



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

**Llanharan Primary School
Llwyn Brain Terrace
Llanharan
Pontyclun
CF72 9PW
United Kingdom**

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

Llanharan Primary School is in the village of Llanharan about two miles west of Llantrisant in the Rhondda Cynon Taf local authority. The school currently contains 128 pupils from the ages of three to 11. The number on roll has increased over the last two years. There are five mixed-age classes, including a full-time nursery.

Approximately 26% of pupils are eligible to receive free school meals, which is similar to the local authority average, but above the national average. Around 22% have additional learning needs, which is slightly below the national average. No pupils have a statement of special educational needs. Approximately 8% of pupils come from an ethnic minority background. All pupils use English as their first language. No pupils are looked after by the local authority.

The school was last inspected in May 2008. The headteacher was appointed in September 2012. The deputy headteacher joined the school in January 2013.

The individual school budget per pupil for Llanharan Primary School in 2013-2014 means that the budget is £3,965. The maximum per pupil in the primary schools in Rhondda Cynon Taf is £7,033 and the minimum is £2,659. Llanharan Primary School is 31st out of the 110 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 school's current performance is good because:

- nearly all pupils make consistently good progress through the school and no specific groups tend to underachieve;
- at the end of key stage 2, when compared with similar schools, pupil performance over the last five years has nearly always placed the school in the higher 50% or top 25% in all three core subjects at both the expected and higher levels;
- overall, standards in literacy and numeracy are good across the school and pupils' skills in information and communication technology (ICT) are particularly well developed;
- standards in Welsh as a second language are good by the end of key stage 2;
- pupils' behaviour is good;
- levels of attendance are improving and last year placed the school in the top 25% of similar schools;
- teaching is good overall; and
- the school is exceptionally successful in using social media to communicate with the local community and the wider world.

Prospects for improvement

The school's prospects for improvement are good because:

- the process of self-evaluation is well established and the school analyses its strengths and areas for improvement accurately;
- the staff and governing body share a common vision and have formulated a clear strategic direction for the school.
- the headteacher provides purposeful and effective leadership;
- staff work together well as a team and many engage successfully in peer mentoring and action research;
- governors are supportive and well informed about the school; and
- the school has many useful partnerships that have a beneficial impact on pupils' learning and wellbeing.

Recommendations

- R1 Improve pupils' skills in mental mathematics
- R2 Implement the Foundation Phase framework more consistently
- R3 Develop the managerial role and expertise of the senior leadership team
- R4 Ensure marking procedures indicate clearly how pupils can improve their work

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.

Estyn will invite the school to prepare a written case study describing the excellent practice identified during the inspection.

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

Overall, standards in literacy and numeracy are good. Nearly all pupils develop their speaking and listening skills well as they move through the school. They listen attentively and respect the views of others. Many older pupils speak clearly with increasing confidence using an expanding vocabulary.

Most pupils make good progress in developing their reading skills. In the Foundation Phase, they develop their knowledge of letter sounds well and use a suitable range of strategies to tackle unfamiliar words. By the end of Year 2, a majority begin to read with expression and can discuss the plot and characters in a story well. In key stage 2, most pupils use their comprehension skills well to interpret different styles and types of texts. Many talk about their preferences for different types of books. More able pupils develop a good range of higher-order reading skills, such as scanning texts and recognising inference.

In the Foundation Phase, most pupils' writing skills develop well. They form their letters correctly and use basic punctuation accurately. By the end of Year 2, many write independently and with increasing fluency, but their extended writing skills are limited. In key stage 2, nearly all pupils write effectively in a range of styles and for different purposes. Many older pupils write interesting stories about their topics. Most make good use of drafting in order to improve the quality of their written work.

Nearly all pupils make steady progress in their numeracy skills and are very self-assured and competent users of ICT. They develop particularly good problem-solving and research abilities, particularly through the use of social media, so that by the end of key stage 2 they are able to reach their own solutions confidently. This is a strong feature of the school. However, pupils' mental mathematical skills are less well developed.

By the end of the Foundation Phase, nearly all pupils can add, subtract and order two-digit numbers, double and halve numbers and round to the nearest 10. They begin to understand place value and can count in twos, fives and tens. Most pupils know the names and properties of basic shapes and understand about symmetry and right angles. They produce accurate tally charts and block graphs, tell the time to quarter of an hour and use standard units of measurement.

By the end of key stage 2, nearly all pupils can add, subtract, multiply and divide using large numbers. They are familiar with percentages, fractions and decimals and can measure length, weight and capacity accurately, but they are less confident in converting between different number forms and units of measurement. They can collate and interpret data into different forms, such as line graphs and pie charts. They are able to apply their knowledge and understanding well to real-life situations, such as bus routes and football league tables.

