



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

**Llwydcoed Primary
Corner House Street
Llwydcoed
Aberdare
RCT
CF44 0YA**

Date of inspection: June 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

Llwydcoed Primary School is in the village of Llwydcoed near Aberdare in the Rhondda Cynon Taf local authority. The school currently has 96 pupils from the ages of three to 11. The number on roll has increased in the last year after a decline in 2012. During the last five years, well over a half of pupils of statutory school age have been boys. There are four mixed-age classes.

Approximately 17% of pupils are eligible to receive free school meals, which is below the national average of 21%. Around 28% have additional learning needs, which is above the national average. No pupils have a statement of special educational needs. Very few pupils come from an ethnic minority background or are looked after by the local authority. All pupils use English as their first language.

The school was last inspected in May 2008. The headteacher was appointed in April 2010 and the deputy headteacher in January 2014.

The individual school budget per pupil for Llwydcoed Primary School in 2013-2014 means that the budget is £3,968. The maximum per pupil in the primary schools in Rhondda Cynon Taf is £7,033 and the minimum is £2,659. Llwydcoed Primary is 29th out of the 110 primary schools in Rhondda Cynon Taf in terms of its school budget per pupil.

Summary

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

Current performance

The school's current performance is adequate because:

- standards in English are improving and nearly all pupils make steady progress in their oracy and reading skills;
- nearly all pupils make steady progress in their numeracy skills;
- most pupils develop appropriate oral skills in Welsh;
- no particular groups underachieve significantly and pupils eligible to receive free school meals do at least as well as other pupils;
- pupils behave well and attendance levels are improving;
- teaching is good; and
- care, support and guidance, including provision for pupils with additional learning needs, are good.

However:

- there is a lack of extended writing, particularly because of the over-use of worksheets;
- standards in handwriting and presentation are in need of improvement;
- pupils' mental mathematics skills are underdeveloped; and
- the school is not implementing the Foundation Phase fully.

Prospects for improvement

The school's prospects for improvement are adequate because:

- the headteacher leads the school sensitively and efficiently;
- the recently revised senior leadership team is active and provides good support to the headteacher;
- staff collaborate and share practice effectively and work well with governors in leadership teams;
- the school uses the outcomes of self-evaluation to inform priorities in the school improvement plan effectively;
- a number of identified priorities have led to measurable improvements; and
- a well-organised programme of staff development has a positive impact on classroom practice.

However:

- recent initiatives have yet to have sufficient impact on teaching and learning;

- the senior leadership team's role in strategy development and school improvement is at an early stage of development;
- governors' involvement in the school's strategic direction is relatively underdeveloped; and
- until recently, the school's self-evaluation arrangements have not been robust enough to assess accurately the school's strengths and areas for improvement.

Recommendations

R1 Raise standards in pupils' extended writing, handwriting and presentation

R2 Improve pupils' skills in mental mathematics

R3 Fully implement the Foundation Phase

R4 Develop the strategic role of the governing body and the senior leadership team

R5 Ensure that self-evaluation procedures are sufficiently robust to lead to continual improvement

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

Across the school, standards of speaking and listening are generally good. Throughout the Foundation Phase, most pupils listen attentively and many respond appropriately to their teachers and peers when answering questions and discussing their work. In key stage 2, most pupils are confident when talking to adults and other pupils. They listen carefully and use a good range of more advanced vocabulary in their conversations.

By the end of the Foundation Phase, most pupils read with increasing fluency. They use appropriate strategies effectively to read unfamiliar words. They make good use of picture cues to identify everyday words and to read simple books. Many express an opinion about their books and predict what will happen next. By the end of key stage 2, nearly all pupils read fluently and use expression well to indicate meaning. They read to a standard that is at least appropriate to their age and ability. They select suitable texts from a variety of sources and share their opinions about favourite books and authors. Most answer more complex questions well about the different styles of texts they read.

