



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

A report on

**Llwynceilyn Infants School
Heather Way
Llwynceilyn
Porth
RCT
CF39 9TL**

Date of inspection: May 2016

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

Llwynceilyn Infants' School is in the village of Llwynceilyn, near Porth, in the county of Rhondda Cynon Taf. The school caters for pupils between the ages of three and seven in three classes. There are 78 pupils on roll, including 18 full-time nursery pupils and six pupils who attend the nursery part-time.

Around 27% of the pupils are eligible for free school meals, which is above the national average. The school identifies around 20% of pupils as having additional learning needs. No pupil has a statement of special educational needs. Most pupils speak English as their first language and no pupils speak Welsh at home.

The headteacher took up her post in April 2015. The school's last inspection was in May 2010.

The individual school budget per pupil for Llwynceilyn Infants School in 2015-2016 means that the budget is £3,916 per pupil. The maximum per pupil in the primary schools in Rhondda Cynon Taf is £6,164 and the minimum is £2,537. Llwynceilyn Infants School is 16th out of the 105 primary schools in Rhondda Cynon Taf in terms of its school budget per pupil.

Summary

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

Current performance

The current performance of the school is good because:

- Most pupils make good progress from their starting points
- Standards in literacy and numeracy are good across the school
- Most pupils use their Welsh language skills well throughout the school day
- Almost all pupils behave well in lessons and around the school.
- Almost all pupils show interest and engagement in their learning and concentrate well during activities
- Staff plan learning experiences that are stimulating and interesting
- The school meets the needs of different groups of pupils well
- The Welsh language has a high profile in the school
- The school promotes education for global citizenship successfully
- Staff manage pupils' behaviour calmly and effectively
- Arrangements for the identification and monitoring of pupils with additional learning needs are effective
- There is a warm and caring ethos in the school
- Staff make good use of the school's environment, including the outdoors, to encourage learning

Prospects for improvement

The school's prospects for improvement are good because:

- The headteacher has a powerful vision for the school and she provides effective and supportive leadership
- The headteacher shares roles and responsibilities effectively, enabling the deputy headteacher to play a full part in school improvement
- Staff work together well as a team and have a strong sense of common purpose
- The governing body is supportive and is beginning to develop its role as a critical friend
- The school generally evaluates its performance honestly and uses the findings to identify appropriate priorities for improvement
- Strong links with a wide range of partners have a positive effect on pupils' achievement and wellbeing
- Staff have good opportunities to develop their knowledge and expertise through continuous professional development
- The headteacher and governing body monitor the school's finances carefully and ensure that spending is in line with school priorities

However:

- The school's self-evaluation procedures do not always ensure that the evidence collected is accurate enough to provide a true picture of the school's work

Recommendations

- R1 Improve all pupils' information and communication technology skills and the thinking skills of older pupils
- R2 Ensure that teachers provide an effective balance between group work, whole class teaching and independent learning
- R3 Develop strategies to enable pupils to understand what and how well they are learning so that they make progress more independently
- R4 Address the health and safety issue raised during the inspection
- R5 Review the deployment of staff in order to meet all pupils' learning needs effectively

What happens next?

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

Main findings

Key Question 1: How good are outcomes?	Good
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Standards: Good

Most pupils start school with knowledge, understanding and skills below the level expected for their age. As they move through the school, most pupils make good progress, building their skills effectively.

The speaking and listening skills of most pupils are good. Many of the youngest pupils speak confidently in full sentences about what they are learning, such as when they describe making ice creams in the sand tray. They listen well to each other and to adults and respond appropriately to questions and directions. Older pupils use interesting vocabulary and speak enthusiastically about their work. For example, they explain clearly what camouflage is and how it is useful to mini-beasts such as a praying mantis. They engage in conversations with adults confidently, and make themselves understood effectively.

