



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

**Roseheyworth Millennium School
Roseheyworth Road
Abertillery
Blaenau Gwent
NP13 1SR**

Date of inspection: December 2013

by

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

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

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

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

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

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

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

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Context

Roseheyworth Millennium Primary School is near the town of Abertillery in Blaenau Gwent. There are 162 pupils aged three to 11 years at the school, including 30 children in the nursery. There are six classes, plus a nursery class in the morning and afternoon.

Currently, 38% of pupils are entitled to free school meals. This is well above average for primary schools in the local authority and in Wales.

The school has identified 25% of pupils as having additional learning needs. This is slightly above the average for primary schools in Wales.

Almost all pupils come from English-speaking homes. Very few are from a minority ethnic background. A very few are learning English as an additional language. There were no exclusions during 12 months prior to the inspection.

The last inspection was in September 2007. The current headteacher was appointed in April 2010. In addition to the headteacher, there are seven full-time teachers.

The individual school budget for Roseheyworth Millennium Primary School in 2013-2014 means that the budget is £4,972 per pupil. The maximum per pupil in the primary schools in Blaenau Gwent is £6,278 and the minimum is £3,497. Roseheyworth Millennium Primary School is fourth out of 25 primary schools in Blaenau Gwent in terms of its school budget per pupil.

Summary

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

Current performance

The current performance of the school is adequate because:

- many pupils make good progress in their speaking and listening skills, often from a low starting point;
- pupils are well behaved and courteous, and have a good attitude to learning;
- the quality of teaching is consistently good and interesting and relevant learning activities meet the needs of most pupils;
- staff provide a high level of care, support and guidance to all pupils; and
- the school is an inclusive community where relationships are positive and pupils are valued.

However:

- pupils' performance at the expected outcome/level in end of Foundation Phase and key stage 2 assessments has been lower than in other similar schools over the last four years;
- the key skills of reading and writing of many pupils are not well developed;
- most pupils are not sufficiently involved in the assessment of their own learning; and
- the governing body's role in holding the school to account for the standards it achieves is limited.

Prospects for improvement

The school's prospects for improvement are good because:

- the headteacher has a clear vision and provides purposeful leadership and strategic direction to the work of the school;
- school leaders now have an accurate understanding of the school's strengths and areas for development;
- all members of staff are clear about their roles, in implementing improvement strategies; and
- a wide range of partnerships have a beneficial impact on pupils' achievement.

Recommendations

- R1 Raise standards so that more pupils reach the level expected for their age at the end of the Foundation Phase and key stage 2
- R2 Raise standards in reading
- R3 Improve pupils' writing across the curriculum
- R4 Provide more opportunities for pupils to assess their own work
- R5 Increase the level of challenge provided by the governing body in relation to the school's performance

What happens next?

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

Main findings

Key Question 1: How good are outcomes?

Adequate

Standards: Adequate

The school's baseline assessment indicates that the majority of pupils have knowledge, understanding and skills below the level expected for their age when they enter the school.

Throughout the school, pupils listen well to one another and to adults. In the Foundation Phase, most pupils are keen to talk about their work and many answer questions using suitable detail. In key stage 2, many pupils speak confidently in a wide range of situations to staff, visitors and each other, such as when discussing fair trade. In lessons, most pupils recall previous learning well and they use this information effectively to acquire new information and skills. Many show good knowledge and understanding of what they have learnt. Most are able to sustain their concentration for appropriate lengths of time in lessons.

Standards in reading have improved, although many pupils read at a level below that appropriate for their age and ability. More able readers in the Foundation Phase read with accuracy, fluency and enjoyment. They talk freely about a range of books both fiction and non-fiction and derive clear enjoyment from reading. Although many make good progress from their starting points, few pupils of middle and lower ability have well developed phonic and other strategies to help them attempt unfamiliar words. A majority of pupils in key stage 2 read with increasing confidence and fluency from an appropriate range of texts with good understanding. More able pupils read with expression and talk readily about books and authors they like or dislike. They demonstrate a clear understanding of characters and storyline. Generally, pupils in key stage 2 apply their reading skills effectively to tasks across the curriculum. However, few use higher order reading skills such as skimming text well enough. Few Year 6 pupils know how to use the library effectively to find particular books that interest them.