In the Foundation Phase, most pupils experiment with mark making successfully and start to produce short pieces of effective independent writing. They use interesting vocabulary and begin to spell and punctuate accurately appropriate to their age. In key stage 2, most pupils write accurately and develop a good understanding of basic grammar, punctuation and spelling. However, although standards of writing have improved recently, pupils do not produce enough extended writing of consistently good quality. In both the Foundation Phase and key stage 2, many pupils' handwriting is underdeveloped and presentation is untidy.

Nearly all pupils make steady progress in developing their thinking and numeracy skills, although their ability to solve problems mentally is less well developed. In addition, they do not always apply their knowledge and understanding of number across the curriculum well.

By the end of the Foundation Phase, nearly all pupils add, subtract and order two-digit numbers up to 100. They begin to understand place value and count in twos, fives and tens. They sort different items into categories and use simple fractions. Most pupils know the names and properties of basic shapes and understand about symmetry and right angles. They produce accurate block graphs, tell the time to quarter of an hour and use standard units of measurement appropriately.

By the end of key stage 2, nearly all pupils read and order large numbers and use addition, subtraction, multiplication and division to solve a range of problems. They calculate using percentages and decimals, as well as proper and improper fractions, and convert between them. Nearly all pupils measure accurately using standard

units of length, weight and capacity. They understand the concepts of negative numbers, co-ordinates, probability and ratio and proportion. They collate and interpret data in different forms successfully.

Most pupils across the school develop appropriate oral skills in Welsh and use the language confidently in lessons and around the school, for example in Years 5 and 6 when answering questions in mathematics. Many pupils speak clearly with accurate pronunciation appropriate to their age. In the Foundation Phase, the majority of pupils develop appropriate reading and writing skills, but progress is slower in key stage 2, especially in writing.

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

At the end of the Foundation Phase in 2013, pupils' performance in literacy, when compared with similar schools, placed the school in the bottom 25% at both the expected outcome 5 and higher outcome 6. In mathematical development, pupils' performance placed the school in the higher 50% at the expected outcome, but in the lower 50% at the higher outcome. These results were lower than the previous year at the expected outcome, but similar to 2012 at the higher outcome.

At the end of key stage 2, pupils' performance in English and science over the last five years, when compared with similar schools, has nearly always placed the school in the bottom 25% or lower 50% at the expected level 4 and between the bottom 25% and higher 50% at the higher level 5. However, there is a trend of improvement in English. In mathematics, pupils' performance has varied between the top 25% and the bottom 25% at the expected level and between the higher 50% and lower 50% at the higher level.

No particular groups underachieve significantly, although girls tend to do better in each key stage in English. Pupils in receipt of free school meals do at least as well as other pupils.

Wellbeing: Good

Nearly all pupils feel safe in school and they show a good level of respect for each other and their environment. They have a sound understanding of how to live healthily through eating a balanced diet and leading an active life. The school fruit tuck shop is a popular feature that helps pupils to make healthy choices.

Although many pupils start school with personal and social skills below those expected for their age, most make very good progress in these aspects. Their behaviour in class and around the school is good. Nearly all pupils co-operate well with teachers, support staff and each other. They are polite and courteous to adults and visitors. They are keen to learn and engage in tasks with enthusiasm and interest. From an early age, they follow classroom routines well.

Attendance has steadily improved over the last five years and is now in the higher 50% when compared with similar schools. Nearly all pupils arrive punctually in the morning. The rate of unauthorised absence is low.

Pupils develop a sense of social responsibility and a good understanding that their actions have consequences through participating in decision-making and community events. The democratically-elected school council makes a positive contribution to school developments. For example, members are involved in improving the playground and the toilet facilities. They also organise events to raise money for charity and report regularly about their activities to the governing body.

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

The school provides pupils with a relevant range of learning experiences. The curriculum focuses appropriately on the development of literacy and numeracy skills, based on the teaching of pupils in ability groups every morning.