Most pupils are developing good reading skills. Younger pupils enjoy listening to stories and looking at books independently. They are beginning to recognise letters appropriately, such as the initial letters in their names. Older pupils read non-fiction texts confidently during guided reading sessions. They use the contents page independently to locate information and use their phonic knowledge to help them read technical vocabulary correctly. They show that they understand what they have read, and make good use of clues from the pictures and the text to help them. Nearly all pupils read work they have written themselves fluently and with appropriate expression. Many pupils use their reading skills well to support them in their learning, such as when they read instructions.

The writing skills of most pupils develop effectively. Younger pupils practice forming letters with growing confidence and accuracy using shaving foam and in the sand tray. They see themselves as writers, and show good pencil control. Older pupils write independently for a wide range of different purposes, including recipes, letters, factual reports and the retelling of stories. In general, their handwriting is neat, they use punctuation appropriately and the standard of spelling is good. More able pupils write well and at length, using interesting vocabulary, such as when they describe stained glass windows following a visit to the local church. In general, most pupils use their developing writing skills to the same standard in their work across the curriculum, such as when they write a letter about eggs arriving at the school.

Throughout the school, pupils' number skills are generally good. The youngest pupils, for example, make a simple record of what fruit they want at snack time using a basic tally chart. They count confidently to at least 10 in both English and Welsh, and understand how many pupils can play in different areas. Older pupils count in 2s, 5s and 10s confidently and order numbers correctly up to 100. Most pupils identify three dimensional shapes correctly and measure accurately in centimetres. They understand simple fractions and solve simple money problems accurately. Most pupils develop their numeracy skills effectively across the curriculum such as when they make a graph to show popular names for the newly hatched chicks, and work out how many spiders are hiding behind a wall.

Many younger pupils develop their thinking skills well, for example when they work out who is not present during registration. However, in general, older pupils' thinking skills are less well developed.

Across the school, nearly all pupils use Welsh phrases and greetings regularly throughout the day. For example, the youngest pupils count up to 10, answer questions about how they are feeling and choose fruit for their snacks in Welsh. Many older pupils use simple Welsh phrases naturally as they communicate with each other, such as when they ask 'ga'i rwber?' and say that their food is 'blasus'. In Year 2, many pupils write simple sentences independently, and record themselves speaking short sentences on a tablet computer, pronouncing the words well. They read their work back confidently. More able pupils read simple texts showing good understanding. Nearly all pupils throughout the school enjoy singing Welsh songs and rhymes, joining in enthusiastically.

Pupils have generally performed well compared to pupils from similar schools in language, literacy and communication at the expected outcome over the last four years. However, the school's performance in mathematical development is more varied. In general, pupils perform less well than pupils in similar schools, over the same period in both areas of development at the higher outcome.

In general, pupils eligible for free school meals perform as well as other pupils at the expected outcome but less well at the higher outcome.

Wellbeing: Good

Most pupils have positive attitudes towards keeping healthy and safe. They understand about choosing healthy food such as brown bread and fruit, and drinking milk and water to protect their teeth. They enjoy physical activity, participating enthusiastically in playground games during playtimes. Nearly all pupils feel safe in the school and know whom to go to if they are upset.

Nearly all pupils behave well in lessons and around the school. They show interest and engagement in their learning and concentrate well during activities. Most pupils are enthusiastic about the topics they study, such as the current focus on mini-beasts, and this inspires them to develop their learning further. Most pupils collaborate together effectively in small groups and show consideration and courtesy towards their peers and adults. However, most pupils lack a clear understanding of how to improve their own learning and they do not contribute fully enough to decisions about what and how they learn.

The school council and eco council make a valuable contribution to the life of the school. They are instrumental in developing awareness of the importance of eating healthily and have provided effective support for charitable fundraising initiatives, such as Children in Need. All council members regularly undertake buddying roles at lunchtimes to provide direct support to their peers if problems arise. Most pupils are proud of their school and show strong support for one another as a community.

Rates of pupils' attendance are good, placing the school in the top 25% of similar schools for the last two years. Nearly all pupils arrive at school punctually.

Key Question 2: How good is provision?

