



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

**Llanfair C.P. School
The Herberts
St Mary Church
Nr. Cowbridge
Vale of Glamorgan
CF71 7LT**

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

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Context

Llanfair Primary School is in the village of Llanfair, in the Vale of Glamorgan local authority.

There are 142 pupils aged three to 11 years on roll, including 17 part-time children in the nursery. There are 6 classes, four of which have mixed year groups.

A very few pupils are eligible for free school meals. Most pupils are of white British ethnicity, with a very few pupils from minority ethnic backgrounds. No pupil speaks Welsh as a first language at home. A very few pupils are looked after by the local authority.

The school has identified around 8% of pupils as having additional learning needs. This is significantly below the average for primary schools in Wales. A very few pupils have a statement of special educational needs. There have been no exclusions in the last three years.

The last inspection was in September 2008. The current headteacher was appointed in October 2006.

The individual school budget per pupil for Llanfair Primary School in 2012-2013 means that the budget is £3,991 per pupil. The maximum per pupil in the primary school in the Vale of Glamorgan is £7,758 and the minimum is £2,178. Llanfair Primary School is tenth out of the 48 primary schools in the Vale of Glamorgan in terms of its school budget per pupil.

Summary

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

Current performance

The school's current performance is good because:

- during their time in school, most pupils make good progress in their learning;
- nearly all pupils are happy to come to school and are keen to learn;
- standards of behaviour across the school are exemplary;
- teachers organise a good range of interesting opportunities for learning in the Foundation Phase and key stage 2;
- throughout the school the quality of teaching is generally good;
- the school provides a safe, caring and respectful environment for all pupils; and
- the school is an inclusive community, which values and treats all pupils equally.

Prospects for improvement

The school's prospects for improvement are adequate because:

- the headteacher has a clear vision that focuses on delivering interesting learning experiences for all pupils;
- the senior leadership team and other teaching staff have a clear understanding of their roles and responsibilities;
- new initiatives are beginning to have a positive impact on the standards pupils achieve;
- the school is successful in meeting many local and national priorities;
- the school works effectively with a wide range of partners that have a beneficial effect on pupils' wellbeing and learning;
- the school manages its resources well; and
- the school provides good value for money.

However:

- the staff are beginning to monitor the performance of pupils, but do not use information from the tracking of pupil progress strategically enough to raise standards effectively;
- the recording of agreed decisions and their communication through shared minutes are not systematic enough;
- the role of the governing body as a critical friend is not developed well enough and recommendations from the previous inspection have not been met fully; and
- the self-evaluation process is not evaluative and robust enough.

Recommendations

- R1 Extend the level of challenge for pupils of higher ability across the school
- R2 Ensure consistency in marking in order that pupils have a better understanding of what it is they need to improve
- R3 Address the concerns with regard to provision for pupils' wellbeing identified during the inspection
- R4 Improve leadership and management systems to make sure they focus clearly on the standards pupils' achieve
- R5 Develop the role of governors as a critical friend
- R6 Refine the school's self-evaluation processes and ensure the targets in the school improvement plan focus more on raising pupils' standards

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?

Good

Standards: Good

During their time in school, most pupils make a good progress in their learning.

Almost all pupils develop very good communication skills. From a young age, most pupils speak with confidence and use a wide range of sophisticated vocabulary. During discussion, nearly all pupils pay close attention to what others say, ask questions to develop their ideas and make contributions that take account of others' views. For example, many older pupils use mature vocabulary when sharing their definition of freedom, and to describe the feeling of freedom.

In the Foundation Phase, most pupils read with appropriate fluency and good understanding. They enjoy reading and talk about the characters and events in their books confidently. Most pupils recognise a good range of high frequency words quickly and efficiently. In key stage 2, nearly all pupils' reading skills are good. They read with expression and use a range of skills to decode text well. Many older pupils use higher order reading skills, such as skimming and scanning effectively to gather information from texts.