Overall, pupils make appropriate progress in developing their writing skills. The majority write with increasing confidence as they progress through the school although the quality of their handwriting and presentation varies too much. More able pupils in Year 2 write successfully for a range of purposes and audiences in full sentences with correct punctuation. Their work is interesting and carefully presented. However, few pupils write at length. A majority of pupils in key stage 2 write well in response to specific language tasks. More able pupils write confidently and accurately in a variety of forms and their writing is often thoughtful and imaginative. Generally, however, pupils do not always use basic spelling and punctuation well enough. Few pupils consolidate and extend their writing skills sufficiently to produce extended pieces of writing across the curriculum.

Most pupils develop their numeracy skills systematically in mathematics lessons as they move through the school. Many Year 2 pupils count confidently to 100 and know addition and subtraction facts to 20. Most pupils understand simple

measurements and have a good knowledge of shape. They interpret simple information from a block graph accurately. They use their numeracy skills with increasing confidence to identify the most expensive items when shopping. Many key stage 2 pupils understand place value and develop a variety of mental methods to solve basic problems effectively. They use mathematical vocabulary appropriately to describe the strategies they use. More able Year 6 pupils explore number sequences systematically, explaining patterns and predicting subsequent terms correctly. Many apply their numeracy skills well across a range of subjects within the curriculum, for example when collating and presenting results from science experiments using tables and graphs.

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

Free school meal pupils and pupils with additional learning needs make appropriate and often good progress in line with their age and ability. Pupils of higher ability achieve well. There is no significant difference between the achievement of boys and girls in the both key stages.

Over the last two years, performance in the Foundation Phase at the expected outcome 5 has declined. Performance in literacy and communication skills and mathematical development in 2013 has placed the school in the bottom 25% when compared to similar schools. During this time, the performance of more able pupils at outcome 6 has placed the school in the top 25% of similar schools in both areas of learning.

In key stage 2, performance has varied considerably over the last four years at the expected level 4 when compared to that of similar schools. Generally, the school's performance during this period in English, mathematics and science placed it in the lower 50% of similar schools. The performance of more able pupils at level 5 in English and mathematics over the same period has varied, placing the school between the top 25% and bottom 25% for both subjects. However, performance in science has placed the school in the top 25% consistently during this period.

Wellbeing: Good

Nearly all pupils have a secure understanding of the need to eat and drink healthily and to take regular exercise. They feel safe in school and have confidence in the ability of staff to deal effectively with any instances of negative behaviour.

Most pupils are well motivated, focus on their work and co-operate effectively with one another in their lessons and activities. Pupils are increasing involved in

assessing their own progress; however, few have a clear understanding of what they need to do to improve their work.

In three of the past four years, the school's attendance rates have placed the school in the upper 50% when compared with similar schools. Nearly all pupils arrive at school punctually.

Standards of behaviour are high. Nearly all pupils are polite, well-mannered and welcoming. Pupils of all ages play together happily at break time and lunchtime. They show respect, courtesy and consideration for each other and for adults. Year 6 pupils are particularly proud of their role as young leaders where they organise activities for younger pupils at lunchtime and break times.

The school council and eco committee make valued contributions to school life. Members are actively involved in identifying areas for improvement in the day-to-day life of the school such as designing the new school library and creating 'Fit Fred' as a mascot to encourage healthy lifestyles. Staff value pupils' opinions and listen carefully to them. This helps to develop pupils' personal and social skills effectively.

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

Teachers provide a wide range of rich and interesting learning experiences both within and outside the classroom that meet the needs of most pupils well. The curriculum is broad and balanced and covers all Foundation Phase, National Curriculum and religious education requirements. Teachers' planning is detailed and thorough.

The school has responded positively to the requirements of the literacy and numeracy framework to ensure that the planning for key skills is more rigorous. Recent improvement in teacher planning has led to greater consistency in provision for the development of pupils' literacy, numeracy and information and communication technology (ICT) skills. However, this has yet to impact fully on raising standards of reading and writing. Provision to help pupils to develop their phonic skills is not consistent and systematic enough. This slows the progress in reading and spelling for many pupils of middle and lower ability.