Standards in Welsh as a second language are good overall by the end of key stage 2. The majority of pupils in both key stages make good progress. They are able to respond with considerable accuracy to given tasks relative to their age. Older pupils read appropriate books well and write short interesting passages using a wide range of vocabulary and sentence patterns. Nearly all pupils have a good awareness of Welsh culture.

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. A majority of pupils enter the school with low attainment in basic skills, but nearly all make consistently good progress. No specific groups tend to underachieve.

At the end of the Foundation Phase in 2013, when compared with similar schools, pupils' performance placed the school in the higher 50% in literacy and in the lower 50% in mathematical development at the expected outcome 5, but in the bottom 25% for both areas of learning at the higher outcome 6. Performance was better than in 2012 in literacy at the expected outcome 5, but lower than in 2012 in literacy and mathematical development at the higher outcome 6.

At the end of key stage 2, when compared with similar schools, pupils' performance over the last five years has nearly always placed the school in the higher 50% or top 25% in all three core subjects at both the expected level 4 and the higher level 5.

Wellbeing: Excellent

All pupils feel safe in school. They have a strong understanding of what they need to do to keep healthy. They take part in regular opportunities to keep fit during lessons and at playtimes.

The standard of behaviour and self-discipline in lessons and around the school is good. All pupils show respect and courtesy for each other and for adults. Older pupils provide positive role models, for example as play leaders and reading champions.

Last year, the overall attendance rate placed the school in the top 25% when compared with similar schools. Levels of attendance, currently at around 96%, are an improvement on the same period last year. Nearly all pupils arrive at school punctually. Unauthorised absence is low.

Nearly all pupils have a good attitude to school and take ownership of their learning. They are able to work independently and co-operatively. They are well motivated and nearly always respond well to tasks and questions.

The school council is appropriately structured and well-focused. Members have a clear understanding of their role and annual targets. They have been instrumental in helping to improve physical activities, attendance levels and road safety.

Through a range of projects, pupils use social media very effectively to engage with the local community and the wider world. This is an excellent feature, which has a

significant impact on pupils' literacy skills and which provides very valuable support for their learning and research work, for example for a World War Two history topic.

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

The curriculum is broad and balanced and meets statutory requirements. It provides pupils with stimulating learning experiences and offers a sound range of extra-curricular activities that further enhance pupils' skills and development.

Most teachers implement the Foundation Phase appropriately. However, there are inconsistencies in the planning and delivery of sessions to meet the full requirements of the framework, with the result that a few pupils do not always learn most effectively. In addition, an over-reliance on worksheets at times limits pupils' extended writing skills.

Teachers organise pupils beneficially into ability groups for literacy and numeracy lessons. Planning for the development of these skills across the curriculum is good and takes appropriate account of the Literacy and Numeracy Framework. The use of ICT to develop literacy and numeracy abilities through a range of innovative projects is a particular strength.

There are suitable intervention programmes for less able pupils and for those who have social and communication needs. Additional appropriate support is also available for more able and talented pupils.

Provision for Welsh language development and the Welsh dimension is good. However, there are insufficient opportunities for more able pupils to extend their conversation abilities.

The school, particularly through the eco committee, fosters an awareness of sustainable living and energy conservation successfully. As a result, nearly all pupils appreciate the need to recycle, reuse and reduce waste. Pupils also develop a growing awareness of their role in the wider world through studying different cultures and countries and through links with a school in Africa.

Teaching: Good

All teachers have good subject knowledge and high expectations of pupil achievement. They conduct lessons at a brisk pace, manage time and behaviour well and use praise and rewards successfully to help pupils succeed.

In most classes, teachers plan lessons thoroughly and organise learning effectively. They use a wide range of teaching strategies. They encourage pupils to express their opinions, to make choices and to think for themselves. They pose challenging questions and match tasks well to pupils' ages and abilities. However, on a few occasions, teachers do not plan well enough to help pupils to learn independently or to develop their skills and understanding to a high enough level.

The school undertakes regular standardised assessments and monitors pupils' learning well. It tracks their progress and skills systematically using a recently introduced commercial system, which helps to inform teachers' planning and the targets they set for pupils. All pupils have individual and appropriate targets for the development of their literacy and numeracy skills.

All teachers incorporate a range of assessment for learning strategies in lessons and involve pupils regularly in evaluating their own work and that of their peers. These processes help to ensure that pupils know how well they are achieving.

All teachers respond to pupils' work constructively and apply the marking policy consistently. However, they do not always indicate what pupils need to do to improve their work. Parents appreciate the comprehensive annual reports about their children's achievements and the regular opportunities to consult with teachers.