Across the school, most pupils' written work is of a good standard. Many pupils write effectively in a range of different genres. The younger pupils in the Foundation Phase use their early writing skills to create simple sentences well. By Year 2 most pupils write at length, for example they write detailed instructions about how to raise money for a charity. By the end of key stage 2, many pupils are able to write creatively for different purposes and audiences. A few more able pupils write extended stories well, incorporating feeling and emotion. For example, a diary entry describing the feelings of a family accepting evacuees is vivid and creative. Most pupils present their work neatly and often spell complex words correctly. They use their skills effectively in other areas of the curriculum, for example, when explaining scientific methods and describing results of experiments.

Most pupils develop their numeracy skills well as they progress through the school. In the Foundation Phase they calculate simple addition and subtraction problems appropriately and develop a sound knowledge of number facts. In key stage 2, standards in numeracy are good overall. Many pupils use number skills to solve problems and complete tasks involving multiplication and division accurately. They apply skills such as measuring, using graphs, plotting co-ordinates and completing basic financial calculations appropriately. However, most pupils do not apply their skills at a sufficient level across the curriculum.

Pupils with additional learning needs make good progress. Standards in Welsh as a second language in both oral and written work are good across the school. Many pupils in the Foundation Phase are eager and confident to use familiar phrases with visitors and with each other. They make consistent use of language patterns outside of the classroom during informal activities. In key stage 2 nearly all pupils enjoy using Welsh and read with good expression and intonation. They demonstrate appropriate writing skills.

In the Foundation Phase, pupils' performance in 2013 at the expected outcome 5 was higher than in 2012 in literacy and numeracy. Over the last two years, when compared with similar schools, pupils' performance has improved, moving the school from the higher 50% to the top 25% in language, literacy and communication and from the lower 50% to the higher 50% in mathematical development.

At the higher outcome 6, in 2013, results in literacy and mathematical development declined and moved the school from the top 25% to the bottom 25% when compared with similar schools.

In key stage 2, pupils' performance at the expected level 4 in English, mathematics and science has improved significantly since 2012. Performance has generally placed the school between the bottom 25% and the top 25% in all three subjects. However, in 2013, pupils' performance improved significantly in all three subjects. The school moved from the bottom 25% to the top 25% in English, mathematics and science when compared with similar schools.

At the higher level 5, performance in all three areas of learning has shown very little trend of improvement over the last four years. Pupils' performance has mostly placed the school in the higher 50% and the lower 50% in all three subjects when compared with similar schools. In 2013, pupils' performance in English has remained in the higher 50%. Pupils' performance in mathematics and science has declined. This has moved the school from the top 25% to the higher 50% in mathematics and from the higher 50% to the lower 50% in science when compared with similar schools.

Wellbeing: Good

Nearly all pupils are happy to come to school and are keen to learn. In all lessons, they sustain concentration for long periods and show great enthusiasm towards their work. Most pupils' work well independently and cooperate successfully with other pupils during group activities. They respect and appreciate each other's contributions when discussing and completing tasks. Most pupils are beginning to influence the curriculum by identifying what they want to learn. Standards of behaviour across the school are exemplary.

Most pupils have positive attitudes to healthy eating and drinking and are aware of the importance of an active lifestyle. They enjoy taking part in the good choice of activities available.

Over the past five years pupils' attendance has generally shown consistent improvement. When compared with similar schools pupils' attendance currently places the school in the top 25%. Nearly all pupils are punctual.

The school council are articulate and effective in representing the views of all pupils successfully. The council has a positive impact on school life. For example, after careful consideration of the pupils' opinions, they purchased a range of playground equipment and have worked with the eco committee to develop a food and fitness policy.

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

The school plans and provides interesting and stimulating learning experiences. As a result, pupils make appropriate connections between different aspects of their learning, and make good use of their writing and numeracy skills. Teachers organise a good range of interesting opportunities for learning in the Foundation Phase and key stage 2. The extensive programme of extra-curricular activities supports and extends pupils' learning well. For example, the criw cymraeg club consolidates and extends oracy skills introduced in class lessons.

Provision for pupils' literacy, collaborative and thinking skills is effective. However, opportunities for pupils to develop their numeracy skills across the curriculum are less well developed. The school makes positive use of small groups to help pupils in need of additional support in literacy and numeracy which has a beneficial effect on pupils' progress. The school's curriculum is beginning to identify appropriate opportunities to extend the level of challenge for more able pupils. Regular homework develops learning effectively.