Teachers provide appropriate opportunities to develop pupils' understanding of the Welsh dimension and to develop pupils' understanding of the culture and heritage of Wales. Most staff use incidental Welsh regularly. Provision for the development of pupils' Welsh language in structured lessons is good. However, it does not successfully promote pupils' independent use of the language at other times.

The school promotes pupils' understanding of sustainability effectively. This ensures, for example, that pupils are aware of the dangers for wildlife of polluting local waterways. Provision also successfully promotes pupils' awareness of their role as global citizens through their knowledge of fair trade and by raising funds for charitable causes.

Teaching: Good

The school has recently implemented effective measures to improve the overall quality of teaching and this is now consistently good. All teachers are good role models for pupils and have good subject knowledge. They create a positive atmosphere in which pupils try hard and are not afraid to make mistakes. They plan lessons carefully. Most use a wide range of teaching strategies and interesting resources, which ensures that most pupils are motivated and challenged. In most lessons, teachers' presentations are enthusiastic and engage fully most pupils. They sequence activities well and ask effective questions to extend pupils' understanding. Where teaching is less effective, learning tasks do not always challenge pupils of all abilities enough.

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

Records of pupils' progress are clear and teachers use them well to identify the need for additional support. The school has worked successfully with other local schools to strengthen understanding of levels of attainment. As a result, end of key stage assessments are valid. Reports to parents are of a good quality.

Care, support and guidance: Good

The school is a very calm and well-ordered community where pupils feel safe. The school provides valuable experiences that promote pupils' spiritual, moral and social development well. The high level of care and good working relationships between staff and pupils contributes strongly to pupils' wellbeing. The school fosters a culture of respect, tolerance and care successfully. Staff provide regular opportunities for pupils take exercise in a broad range of sporting activities. The school makes appropriate arrangements for promoting healthy eating and drinking.

All staff promote high standards of behaviour consistently. Pupils, through their class charters, take an active role in encouraging good behaviour. Recent strategies to promote regular attendance have led to improved attendance this term. The school celebrates individual and shared achievements regularly. This helps to build pupils' self-esteem and confidence. Policies and procedures for eliminating any oppressive behaviour or bullying are effective. Pupils are proud that this is a 'Telling School'. Arrangements for safeguarding pupils meet requirements and give no cause for concern.

The school successfully identifies pupils who need additional support at an early stage. This leads to a well-organised programme of targeted support and guidance for these pupils. This ensures that most make good progress in line with their individual learning plans. Pupils and their parents have an active role in reviewing

progress. The school works in very close partnership with external agencies, specialist services and social and welfare services to meet pupils' needs well.

Learning environment: Good

The school is an inclusive community, within which all pupils are treated with respect and dignity. All pupils have equal access to all of the school's provision. The school's positive ethos encourages pupils to show respect, care and concern towards each other and the wider community. All staff promote diversity and equal opportunities well both within the curriculum and in extra-curricular activities. There are appropriate policies, procedures and plans in place to ensure equality of opportunity for all.

The high quality accommodation is modern, airy and spacious. It is secure and well maintained. It provides a very calm atmosphere that supports learning well. Resources are of a good quality and meet the needs of all pupils. The classrooms are colourful and interesting displays throughout the school reflect pupils' skills and achievements. The grounds are spacious. This school is developing these effectively to provide stimulating and attractive areas for physical activity, play and learning, particularly in the Foundation Phase. The outdoor facility for nursery pupils is also of very high quality. Staff make very good use of the nearby woodland to provide stimulating adventurous activities for pupils.

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

The headteacher provides clear, purposeful leadership and strategic direction to the life of the school. All members of staff work closely as a team to create a whole-school ethos that places value on continuous improvement. Members of the recently established senior leadership team carry out their responsibilities effectively. This has led to more robust monitoring and evaluation of teaching and learning. The newly established structures are working well but it is too early for them to have a direct impact on raising overall standards of achievement.

Regular staff meetings, which focus clearly on improvement priorities, ensure that all staff are aware of their responsibilities and their roles in achieving the school's priorities. Leaders make good use of data to analyse and monitor performance. A structured programme of continuous professional development and performance management has led to a significant improvement in the quality of teaching.