Care, support and guidance: Good

The school makes appropriate arrangements for promoting healthy eating and drinking. Relevant activities and provision range from class allotments, a mini-orchard, a fruit tuck shop and cooking sessions to whole-school skipping workshops and an outdoor gym.

Pupils have good opportunities for spiritual, moral, social and cultural development. There is a consistent approach to behaviour management and appropriate policies and procedures, including personal and social education programmes, ensure that pupils have a good understanding of right and wrong behaviour.

With the active support of the school council, the school has been very successful in monitoring and raising the level of attendance over the past five years. An effective first-day response procedure is in place to protect the safety and wellbeing of all pupils. The school's arrangements for safeguarding meet requirements and give no cause for concern. The level of security of the school site is good.

The school co-operates especially well with other key agencies, such as the health visitor, social services and the community police, and pupils receive individual support and counselling services, when necessary.

The school has very robust arrangements for identifying and supporting pupils who have additional learning needs. It provides a range of effective support strategies. Individual education and behaviour plans for relevant pupils are in place, which staff, parents and pupils review regularly together. As a result, pupils generally make good progress in relation to their learning targets.

Learning environment: Good

The school is a caring and inclusive community that values all its pupils. Very good relationships exist between staff and pupils that contribute successfully to the positive ethos of the school. There are appropriate policies, procedures and plans in place to ensure that all pupils receive equality of opportunity in the life and work of the school.

This includes pupils taking part in a range of enriching and cultural activities, such as a paralympics sports day.

Classrooms are bright and stimulating and staff make good use of the available space. The school has developed its extensive grounds purposefully and effectively to provide an inviting learning environment for pupils, including well-resourced nature and forest areas.

There is an appropriate range of learning resources, including sufficient up-to-date ICT equipment. Refurbished library areas provide a good range of reading resources, linked to identified pupils' needs. This improvement is having a positive impact on pupils' attitudes to reading and on standards in literacy.

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

The staff and governing body have formulated a clear strategic direction for the school. The headteacher provides purposeful and effective leadership. She has a good understanding of the strengths of the school and its priorities for development. She has directed many successful improvements, for example in the curriculum and the learning environment. There are very positive relationships between staff, governors and parents.

Staff feel valued and work together well as a team. They communicate, collaborate and challenge practice effectively. Many engage successfully in peer mentoring and action research, which is having a significant impact on teaching and learning.

The recently appointed senior leadership team is supportive and active in taking forward developments. Members are progressively taking on a wider range of responsibilities. However, they are relatively inexperienced in management and their effectiveness is at an early stage of development. Due to recent staff changes, the roles and responsibilities of other teachers are also relatively underdeveloped.

Governors are supportive and well informed about the school. They have a good understanding of its performance and ensure that all statutory requirements are in place. All have link responsibilities and nearly all visit the school regularly for events and to monitor progress. They hold the school to account appropriately.

The school generally addresses local and national priorities well. For example, raising standards in literacy and numeracy are major aspects of the current school improvement plan. However, it has yet to implement the Foundation Phase framework fully.

Improving quality: Good

The process of self-evaluation is well established and the school analyses its strengths and areas for improvement accurately. It uses an annual staff development day well to allow stakeholders to meet together to review its current position.

Throughout the year, staff conduct a wide range of planned self-evaluation activities that include lesson observations, scrutiny of pupils' work and analysis of data. The school also gives appropriate consideration to the opinions of parents and pupils and acts upon its findings.

There is a clear link between the outcomes of the self-evaluation process and the priorities in the school improvement plan. The school monitors progress effectively against success criteria and on-going targets, which it funds appropriately. Actions resulting from self-evaluation activities have led to improved pupil performance, for example in literacy through the delivery of relevant intervention strategies.

Partnership working: Good

The school has many useful partnerships that have a beneficial impact on pupils' learning and wellbeing. It has developed a very positive relationship with parents, who receive regular information about its life and work through newsletters, the web site and social media. In addition, the school provides positive opportunities for parents to gain a better understanding of how the school operates, for example through the provision of literacy and numeracy cafés. At these events, parents can take part in a class lesson working alongside groups of pupils. The school benefits from financial contributions made by the parent-teacher association and its commitment to improve resources.

Well-established transition arrangements with the local secondary schools ensure that nearly all pupils are confident to move on to the next stage of their education. The school works effectively with other local schools on a range of activities, including moderation and assessment meetings for the levelling of pupils' work.

There are many links with the wider community, for example the Royal Shakespeare Company, the National Botanic Garden of Wales and the Welsh National Opera, which have a positive influence on pupils' learning experiences. The school is exceptionally successful in using social media to communicate with the local community and the wider world. It has won awards for its work in this area and shared its approach with other schools.