Good

Learning experiences: Good

The school provides a broad variety of stimulating learning experiences indoors and outside, including a good range of visits and extra-curricular activities. These capture pupils' interest successfully and meet the requirements of the Foundation Phase framework well.

Teachers plan effectively to develop pupils' communication and mathematical skills. They work well together to provide learning experiences that generally match the needs of individual pupils. For example, staff plan worthwhile opportunities for pupils to write for a range of purposes and to apply their number skills in differing contexts. However, in general, provision to develop older pupils' thinking skills and their use of information and communication technology (ICT) across the curriculum is less well developed.

The school meets the needs of most groups of pupils well. There are effective withdrawal groups for targeted pupils, which help to narrow identified gaps in their learning, and provide good support for their emotional development and wellbeing.

The Welsh language has a high profile in the school. Pupils have plenty of opportunities to hear and respond to spoken Welsh throughout the day. Staff develop pupils' Welsh reading and writing skills meaningfully in appropriate contexts. Visits to the nearby heritage park and local castles as well as visitors to the school, such as a local harpist, help pupils to develop a good understanding of the history and culture of Wales.

The school promotes education for sustainable development and global citizenship well. It uses its constructive partnership with a school in Mbale and links with Hungarian and Czech families at the school to broaden pupils' understanding of the wider world. Pupils learn to care for others through the school's support for a variety of charities, including collecting odd socks for an African orphanage. Staff and pupils remind each other to look after their environment by switching off lights and recycling rubbish carefully.

Teaching: Adequate

All staff establish warm working relationships with pupils, helping them to manage behaviour calmly and effectively. They have a lively approach and high expectations and as a result, pupils enjoy learning. Nearly all teachers have good, up-to-date subject knowledge and a firm understanding of Foundation Phase practices. They provide inviting and purposeful learning environments indoors and outside, which they generally use well to support pupils' learning. Learning support staff make a valuable contribution to pupils' learning, including developing their literacy skills effectively through small group work. However, occasionally teachers do not provide sufficient balance between independent learning, group work, and whole class teaching. When this happens, the work is not demanding enough to meet the needs of all the pupils, lessons lack pace and pupils do not have sufficient opportunities to practice and embed their skills.

Teachers make accurate assessments of pupils' work and track individual pupils' progress effectively. In the best instances, staff provide useful verbal feedback as pupils work. This helps pupils to refine their skills and develop their knowledge and understanding effectively. However, teachers' marking is less successful in helping pupils to move forward. In general, pupils cannot read the comments and do not understand their purpose. Although teaching staff plan clear learning objectives for each lesson, they do not routinely share these with pupils or explain the steps needed to succeed in a task. As a result, pupils do not have a clear understanding of what they do well and what they need to do to improve.

Teachers share information about pupils' progress with parents effectively, both formally and informally. The school's annual reports for parents provide useful information about pupils' achievement and progress.

Care, support and guidance: Good

The school teaches pupils about the importance of healthy living successfully. The popular breakfast club provides fun activities that promote fitness and wellbeing. These include a hoola-hoop day and morning disco. There are effective arrangements for promoting healthy eating and drinking.

Provision to promote pupils' spiritual, moral, social and cultural development is effective. All pupils have good opportunities to learn about differing beliefs. They visit a local church, and participate in assemblies and workshops, which encourage them to reflect on their own attitudes and values helpfully. Staff foster pupils' understanding of fairness and honesty effectively and provide regular opportunities for pupils to share and celebrate their achievements through the weekly 'Seren Yr Wythnos' assembly.

The school draws purposefully on a range of specialist services such as educational psychologists and speech and language therapists. Staff act constructively on advice and adapt provision skillfully to improve outcomes for pupils with identified needs.

Staff monitor and support the progress of most pupils with additional learning needs thoroughly and, as a result, they make good progress. They use comprehensive assessment procedures to identify pupils' needs and make the most of advice from other professionals to provide appropriate support at an early stage. Staff liaise well together to ensure that effective individual plans target specific objectives for development. Teaching assistants play a valuable role in working towards these objectives, including through the successful delivery of well-coordinated programmes for improving pupils' communication skills. The school involves pupils and parents appropriately when they review the plans. Although support for pupils with English as an additional language is at an early stage of development, most of these pupils make good progress over time.