The school responds well to national and local priorities, particularly in relation to improving pupils' literacy and numeracy skills and promoting sustainability and pupils' wellbeing. The school's success in establishing the Foundation Phase was recognised recently when it was chosen by the Education Advisory Service to host a celebration of good practice. Recent improvement in teacher planning for the development of pupils' literacy skills has led to greater consistency in provision for the development of pupils' speaking and listening skills. However, it has yet to impact fully on raising standards of reading and writing.

Governors have a good understanding of how the school's performance compares with that of similar schools. They have a good understanding of the school's priorities for development and school finances. However, although governors support the school well, their role in holding the school to account for the standards pupils achieve is limited.

Improving quality: Good

The headteacher has recently established a rigorous approach to self-evaluation based securely on first hand evidence. She has overseen the development of a culture of honest review to which all members of staff contribute. Self-evaluation strategies include classroom observation and the scrutiny of pupils' work. Staff use performance data effectively to monitor and plan for improving standards. The school seeks the views of pupils regularly through the school council. However, there is no formal mechanism for including the views of parents. The outcomes of self-evaluation provide an accurate assessment of the school's strengths and areas for development.

The school uses this information effectively to determine clear priorities and targets. Sound strategies have been implemented, which have created the conditions for improved teaching and the development of a culture of evaluation and improvement. Current priorities for improvement focus clearly on raising standards and improving quality, particularly in literacy and numeracy. The targets identify appropriate timescales, responsibilities and costs and indicate how to measure progress. The school is making good progress in achieving these targets, although they have yet to impact fully on raising overall standards. Regular discussion of improvement strategies in staff meetings ensures that all staff are effectively involved in school improvement. This is particularly evident in the improvement in the quality of teaching across the age range and in improvement in pupils' Welsh language skills.

Partnership working: Good

The school works effectively with a wide range of partners including the church, the local community and the local authority in order to improve standards and pupils' wellbeing. Parents play a very important role in the life of the school and are supportive of the changes made by the current headteacher. Successful family learning initiatives are particularly effective in involving parents in their children's learning. Links with the community are strong and diverse and pupils benefit from a variety of visits and visitors to school. The school makes beneficial use of the local authority's services such as the education welfare officer to promote good attendance.

There are strong and productive links with the 'Mini Me's' playgroup provision that meets in the school. This ensures that pupils settle quickly in the nursery class. Transition arrangements to the local secondary school are also effective and prepare pupils well for the next stage in their education.

The strong partnership with other schools in the cluster leads to the effective sharing of good practice. Procedures for moderating and standardising pupils' work are in place. This has led to improving teachers' understanding of assessment practices to

secure greater consistency in baseline assessment and a better understanding of the standards expected at the end of the Foundation Phase and key stage 2 in mathematical development.

Resource management: Adequate

School leaders manage and deploy staffing and financial resources effectively to support learning. There are an appropriate number of qualified teachers and support staff for the number of pupils. The school identifies and meets the needs of all staff through appropriate performance management procedures. There are good arrangements for planning, preparation and assessment time.

The school manages its finances well which ensures that there is an appropriate range of learning and teaching resources available. The school identifies and allocates resources in line with the targets and priorities identified in the school development plan. The school also makes good use of additional income from renting out accommodations and funds raised by the 'Friends of Roseheyworth' to purchase additional resources such as ICT equipment and to provide additional learning opportunities for Foundation Phase pupils.

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

Appendix 1

Commentary on performance data

Due to the variable and sometimes small number of pupils, particularly at the end of the Foundation Phase, the results of pupil assessments have to be treated with care because one pupil's results can have a significant impact on school performance.

In 2013, the percentage of Foundation Phase pupils who achieved the expected outcomes (outcome 5) in language literacy and communication, mathematical development and personal and social skills is the lowest in the family of schools. When compared with the performance of similar schools, the school's performance at the expected outcome (outcome 5) is in the bottom 25% in all three areas. The percentage of pupils who achieved the higher outcome (outcome 6) is above the average for the family of schools in language literacy and communication and mathematical development. It is below the average in personal and social development. When compared with the performance of similar schools, the school's performance at the higher outcome is in the top 25% for language literacy and communication and mathematical development and in the upper 50% for personal and social development.

