%	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	104		99 95%	5 5%	Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
			84%	16%	

Responses to parent questionnaires

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

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
Overall I am satisfied with the school.	82	23 28%	44 54%	11 13%	3 4%	1	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	82	36 44%	36 44%	7 9%	2 2%	1	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.	83	33 40%	44 53%	3 4%	2 2%	1	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.	83	30 36%	43 52%	5 6%	3 4%	2	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	83	11 13%	49 59%	9 11%	3 4%	11	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	46%	4%	1%		
Teaching is good.	82	21 26%	51 62%	8 10%	0 0%	2	Mae'r addysgu yn dda.
		60%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	82	31 38%	46 56%	2 2%	0 0%	3	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.	81	16 20%	49 60%	9 11%	2 2%	5	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhentyn yn ei ddysgu yn yr ysgol.
		47%	40%	6%	1%		
Staff treat all children fairly and with respect.	83	30 36%	40 48%	5 6%	0 0%	8	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		58%	34%	3%	1%		
My child is encouraged to be healthy and to take regular exercise.	83	30 36%	45 54%	4 5%	0 0%	4	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.	83	30 36%	47 57%	2 2%	2 2%	2	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'.	76	25 33%	34 45%	5 7%	3 4%	9	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.	83	33 40%	39 47%	7 8%	4 5%	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.	83	39 47%	33 40%	8 10%	3 4%	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.	83	25 30%	46 55%	6 7%	2 2%	4	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		44%	39%	7%	2%		
The school helps my child to become more mature and take on responsibility.	83	24 29%	48 58%	5 6%	0 0%	6	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.	73	11 15%	36 49%	7 10%	1 1%	18	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.	82	23 28%	48 59%	7 9%	2 2%	2	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	39%	5%	1%		
The school is well run.	83	20 24%	44 53%	9 11%	5 6%	5	Mae'r ysgol yn cael ei rhedeg yn dda.
		60%	33%	3%	2%		

Appendix 3

The inspection team

Penny Lewis	Reporting Inspector
Peter Anthony Roach	Team Inspector
Janet Elizabeth Rowlands	Team Inspector
David Peter Ellis	Team Inspector
Alwena Morgan	Lay Inspector
Christian Coole	Peer Inspector
Deb Woodward	School 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.