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

Learning environment: Adequate

The school has a warm and caring ethos. It promotes tolerant attitudes amongst staff and pupils successfully. This helps make the school an inclusive and welcoming community where pupils thrive and enjoy learning.

Staff make the most of the accommodation to provide a stimulating learning environment. The school has recently adapted the indoor environment to create an attractive early years' unit for younger pupils. This has direct access on to a well-planned outdoor area that allows plenty of opportunities for learning through practical experiences. Teachers make imaginative use of a corner of the yard creating a small forest school area, which they use regularly to provide stimulating learning experiences.

In general, the school has plenty of good quality learning resources, which meet pupils' needs well. These include a wide range of books to support the topics and themes and waterproof clothing to enable regular access to the outdoors.

The school buildings and grounds are secure, generally safe and well maintained. The school's caretaker takes great pride in keeping the school clean. However, the toilets next to the nursery class are not suitable for the use of young children. In addition, the inspection team brought a safety issue to the attention of the school during the inspection.

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

During the short period since her appointment, the headteacher has established a strong vision for the school, which she has shared successfully with all stakeholders. This creates a powerful sense of joint purpose amongst staff and leads to significant improvements in standards of wellbeing, learning and provision throughout the school. Together with the deputy headteacher, she succeeds in creating a warm and positive learning environment in the school, setting high expectations for staff and pupils.

The headteacher has successfully developed a senior management team, sharing roles and responsibilities effectively and enabling the deputy headteacher to play a full part in school improvement. She manages staff performance well, setting personal development targets, which are appropriately associated with priorities in the school development plan, and identifies individual and whole school training needs successfully.

The governing body is enthusiastic and supportive of the school's work. Governors are developing a sense of their responsibilities and the headteacher keeps them well informed about the school's main priorities for improvement. Governors visit the school often and have recently undertaken a learning walk to develop their understanding of standards of learning and teaching in the school. With support from the local authority, they are beginning to develop their role as critical friend to the school. The governing body meets most of its statutory requirements.

The school responds to local and national priorities effectively, focussing appropriately on improving standards in literacy and numeracy and creating a bilingual environment, which promotes pupils' Welsh language skills particularly well.

Improving quality: Adequate

The school's self-evaluation report is comprehensive and presents a generally accurate picture of the school's strengths and areas for development. The report makes good use of first-hand evidence such as data analysis, scrutiny of pupils' work and lesson observations but this evidence is not always accurate enough to provide a true picture of the school's work. For example, leaders have not identified issues with the balance of work in lessons and the effectiveness of marking and feedback to pupils.

The school considers the outcomes of monitoring carefully when determining the main priorities in the school improvement plan. Staff reflect regularly on the school's provision, leading to such constructive changes as the recent introduction of playground activities, which have had a beneficial impact on pupils' wellbeing. The school has begun to seek the views of parents through useful questionnaires evaluating specific activities such as visits and sports day. It takes appropriate action in response to parents' comments, such as including nursery pupils in a whole school trip during the summer term. However, pupils' contribution to the self-evaluation process is underdeveloped.

The school development plan identifies appropriate priorities for improvement, arising from the outcomes of the self-evaluation review. These include continuing to improve pupils' literacy and numeracy skills and increasing the percentage of pupils achieving the higher outcomes. The plan includes realistic timescales and identifies costs and sources of funding appropriately. The school's evaluation of last year's development plan, and its action plan linked to use of the pupil deprivation grant, points to worthwhile improvements, including improvements in the wellbeing of vulnerable pupils. It also highlights areas that still require attention appropriately.

Partnership working: Good

The school has strong links with a wide range of partners and these have a positive effect on pupils' achievement and wellbeing. There are effective partnerships with parents and prospective parents. For example, a series of pre-school workshops helps children and parents to become familiar with the environment. This prepares them well for starting school.