Teachers' planning is thorough and takes good account of the Literacy and Numeracy Framework. In literacy, the long morning sessions involve a variety of formally structured activities covering a wide age range. These enable pupils to acquire appropriate skills in reading, comprehension, spelling and grammar. However, opportunities for extended writing are limited, particularly through the over-use of worksheets. In addition, the arrangements restrict the time for other subjects and, in particular, constrain the full implementation of the Foundation Phase. A well-planned range of intervention strategies result in improved outcomes for pupils with specific literacy and numeracy needs, including the more able. Provision for the Welsh language and the Welsh dimension is effective, enabling pupils to develop an appropriate understanding of the culture and history of the local area and Wales. Extra-curricular activities, visits and visitors enrich pupils' experiences successfully through, for example, a residential weekend and a weekly gardening club.

The school promotes pupils' awareness of sustainable living appropriately through its curriculum and day-to-day routines. The eco council makes a worthwhile contribution to the life of the school, for example through saving energy and recycling.

Pupils are beginning to develop an awareness of other cultures and their role in the wider world, but their understanding of global citizenship is relatively underdeveloped. The school does not have links with any schools abroad.

Teaching: Good

Teachers prepare lessons thoroughly. They have good subject knowledge and establish good working relationships with pupils and support staff. They structure and organise learning effectively and generally match tasks to pupils' ages and abilities well.

Teachers conduct lessons at a good pace and use assessment for learning strategies successfully to develop pupils' thinking skills. They encourage pupils to

express their opinions, to share their ideas and to work co-operatively. They manage behaviour well, use skilful questioning techniques and provide regular praise to motivate pupils to succeed.

The school assesses and tracks pupils' progress and skills systematically, which helps to inform teachers' planning and the organisation of ability groups. For example, in the Foundation Phase, all staff evaluate pupils' learning effectively by observing their activities and recording their behaviour and achievements on a daily basis.

Teachers agree appropriate individual targets with pupils for the development of their literacy and numeracy skills. They involve pupils regularly in assessing their own work and that of their peers. These processes, which are similar for all age groups, help to ensure that pupils know how well they are achieving and what they need to do to improve their learning.

All teachers respond to pupils' work constructively and apply the marking policy consistently. However, they do not assess the impact on learning sufficiently and comments do not always challenge pupils enough to improve their work. Annual reports meet statutory requirements and, together with regular consultation evenings, inform parents effectively about their child's progress.

Care, support and guidance: Good

The school makes effective arrangements for promoting healthy eating and drinking and it encourages pupils to take regular exercise. For example, it provides a healthy lifestyle week, a fruit tuck shop and breakfast and after-school clubs, which offer a healthy diet.

The school promotes pupils' spiritual, moral, social and cultural development appropriately. Staff assess, monitor and support pupils' wellbeing effectively through a well-structured framework for personal and social education. For example, they use circle time and surveys well to evaluate pupils' social and emotional health and they intervene when necessary as a result.

Measures to monitor behaviour and improve attendance are successful through the use of rewards and incentives. The first-day response system ensures the safety and wellbeing of pupils whose reason for absence is unknown. The level of security of the school site is good. The school's arrangements for safeguarding pupils meet requirements and give no cause for concern.

Provision for pupils with additional learning needs is good. Teachers identify pupils' needs at an early stage and use information from observations and tests carefully to provide a suitable range of effective support programmes. Individual education plans are pupil-friendly and include clear measurable targets. Efficient systems are in place for monitoring and assessing pupils' progress. The school works effectively with a number of external agencies and support services to offer guidance and information to pupils and parents, as required.

Learning environment: Good

The school is a caring and inclusive community that values all pupils equally. There are appropriate policies and procedures in place to ensure that pupils of all abilities and backgrounds have equal access to the curriculum and every aspect of school life. Staff deal with any instances of bullying or harassment promptly and effectively. The school values diversity and makes appropriate provision for any pupil or adult with a disability.

