



Report on

**Ysgol Llanbryn-mair
Llanbryn-mair
Powys
SY19 7AB**

Date of inspection: January 2015

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

Ysgol Llanbrynmair is situated in the village of Llanbrynmair in Powys. The school serves the village and the nearby area.

Since September 2014, the school has been one of three schools that are part of a new federation. At present, there are 60 full-time pupils on roll and they are divided into three classes. About six per cent of pupils are eligible for free school meals, which is much lower than the average for Wales. Welsh is the main language of the life and work of the school and 38% of pupils come from homes in which Welsh is spoken as the main language.

The school indicates that 11% of pupils have additional learning needs. This is lower than the average for Wales.

The executive headteacher was appointed to the post in September 2014 and the school was last inspected in January 2010.

The individual school budget per pupil for Ysgol Gynradd Llanbrynmair in 2014-2015 is £4,044. The maximum per pupil in primary schools in Powys is £13,848 and the minimum is £3,007. Ysgol Llanbrynmair is in 28th place of the 86 primary schools in Powys in terms of the 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:

- most pupils' language and mathematics skills are good
- nearly all pupils give of their best in lessons and make good progress in their learning
- standards of behaviour are very good and pupils show respect and care towards each other
- teaching is consistently good
- there is a wide range of interesting learning experiences that meet learners' needs successfully
- the school is a caring community in which a high priority is placed on pupils' wellbeing
- there is good provision for pupils who have additional learning needs
- there is an inclusive ethos, ensuring that all pupils have equal rights and full access to the curriculum

Prospects for improvement

The school's prospects for improvement are good because:

- leaders have clear aims and objectives in order to move the school forward and put improvements in place
- the headteacher prioritises effectively in order to maintain the school's strategic direction in the federation
- governors act suitably as critical friends and provide an appropriate level of challenge for the school
- the self-evaluation procedure is thorough and is embedded firmly in the work of the school
- it has a range of partnerships that have a positive effect on pupils' wellbeing and attainment
- the school provides good value for money

Recommendations

- R1 Ensure that the quality of pupils' presentation of work and handwriting is consistently good across the school
- R2 Ensure consistency in standards of numeracy across the curriculum in key stage 2
- R3 Raise the percentage of pupils who achieve the higher outcomes and attainment levels
- R4 Develop further a long-term strategy for the federation

What happens next?

The school will produce an action plan that shows how it will address the recommendations.

Main findings

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

In general, pupils start school with similar standards to those expected for pupils of a similar age. During their time at the school, nearly all pupils make good progress in their learning.

Across the school, pupils make good progress in their literacy skills in Welsh. Nearly all pupils use the Welsh language fluently and effectively in the classroom. They listen carefully to presentations and instructions from adults.

In the Foundation Phase, the majority of pupils use good vocabulary in their oral language. They express their feelings and recall their previous learning effectively. Most read their own work and their reading books to a standard that is appropriate to their age and ability. Most develop their ability to form letters and are beginning to punctuate sentences correctly. By the end of the Foundation Phase, nearly all pupils are able to write sensible sentences for various purposes, and show a good grasp of basic punctuation. The more able pupils are able to write in a polished way and use a wider range of punctuation and vocabulary. However, the quality of pupils' handwriting and presentation of work is not consistently good.

Nearly all pupils in key stage 2 discuss their work confidently and most are able to express an opinion in a mature way. Almost all pupils read aloud meaningfully in Welsh and English. Many read at home for pleasure, and discuss their favourite books and authors in detail. Most are able to write appropriately for a wide range of purposes in both languages. They punctuate accurately and arrange their work into paragraphs. Although many pupils produce handwriting that flows and is legible, the quality of pupils' handwriting and presentation of work is not consistently good.

In the Foundation Phase, most pupils show a firm grasp of mathematical facts and use this knowledge effectively to solve number problems in their activities. They handle different measurements and use mathematical vocabulary correctly to discuss their work. Most pupils collect, analyse and present information in the form of graphs effectively.