There are close links with the local family of schools. Members of staff collaborate effectively on training initiatives, and work together appropriately to moderate pupils' work and ensure the accuracy of teacher assessments. The school fosters productive links with the adjacent Welsh medium school. This has helped in developing the school's Welsh dimension effectively.

In partnership with the nearby junior school, the school provides a variety of purposeful transition activities for pupils. These include sensitive arrangements for vulnerable pupils, which builds their confidence as they prepare for the next stage of their education.

The school uses an effective multi-agency approach, involving a range of professionals, working with children and families to improve attendance, wellbeing and attainment. It has purposeful links with a range of community organisations such as the local church and library through its 'Square Mile' initiative. This develops pupils' understanding and appreciation of their locality effectively.

Resource management: Good

The school is developing well as a strong learning community. The headteacher identifies and meets the development needs of all staff successfully through the school's effective appraisal and performance management system. This has led to a worthwhile whole school approach to teaching literacy, as well as improvements in the playground provision. These changes have had a positive effect on pupils' standards and wellbeing.

Staff share information from training productively with each other and work effectively to develop their professional practice in partnership with other schools in the locality and beyond. This has a positive impact on the school's provision, such as the development of their forest school.

The headteacher uses the budget carefully to ensure that there are sufficient qualified staff to teach the curriculum effectively. For example, leaders make good use of the expertise and experience of teaching assistants to lead intervention groups, providing valuable support to vulnerable pupils. However, the school does not always deploy staff carefully enough. This limits the development of pupils' skills, particularly older pupils' thinking skills, and their opportunities for independent learning.

The headteacher and governing body monitor the school's finances carefully and ensure that spending is in line with school priorities. The school uses the pupil deprivation grant effectively to develop pupils' wellbeing and basic skills.

In view of the strong progress made by pupils, the high standards of wellbeing and quality of the provision, the school provides good value for money.

Appendix 1: Commentary on performance data

6742138 - Lwyncelyn Infants

Number of pupils on roll	74
Pupils eligible for free school meals (FSM) - 3 year average	27.1
FSM band	4 (24%<FSM<=32%)

Foundation Phase

	2012	2013	2014	2015
Number of pupils in Year 2 cohort	16	17	17	19
Achieving the Foundation Phase indicator (FPI) (%)	81.3	94.1	82.4	89.5
Benchmark quartile	3	1	3	2
Language, literacy and communication skills - English (LCE)				
Number of pupils in cohort	16	17	17	19
Achieving outcome 5+ (%)	93.8	94.1	82.4	94.7
Benchmark quartile	1	1	3	1
Achieving outcome 6+ (%)	18.8	35.3	17.6	15.8
Benchmark quartile	3	1	4	4
Language, literacy and communication skills - Welsh (LCW)				
Number of pupils in cohort	*	*	*	*
Achieving outcome 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving outcome 6+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematical development (MDT)				
Number of pupils in cohort	16	17	17	19
Achieving outcome 5+ (%)	81.3	94.1	82.4	94.7
Benchmark quartile	3	1	4	1
Achieving outcome 6+ (%)	12.5	41.2	23.5	10.5
Benchmark quartile	4	1	3	4
Personal and social development, wellbeing and cultural diversity (PSD)				
Number of pupils in cohort	16	17	17	19
Achieving outcome 5+ (%)	93.8	100.0	88.2	89.5
Benchmark quartile	2	1	4	4
Achieving outcome 6+ (%)	43.8	64.7	35.3	36.8
Benchmark quartile	2	1	3	3

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

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

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

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

Further information is available from the Welsh Government My Local School website at the link below.