Resource management: Good

Although there have been many changes in staff recently, the school has a full complement of appropriately qualified and experienced teachers. Support staff have relevant roles and responsibilities and make a valuable contribution to pupils' learning and wellbeing. Newly qualified teachers receive appropriate monitoring and professional development support. The arrangements for teachers' planning, preparation and assessment time are effective.

All staff participate in regular in-house and external training events linked to their personal and professional needs and the school's priorities. The school is developing well as a reflective learning community. There are good links with schools in the locality and further afield. Teachers share and disseminate good practice successfully through blogging and the use of social media and peer mentoring.

Performance management procedures are effective and meet statutory requirements. Targets focus appropriately on priorities in the school improvement plan and are in line with individual, whole school and national priorities. At present, the headteacher conducts all appraisals for both teachers and support staff.

The school manages its accommodation, resources and budget well. It bases its spending decisions on school priorities and achieving best value. It ensures that good financial controls are in place. The headteacher has been particularly successful in attracting a number of additional grants to support school improvements.

Due to the successful outcomes achieved by pupils, the school provides good 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 at both the expected outcome 5 and the higher outcome 6 in literacy and in mathematical development, pupil performance was below the family average. In personal and social development, it was above the family average at the expected outcome, but below at the higher outcome. When compared with similar schools, this placed the school in the higher 50% in literacy, the lower 50% in mathematical development and the top 25% in personal and social development at the expected outcome, but in the bottom 25% for all three areas at the higher outcome. Performance was better than 2012 at the expected outcome, except in mathematical development, but lower than 2012 in all three areas at the higher outcome.

At the end of key stage 2 in 2013, pupil performance was below the family average at the expected level 4 in all three core subjects, but well above the family average at the higher level 5 in English and mathematics. When compared with similar schools, pupil performance in key stage 2 over the last five years has nearly always placed the school in the higher 50% or top 25% in all three subjects at both the expected and higher levels.

A majority of pupils enter the school with low attainment in basic skills, but nearly all make consistently good progress. No specific groups tend to underachieve, although girls do consistently better than boys in the Foundation Phase and at the higher level in English in key stage 2. Pupils on free school meals perform as well as, and often better than, other pupils.

Appendix 2

Stakeholder satisfaction report

Responses to learner questionnaires

Primary Questionnaire (Overall)

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

	Number of responses Nifer o ymatebion	Agree Cytuno	Disagree Anghytuno	
I feel safe in my school.	50	50 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	50	48 96%	2 4%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	50	49 98%	1 2%	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	50	49 98%	1 2%	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.	50	50 100%	0 0%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	50	47 94%	3 6%	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.	50	50 100%	0 0%	Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddysgu a gwneud cynnydd.
		99%	1%	
I know what to do and who to ask if I find my work hard.	50	50 100%	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.	50	47 94%	3 6%	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.	50	49 98%	1 2%	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.	50	39 78%	11 22%	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.	50	40 80%	10 20%	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.	12	5 42%	6 50%	0 0%	1 8%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	12	7 58%	3 25%	1 8%	1 8%	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.	12	8 67%	4 33%	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.	12	5 42%	6 50%	0 0%	1 8%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	12	5 42%	5 42%	0 0%	1 8%	1	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	46%	4%	1%		
Teaching is good.	12	6 50%	5 42%	1 8%	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.	12	7 58%	4 33%	1 8%	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.	12	5 42%	6 50%	1 8%	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.	12	6 50%	5 42%	0 0%	1 8%	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.	12	7 58%	4 33%	0 0%	0 0%	1	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.	12	5 42%	6 50%	0 0%	1 8%	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'.	12	4 33%	5 42%	1 8%	0 0%	2	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.	12	4 33%	7 58%	0 0%	1 8%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		49%	40%	8%	2%		
I feel comfortable about approaching the school with questions, suggestions or a problem.	12	7 58%	4 33%	0 0%	1 8%	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.	12	2 17%	7 58%	1 8%	1 8%	1	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.	12	4 33%	6 50%	0 0%	0 0%	2	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.	11	3 27%	4 36%	2 18%	0 0%	2	Mae fy mhlentyn wedi'i barato'i'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.	12	5 42%	5 42%	1 8%	0 0%	1	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	38%	5%	1%		
The school is well run.	12	7 58%	3 25%	0 0%	1 8%	1	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	32%	3%	2%		

Appendix 3

The inspection team

David Ellis	Reporting Inspector
Roger Rees	Team Inspector
Catherine Jenkins	Lay Inspector
Margaret Davies	Peer Inspector
Bethan Price	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.