Adults provide good role models in the use of incidental Welsh. Provision for Welsh language in all lessons is good and staff encourage the pupils to use the language at every opportunity. The school is beginning to provide appropriate opportunities for pupils to explore and develop their understanding of the culture and heritage of Wales through a variety of visits and an annual eisteddfod.

The school promotes sustainable development appropriately. The eco committee has a positive effect on the school environment by encouraging others to recycle and to avoid waste. A recent visit to a solar farm has further enhanced pupils' knowledge of alternative energy. Pupils' knowledge of global citizenship is developing successfully, through studying the countries taking part in the Commonwealth Games.

Teaching: Adequate

Overall the quality of the teaching is good. Effective working relationships between pupils, teachers and teaching assistants enable good quality learning activities to take place. Most teachers prepare lessons well and conduct them at a suitable pace. They build on the existing achievements of their pupils effectively. Where teaching is less effective activities are not suitably challenging for the more able pupils. Teachers maintain the interest and involvement of learners by varying the activities and stimuli they offer. In the Foundation Phase, teachers and teaching assistants work together well to blend indoor and outdoor activities to deliver stimulating lessons. In key stage 2, teachers combine good opportunities for practical and written work.

The school undertakes a range of relevant assessment procedures that provide an accurate profile of each pupil's abilities. Many pupils know their individual targets and these are beginning to impact on improving the quality of their work. All teachers use a suitable range of assessment for learning strategies in lessons and increasingly involve pupils in evaluating their own learning and that of their peers.

Teachers mark pupils' work regularly, giving praise and rewarding effort where appropriate. The quality of marking is inconsistent across the school and does not always show clearly enough what pupils need to do to improve their work. Parents receive good information about their children's progress and annual reports comply fully with statutory requirements.

Care, support and guidance: Good

The school is an inclusive and caring community, in which everyone shows respect and care for one another. All adults support all pupils well and play a valuable role in helping them express their feelings and opinions. The school makes effective use of visitors to provide workshops on healthy meals and lunchboxes to enhance pupils' knowledge. The school makes appropriate arrangements for promoting healthy eating and drinking.

The school provides a suitable programme to promote and support pupils' spiritual, moral, social and cultural development. Daily assemblies foster a range of appropriate values and provide good opportunities for pupils to reflect on the world around them.

The school sets out clear expectations of pupils' behaviour and staff promote these consistently. The support and guidance offered to pupils' results in most of them feeling safe in school and knowing where to go if they are worried. There have been no reported incidents of bullying over the last three years.

The provision for pupils with additional learning needs is planned well and co-ordinated effectively. The school has a suitable system to identify, track and monitor pupils with additional learning needs and to identify the more able pupils. All pupils with additional learning needs have individual education plans, which staff use to deliver well-targeted support and to share information effectively with parents. The school has strong links with a range of specialist services and outside agencies which provide effective support and guidance to pupils and parents. Learning Support Assistants deliver intervention programmes well and make a valuable contribution to the pupils' progress as they move through the school.

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

Learning environment: Adequate

The school is an inclusive community, which values and treats all pupils equally. It has a positive ethos and staff promote the importance of diversity and tolerance well. Pupils have a clear understanding of equality and a growing understanding of the diverse world in which they live through a range of curriculum activities and celebrations.

The school's accommodation is in good order and provides sufficient space for the number of pupils on roll. Classrooms are bright and colourful, with displays that promote pupils' learning appropriately. The school provides a good range of resources that match pupils' learning needs effectively.

Teachers make good use of the outdoor learning area which has a soft play area and an outdoor classroom which supports pupils' learning successfully. Younger pupils in the Foundation Phase benefit from a stimulating outdoor learning environment which develops their creative skills effectively. A number of issues that have a negative effect on pupils' wellbeing were drawn to the attention of the chair of the governing body at the time of the inspection. These relate particularly to site security.

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

The headteacher has a clear vision that focuses on delivering interesting learning experiences for all pupils in an appropriate environment.