<http://mylocalschool.wales.gov.uk/index.html?lang=eng>

Appendix 2

Stakeholder satisfaction report

Responses to 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.	33	19 58%	14 42%	0 0%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	33	28 85%	5 15%	0 0%	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.	33	29 88%	4 12%	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.	33	26 79%	7 21%	0 0%	0 0%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		62%	34%	3%	1%		
Pupils behave well in school.	33	15 45%	16 48%	1 3%	1 3%	0	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		48%	47%	4%	1%		
Teaching is good.	33	25 76%	8 24%	0 0%	0 0%	0	Mae'r addysgu yn dda.
		62%	36%	2%	0%		
Staff expect my child to work hard and do his or her best.	32	25 78%	7 22%	0 0%	0 0%	0	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		65%	34%	1%	0%		
The homework that is given builds well on what my child learns in school.	33	21 64%	11 33%	1 3%	0 0%	0	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhentyn yn ei ddysgu yn yr ysgol.
		50%	42%	6%	2%		
Staff treat all children fairly and with respect.	33	18 55%	14 42%	1 3%	0 0%	0	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		60%	34%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	33	23 70%	10 30%	0 0%	0 0%	0	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		60%	37%	2%	0%		
My child is safe at school.	33	24 73%	9 27%	0 0%	0 0%	0	Mae fy mhentyn yn ddiogel yn yr ysgol.
		66%	31%	2%	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	
My child receives appropriate additional support in relation to any particular individual needs'.	31	20 65%	11 35%	0 0%	0 0%	2	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		56%	38%	4%	1%		
I am kept well informed about my child's progress.	33	19 58%	14 42%	0 0%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		49%	41%	8%	2%		
I feel comfortable about approaching the school with questions, suggestions or a problem.	33	19 58%	14 42%	0 0%	0 0%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		62%	31%	5%	2%		
I understand the school's procedure for dealing with complaints.	27	13 48%	13 48%	0 0%	1 4%	5	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		49%	42%	8%	2%		
The school helps my child to become more mature and take on responsibility.	33	18 55%	15 45%	0 0%	0 0%	0	Mae'r ysgol yn helpu fy mhentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		58%	40%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	18	14 78%	2 11%	1 6%	1 6%	2	Mae fy mhentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		52%	41%	5%	1%		
There is a good range of activities including trips or visits.	33	18 55%	13 39%	2 6%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		55%	39%	6%	1%		
The school is well run.	33	18 55%	15 45%	0 0%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		62%	33%	3%	2%		

Appendix 3

The inspection team

Mrs Sheila Margaret Birkhead	Reporting Inspector
Mr Glenn Richard Evans	Team Inspector
Mrs Deris Davies Williams	Lay Inspector
Mr Andrew Brasington	Peer Inspector
Mrs E Decaro (Headteacher)	Nominee

Copies of the report

Copies of this report are available from the school and from the Estyn website (www.estyn.gov.wales)

Year groups, the Foundation Phase and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years of age. This system emphasises the importance of continuity and eases communication among schools, governing bodies, parents and local authorities.

The following table sets out the age ranges relevant to each year group. For example, Year 1 refers to the group of pupils who reach the age of six and Year 13 is the year group who reach the age of 18 during the academic year.

Primary phase:

Year	N	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	3-4	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The Foundation Phase and key stages cover the following year groups:

Foundation Phase	Nursery, Reception, Year 1 and Year 2
Key stage 2	Year 3 to Year 6
Key stage 3	Year 7 to Year 9
Key stage 4	Year 10 and Year 11

Glossary of terms – Primary

Foundation Phase indicator (FPI)

Progress in learning through the Foundation Phase is indicated by outcomes (from outcome 1 to outcome 6).

The Foundation Phase indicator (FPI) relates to the expected performance in three areas of learning in the Foundation Phase:

- literacy, language and communication in English or Welsh first language
- mathematical development
- personal and social development, wellbeing and cultural diversity

By the end of the Foundation Phase, at the age of seven, pupils are expected to reach outcome 5 and the more able to reach outcome 6.

Pupils must achieve the expected outcome (outcome 5) in the three areas above to gain the Foundation Phase indicator.

The core subject indicator (CSI)

Progress in learning through key stage 2 is indicated by levels (level 1 to level 5).

The core subject indicator in key stage 2 relates to the expected performance in the core subjects of the National Curriculum:

- English or Welsh first language
- mathematics
- science

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

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

All-Wales Core Data sets

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

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

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