Internally, although space is limited, the accommodation is bright and welcoming. A maintenance programme to address a number of minor issues is ongoing. The school has extensive grounds, which generally provide a beneficial and secure outdoor learning environment with a range of facilities. However, a few areas, such as the allotment and wildlife sites, are not as well developed.

Resources, including information and communication technology (ICT) equipment, are of appropriate quality and quantity. Staff use the resources and facilities well to support pupils' learning needs.

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

The headteacher leads the school sensitively and efficiently. He has resolved a number of issues successfully over recent years and has established good relationships with staff, parents and the governing body. He has led the introduction of several new initiatives in recent years, in order to raise standards, especially in literacy. However, there has been insufficient time to evaluate the overall impact of these on teaching and learning.

The recently revised senior leadership team is active and provides good support to the headteacher. Members undertake their responsibilities conscientiously and effectively. However, their role in strategy development and school improvement is at an early stage of development.

Due to continuing staff changes, a minority of teachers are new to their leadership roles. However, they feel valued and work together well. They communicate, collaborate and share practice effectively. Each teacher belongs to a specific leadership team for monitoring purposes. These include support assistants, governors and pupils. This is a positive arrangement and enables all stakeholders to work together to monitor standards and provision, for example through learning walks.

Many governors are recently appointed and new to the role. They are supportive and appropriately well informed, but their involvement in the school's strategic direction is relatively underdeveloped. Most visit the school regularly. The governing body ensures that the school meets all statutory requirements.

The school addresses most local and national priorities well. For example, raising standards in literacy and numeracy are major aspects of the current school improvement plan.

Improving quality: Adequate

The headteacher leads the self-evaluation process. The senior leadership team is beginning to become more involved in self-evaluation and appropriate consultations occur with staff and governors to identify priorities for development. The school's targets for action draw on relevant first-hand evidence, including performance data, external evaluations, subject leaders' annual reviews and the views of pupils and parents. However, until recently, the process has not been robust enough. There has been a lack of rigorous monitoring of teaching and learning to assess the school's strengths and areas for improvement accurately.

The self-evaluation report presents a clear picture of the school's current performance. It is an accurate document, which identifies appropriate good features and relevant areas for development. Results of self-evaluation feed into the school improvement plan, which focuses appropriately on standards in literacy and numeracy. The plan identifies quantifiable success criteria, staff responsibilities for action, approximate costs and appropriate timescales for completing targets suitably.

There is evidence that the self-evaluation arrangements are beginning to have an impact on the standards that pupils achieve. For example, there are emerging measurable improvements in reading throughout the school.

Partnership working: Good

The school has a number of positive partnerships. It communicates effectively with parents and carers through regular newsletters and meetings at key points in the school year. Parents, in turn, appreciate the ease with which they are able to meet with staff and how the school promptly addresses their concerns. The parent-teacher association runs successful events that raise valuable additional funds for the school. A beneficial mother and toddler group uses the school, which helps to facilitate pupils' entry into the nursery.

The school enhances its curriculum through a good range of partnerships with the local community. For example, recycling projects carried out with a professional football club and a local waste management centre effectively engage and motivate pupils to look after their environment.

The school works closely in partnership with the local authority and other education providers to monitor and evaluate standards and provision. Good transition programmes are in place with receiving secondary schools, which improve continuity in learning and wellbeing for pupils transferring to the next stage of their education. The school participates appropriately with the local cluster of schools in the standardisation and moderation of pupils' work to ensure accuracy of teacher assessment.

Resource management: Adequate

The school has enough appropriately qualified and experienced teachers. Support staff play an important role in the classroom and work well as members of the

teaching team, especially to help pupils who have particular needs. The arrangements for teachers' planning, preparation and assessment time are suitable.

All staff make good use of opportunities for regular continuing professional development, linked to their personal and professional needs and the school's priorities. The programme of training is well organised and has a positive impact on classroom practice. Most teachers are involved in working co-operatively with other schools.