In key stage 2, most pupils have a good understanding of mathematical strategies. They apply their skills in measuring, shape and data handling tasks with good accuracy. They collect information in a variety of ways and present their conclusions accurately in the form of different tables and graphs, for example pie charts in Year 6. Most pupils make good use of their numeracy skills in science. However, they do not apply their numeracy skills consistently in other areas across the curriculum.

Pupils with additional learning needs make good progress, but pupils of higher ability do not always achieve as well as they could.

Across the school, most pupils use information and communication technology (ICT) equipment and programs very skilfully for various purposes.

Small numbers of pupils in each year group have a significant effect on the school's overall performance in assessments at the end of the Foundation Phase and key stage 2 in comparison with national benchmarks from one year to the next.

In the Foundation Phase, over the last three years in comparison with similar schools, the school's performance at the expected outcome 5 varied, moving the school between the top 25% and the bottom 25% in literacy skills and mathematical development. Pupils' performance at the higher than expected outcome, namely outcome 6, in literacy skills has varied, moving the school between the top 25% and the bottom 25%, and between the top 25% and the upper 50% in mathematical skills. Girls have tended to perform better than boys at the higher outcome in literacy skills and boys have performed better in mathematical skills over the last three years.

In key stage 2, over the last four years in comparison with similar schools, performance at the expected level 4 has placed the school consistently in the top 25% in the core subjects. Over the same period, the percentage of pupils who achieved the higher level, namely level 5, in English and mathematical skills has placed the school in the bottom 25% fairly consistently. In Welsh, the performance has varied, moving the school from the top 25% to the bottom 25% of similar schools.

There is no consistent trend of differences in performance between boys and girls from one year to the next. A few of the pupils who are eligible for free school meals perform as well as the remainder of the cohort.

Wellbeing: Good

Nearly all pupils enjoy coming to school and participate conscientiously and enthusiastically in lessons.

The standard of pupils' behaviour across the school is high and they are courteous and welcoming towards visitors. Pupils show respect for others in lessons and during playtimes. For example, older pupils support the younger ones effectively through the activities of the Criw Clên.

Almost all pupils feel safe at the school and know to whom to turn for advice or to discuss any concern that they have. All pupils understand the importance of taking regular physical exercise in order to keep healthy. Pupils have a positive attitude to eating and drinking healthily.

The pupils' voice receives good attention, and the school responds positively to their ideas through the school council and the eco council. Members have a regular opportunity to express an opinion, develop ideas and discuss in a mature and open manner when contributing to decisions about the school.

By taking part and contributing to a range of social events and activities, pupils have a strong awareness of their area and the world of work. A good example of this is pupils' enthusiastic contribution to the farmers' market.

Attendance levels have risen consistently over the last three years. In comparison with similar schools on the basis of the percentage who are eligible for free school meals, pupils' attendance has placed the school in the top 25% during the last year. Nearly all pupils arrive at school punctually.

Key Question 2: How good is provision?

Good

Learning experiences: Good

Through thorough weekly and termly planning, the school provides a wide range of learning experiences that gain the interest and curiosity of pupils from the whole range of age and ability. These experiences cover the requirements of the Foundation Phase and the National Curriculum fully and build systematically on pupils' learning experiences and current skills.

The national Literacy and Numeracy Framework has been embedded well in the plans. Planning for developing literacy skills across all areas of the curriculum is detailed and provides valuable opportunities for pupils to develop as independent learners. However, there is a need to plan more purposefully for developing numeracy skills further across the curriculum.

The Welsh language is very visible in the school environment and there is a strong emphasis in the curriculum on promoting pupils' understanding of the cultural, environmental and historical features of Wales. Good examples are the stimulating experiences that pupils have had in collaborating with local authors and artists on different projects.

The school has effective provision for teaching about global development and sustainability. Pupils' knowledge of foreign countries and issues, such as in Tanzania, is expanded further through activities to provide support for a child. The school promotes environmental matters, such as recycling and sustainability, effectively.

Teaching: Good

The close working relationship between staff and pupils creates an active and supportive ethos that promotes effective learning. Teachers and assistants have sound subject knowledge and they use a wide range of strategies to inspire and challenge pupils. However, activities do not always provide enough challenge for more able pupils.