The senior leadership team and other teaching staff have a clear understanding of their roles and responsibilities. Management meetings focus well on school improvement issues and staff take forward agreed actions well. For example, they have introduced new initiatives, such as a whole school mathematics programme which is having a positive impact on standards and the quality of provision. However, the recording of agreed decisions and their communication through shared minutes are not systematic enough. The staff are beginning to monitor the performance of pupils, but staff do not use information from the tracking of pupil progress strategically enough to raise standards effectively.

Performance management systems for teaching staff are appropriate and targets link suitability with the school's priorities.

The school is successful in meeting many local and national priorities such as improving attendance. It has made an appropriate start on implementing the requirements of the Literacy and Numeracy Framework.

The governors are supportive of the school's work, they meet regularly and are aware of their responsibilities. Governors receive appropriate information through the headteacher's reports. Presentations on the school's performance data ensure that the governors have a sound knowledge of how performance compares with other schools. However, their role as a critical friend is less well developed.

The school site is not entirely secure and leaders do not pay sufficient attention to resolving these issues.

Improving quality: Adequate

The school has a suitable system for self-evaluation. It focuses on an appropriate range of evidence, including pupils' standards, data analysis, lesson observations, curriculum reviews and the scrutiny of books. However, despite this, the self-evaluation report is not evaluative enough. Drawing upon the opinions of pupils, parents and governors is less well developed.

Regular monitoring arrangements to evaluate the impact of initiatives lack rigour. Areas for development arise from national priorities and cluster initiatives, but do not focus sufficiently on areas identified by the school. Recently produced subject action plans are beginning to impact on pupils' standards, for example, improving mental maths strategies and oracy skills in Welsh. However, school improvement plans do not include enough success criteria that are measurable, specific and challenging.

They do not relate to the priorities identified through self-evaluation processes well enough.

Since the last inspection, pupils can access the school library with ease and staff make good use of the outdoor areas to extend younger pupils' learning in the Foundation Phase effectively. However, adapting the provision to challenge more able pupils and refining self-evaluation processes remain areas in need of improvement.

Partnership working: Good

The school works effectively with a wide range of partners and that has a beneficial effect on pupils' wellbeing and learning. The school has developed a strong partnership with parents, through its 'open door' policy. This provides parents with regular access to staff to discuss any issues affecting their child. A recent family reading activity raised a significant amount of money that has contributed effectively to the range of books in the school library.

A few local magistrates run annual workshops for pupils. This is worthwhile in helping pupils to formulate opinions and to gain an understand how to behave socially in society. Volunteers provide effective support for pupils' literacy skills and enhance music provision through running the school orchestra. An annual concert in a local church develops beneficial links with the wider community.

Well-established transition arrangements with the local comprehensive school ensure that pupils are confident to move on to the next stage in their education. Teachers meet regularly with their colleagues in cluster schools and are developing a secure moderation process to support teachers in the levelling of pupils' work.

The school works well with a range of outside agencies, including the local authority, to meet the particular needs of individuals and groups of pupils.

Resource management: Good

The school manages its resources well. It uses teaching staff and support staff purposefully to make the appropriate use of their knowledge and skills. The support staff make a valuable contribution to pupils' learning and attainment across the school. The school's provision for planning, preparation, and assessment is appropriate.

Managers ensure that all staff receive suitable training, and the school has established a number of effective networks of professional practice within the school and with other schools and partners. These networks have a positive influence on improving provision, for example, in mathematics, Welsh and for the more able pupils. The school has also participated in collaborative training days relating to the literacy and numeracy framework. This is beginning to have a positive impact on raising pupils' standards of achievement.

The headteacher and the governing body manage the budget carefully and in line with the priorities in the school improvement plan. In view of the standards achieved by pupils, the school provides good value for money.

Appendix 1

Commentary on performance data

In 2013, the percentage of pupils who achieved the expected outcome 5 was above the average for the family of schools in language, literacy and communication and personal and social skills. The percentage of pupils who achieved the expected outcome 5 in mathematical development was below the average of similar schools. Pupils' performance at the higher outcome 6 at the end of the Foundation Phase placed the school below the average for the family of similar schools in all assessed areas of learning.