In 2013, the percentage of key stage 2 pupils who achieved the expected level 4 in the English, mathematics and science is below the average for the family of schools. The school's performance at the expected level has varied considerably over the last four years when compared to that of similar schools. The proportion of pupils achieving the expected level 4 in English, mathematics and science has been below the average for schools in the same family for the past two years. Generally, the school's performance over the past four years placed it in the lower 50% of similar schools.

In 2013, the percentage of key stage 2 pupils who achieved the higher level 5 in the English, mathematics and science is above the average for the family of schools. Over the past four years, the proportion of pupils achieving the higher level in English and mathematics has fluctuated. However, it is generally in line with or above the average for the family. The proportion of pupils achieving the higher level in science is consistently higher than the average for the family of schools over the same period. The school's performance in 2013 at this level in English, mathematics and science places it in the top 25% of similar schools. However, over the past four years, the school's performance at level 5 in English and mathematics has fluctuated, placing it between the top and bottom 25% when compared to similar schools. Performance in science has placed the school in the top 25% consistently during this period.

There is no significant difference between achievement of boys and girls in the Foundation Phase. However, the gap in performance at key stage 2 has generally been greater than the gap nationally in the last two years.

Over the past two years, the performance of key stage 2 pupils entitled to free school meals was significantly lower than that of other pupils.

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.	56	56 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	56	55 98%	1 2%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	56	56 100%	0 0%	Rwy'n gwybod pwy i siarad ag ef/â hi os ydw I'n poeni neu'n gofidio.
		96%	4%	
The school teaches me how to keep healthy	56	56 100%	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.	56	55 98%	1 2%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	56	56 100%	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.	56	56 100%	0 0%	Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddsygu a gwneud cynnydd.
		99%	1%	
I know what to do and who to ask if I find my work hard.	56	56 100%	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.	56	55 98%	1 2%	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.	56	56 100%	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.	56	55 98%	1 2%	Mae plant eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
		78%	22%	
Nearly all children behave well at playtime and lunch time	55	54 98%	1 2%	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.	20	12 60%	8 40%	0 0%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	20	13 65%	7 35%	0 0%	0 0%	0	Mae fy mhentyn yn hoffi'r ysgol hon.
		72%	26%	1%	0%		
My child was helped to settle in well when he or she started at the school.	20	13 65%	7 35%	0 0%	0 0%	0	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		72%	26%	1%	0%		
My child is making good progress at school.	20	11 55%	8 40%	1 5%	0 0%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	0%		
Pupils behave well in school.	20	7 35%	12 60%	1 5%	0 0%	0	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	46%	4%	1%		
Teaching is good.	20	12 60%	8 40%	0 0%	0 0%	0	Mae'r addysgu yn dda.
		60%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	20	14 70%	6 30%	0 0%	0 0%	0	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		63%	34%	1%	0%		
The homework that is given builds well on what my child learns in school.	20	9 45%	9 45%	2 10%	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.
		47%	40%	6%	1%		
Staff treat all children fairly and with respect.	20	11 55%	9 45%	0 0%	0 0%	0	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.	20	13 65%	7 35%	0 0%	0 0%	0	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		60%	36%	2%	0%		
My child is safe at school.	20	13 65%	7 35%	0 0%	0 0%	0	Mae fy mhentyn yn ddiogel yn yr ysgol.
		66%	31%	1%	0%		
My child receives appropriate additional support in relation to any particular individual needs.	19	11 58%	6 32%	1 5%	0 0%	1	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.	20	9 45%	10 50%	1 5%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		49%	41%	8%	2%		

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
I feel comfortable about approaching the school with questions, suggestions or a problem.	20	13 65%	7 35%	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.	20	11 55%	8 40%	1 5%	0 0%	0	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.	19	11 58%	8 42%	0 0%	0 0%	0	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.	20	9 45%	9 45%	1 5%	0 0%	1	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.	20	9 45%	10 50%	1 5%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	38%	5%	1%		
The school is well run.	20	13 65%	7 35%	0 0%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	33%	3%	1%		

Appendix 3

The inspection team

Edward Goronwy Morris	Reporting Inspector
David Kenneth Davies	Team Inspector
Deirdre Mary Emberson	Lay Inspector
Kathryn Thomas	Peer Inspector
Alexine Bartholomew	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.