Performance management procedures, undertaken by the headteacher and involving all permanent staff, are effective and meet statutory requirements. Targets focus appropriately on the school improvement plan and are in line with individual, whole-school and national priorities.

The school manages its accommodation and resources well. It monitors its budget carefully and bases its spending decisions on school priorities, especially in relation to staffing. It ensures that good financial controls are in place.

Due to the identified areas for improvement, particularly in standards and management, the school gives adequate value for money.

Appendix 1

Commentary on performance data

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

At the end of the Foundation Phase in 2013, pupils' performance in mathematical development placed the school above the family average at both the expected outcome 5 and the higher outcome 6. In literacy, it placed the school below the family average at the expected outcome, but in line with the family average at the higher outcome. In personal and social skills, pupils' performance placed the school above the family average at the expected outcome, but below at the higher outcome. When compared with similar schools, pupils' performance in literacy at both the expected and higher outcomes placed the school in the bottom 25%. In mathematical development, it placed the school in the higher 50% at the expected outcome, but in the lower 50% at the higher outcome. In personal and social skills, it placed the school in the top 25% at the expected outcome, but in the bottom 25% at the higher outcome. These results were lower than the previous year in literacy and mathematical development at the expected outcome, but similar to 2012 at the higher outcome.

At the end of key stage 2 in 2013, pupils' performance in all three core subjects was above the family average at both the expected level 4 and the higher level 5. When compared with similar schools, attainment in English and science over the last five years has nearly always placed the school in the bottom 25% or lower 50% at the expected level 4 and between the bottom 25% and higher 50% at the higher level 5. However, there is a trend of improvement in English. In mathematics, pupils' performance has varied between the top 25% and the bottom 25% at the expected level and between the higher 50% and lower 50% at the higher level.

No particular groups underachieve significantly, although girls tend to do better in the Foundation Phase and in key stage 2 in English. Pupils in receipt of free school meals do at least as well as other pupils.

Appendix 2

Stakeholder satisfaction report

Responses to learner questionnaires

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.	46	46 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	46	42 91%	4 9%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	46	46 100%	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	46	46 100%	0 0%	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.	46	45 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	46	45 98%	1 2%	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.	46	45 98%	1 2%	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.	46	46 100%	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.	46	43 93%	3 7%	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.	46	44 96%	2 4%	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.	46	41 89%	5 11%	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.	46	41 89%	5 11%	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.	17	14 82%	3 18%	0 0%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	17	16 94%	1 6%	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.	17	16 94%	1 6%	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.	17	16 94%	1 6%	0 0%	0 0%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	17	5 29%	12 71%	0 0%	0 0%	0	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	46%	4%	1%		
Teaching is good.	17	13 76%	4 24%	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.	17	17 100%	0 0%	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.	16	10 62%	6 38%	0 0%	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.	17	13 76%	4 24%	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.	17	16 94%	1 6%	0 0%	0 0%	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.	17	14 82%	0 0%	3 18%	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.	17	13 76%	4 24%	0 0%	0 0%	0	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		50%	34%	4%	1%		

	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 am kept well informed about my child's progress.	16	12 75%	4 25%	0 0%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		49%	41%	8%	2%		
I feel comfortable about approaching the school with questions, suggestions or a problem.	17	17 100%	0 0%	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.	17	13 76%	4 24%	0 0%	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.	17	13 76%	4 24%	0 0%	0 0%	0	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.	14	4 29%	5 36%	0 0%	0 0%	5	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.	17	11 65%	6 35%	0 0%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	38%	5%	1%		
The school is well run.	17	13 76%	4 24%	0 0%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		60%	33%	3%	2%		

Appendix 3

The inspection team

David Ellis	Reporting Inspector
David Davies	Team Inspector
Matthew Evans	Lay Inspector
Katherine Olsen	Peer Inspector
Andrew Wilkinson	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.