In the Foundation Phase, performance in 2013 at the expected outcome 5 was higher than in 2012 in language, literacy and communication and mathematical development. Performance in personal and social skills remained the same.

When compared with similar schools, in 2013, pupils' performance at the end of the Foundation Phase for the expected outcome 5 placed the school in the top 25% for literacy and personal and social skills. Pupils' performance in mathematical development moved the school from the lower 50% to the higher 50% of similar schools.

Over the last two years, attainment at the higher outcome 6 has declined in all three areas of learning. Pupils' performance in literacy and mathematical development has moved the school from the top 25% to the bottom 25% of similar schools. Performance in personal and social skills has moved the school from the higher 50% to the bottom 25% of similar schools.

At the end of key stage 2 in 2013, pupils' performance in all three core subjects at the expected level 4, was significantly higher than in previous years and above the family average overall. Pupils' performance in English, mathematics and science, over the last four years, at the expected level 4, has fluctuated with the school moving between the top 25% and bottom 25% of similar schools. In 2013, pupils' performance in English, mathematics and science placed the school in the top 25% of similar schools.

In 2013, at the higher level 5, attainment placed the school in the higher 50% for English and mathematics and in the lower 50% for science. The school has performed below the family average for all three areas of learning. Standards at level 5 have generally placed the school in the higher 50% or lower 50% of similar schools over the last four years.

In the Foundation Phase there is a clear trend of boys outperforming girls at the expected outcome 5. However, girls' performance is higher for the higher outcome 6. In key stage 2, girls' performance is marginally higher than boys at both levels. However, more able girls performed significantly better than boys in attaining level 5.

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.	87	80 92%	7 8%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	84	67 80%	17 20%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	87	83 95%	4 5%	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	86	63 73%	23 27%	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
		97%	3%	
There are lots of chances at school for me to get regular exercise.	85	70 82%	15 18%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	85	81 95%	4 5%	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.	87	86 99%	1 1%	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.	87	81 93%	6 7%	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.	85	72 85%	13 15%	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.	87	78 90%	9 10%	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.	80	46 57%	34 42%	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	85	52 61%	33 39%	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.	51	39 76%	10 20%	2 4%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	50	43 86%	6 12%	1 2%	0 0%	0	Mae fy mhentyn yn hoffi'r ysgol hon.
		73%	26%	1%	0%		
My child was helped to settle in well when he or she started at the school.	51	47 92%	4 8%	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.	51	35 69%	14 27%	2 4%	0 0%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	50	34 68%	16 32%	0 0%	0 0%	0	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	46%	4%	1%		
Teaching is good.	49	34 69%	13 27%	0 0%	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.	51	36 71%	14 27%	1 2%	0 0%	0	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		63%	33%	1%	0%		
The homework that is given builds well on what my child learns in school.	51	28 55%	18 35%	4 8%	0 0%	1	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhentyn yn ei ddysgu yn yr ysgol.
		47%	40%	6%	2%		
Staff treat all children fairly and with respect.	51	37 73%	11 22%	2 4%	0 0%	1	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		58%	33%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	50	31 62%	17 34%	1 2%	1 2%	0	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		59%	36%	2%	0%		
My child is safe at school.	50	34 68%	14 28%	1 2%	0 0%	1	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'.	47	24 51%	19 40%	1 2%	1 2%	2	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		50%	34%	4%	1%		
I am kept well informed about my child's progress.	50	26 52%	17 34%	5 10%	1 2%	1	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		49%	40%	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.	51	28 55%	17 33%	4 8%	1 2%	1	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.	51	19 37%	26 51%	2 4%	0 0%	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.	51	28 55%	22 43%	0 0%	0 0%	1	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		56%	39%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	46	19 41%	20 43%	4 9%	0 0%	3	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.	51	33 65%	16 31%	2 4%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	38%	5%	1%		
The school is well run.	50	32 64%	15 30%	3 6%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	32%	3%	2%		

Appendix 3

The inspection team

Mrs Eleri Anwen Hurley	Reporting Inspector
Mr Gruffydd Dylan Roberts	Team Inspector
Mrs Julie Ann Price	Lay Inspector
Roger Rees	Peer Inspector
Mrs Diane Normansell	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.