The practice of sharing lesson aims and success criteria with pupils leads to clear expectations and productive working. Regular opportunities that exist for pupils to take responsibility for their work, along with the regular use of the Welsh language by teachers during sessions, are strong features of the teaching. These practices contribute significantly towards each pupil's personal and educational development.

The school's assessment and recording arrangements are comprehensive and enable teachers to monitor and track each pupil's progress regularly and effectively. Pupils' work is marked regularly and feedback gives them clear guidance on what

they need to do next to improve. The practice of setting individual targets for pupils, in addition to the encouragement they receive to set their own targets, leads to good progress in learning and motivation.

Written annual reports for parents and regular meetings with staff ensure that parents have appropriate information about their child's progress.

Care, support and guidance: Good

The school promotes pupils' health and wellbeing well and makes appropriate arrangements for promoting eating and drinking healthily. Teachers provide valuable opportunities to promote pupils' spiritual, moral, social and cultural development. In addition, regular opportunities are given for pupils to understand the importance of caring for those who are less fortunate than themselves.

The school provides very good individual support on pupils' educational, social and personal issues. It co-operates very closely with external agencies, ensuring that pupils benefit from the relevant support that is available.

The school has comprehensive arrangements for supporting pupils who have additional learning needs which comply with the Code of Practice. Teachers use a comprehensive range of sources to identify pupils' needs at an early stage and ensure beneficial provision for them. Individual educational plans are produced and reviewed effectively in co-operation with pupils and their parents.

The school's arrangements for safeguarding pupils meet requirements and are not a cause for concern.

Learning environment: Good

The school is an inclusive, caring and happy community, which celebrates diversity and appreciates each learner. It ensures equal opportunity in all activities for each pupil. It has a positive learning environment that contributes effectively to supporting learning and teaching.

There is a wide range of suitable equipment and resources that is used purposefully by teachers to promote and enrich pupils' learning experiences.

The school meets all the learners' requirements. There is a variety of displays throughout the school that contribute significantly to the ethos and stimulate the children. There is enough room in the rooms and the building is maintained well. The playground is of a suitable size and the school has access to a sports field. The area outside the Foundation Phase is used imaginatively to provide an interesting and exciting learning environment.

The community hall is used effectively for the breakfast club, lunchtimes and physical education activities.

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

The new executive headteacher's firm and purposeful leadership has instigated a number of significant developments at the school, especially those in outcomes, teaching and assessment. He has high expectations and conveys these successfully to staff and governors.

He is supported well by the assistant headteacher and there is a strong sense of team work at the school. All members of staff are included in discussions and decisions regularly. The detailed monitoring arrangements include all members of staff, ensure appropriate consistency in the quality of teaching across the school and ensure that the school's priorities are implemented effectively.

The school pays appropriate attention to national and local priorities, including planning to raise standards of literacy and numeracy across the school, and putting assessment for learning strategies in place.

Governors are very supportive of the life and work of the school. They are very experienced and have a sound understanding of the school's strengths and the areas that need to be improved. They analyse a range of performance data appropriately and are prepared to challenge the school to drive specific improvements. The school and the governing body are in the process of developing further a long-term strategy for the federation.

Governors understand and fulfil their statutory responsibilities conscientiously.

Improving quality: Good

Self-evaluation has been established successfully in the school's procedures and it ensures that teachers and governors have an active role in the process. The outcomes of self-evaluation are based on a wide range of direct evidence, and include lesson observations, scrutinising pupils' work, subject monitoring reports and the views of pupils, parents and governors. In addition, the school makes purposeful use of performance data in order to look in more detail at the comparative attainments of specific groups of pupils, for example through comparing the performance of girls and boys. As a result, the headteacher and staff have a sound understanding of the school's strengths and areas that need to be improved.

Although a little descriptive in parts, the self-evaluation report gives an honest picture of the school's strengths, along with aspects that need to be improved. These have been embedded firmly in the priorities in the school development plan. The plan includes measurable targets and earmarks specific sums of funding to address the priorities. Through staff discussions and regular monitoring, the effect of the development plan on standards and provision is evaluated regularly. The thorough evaluation in the previous improvement plan informs the current improvement plan successfully.

The school is able to show that self-evaluation has led to visible improvements in standards and provision. For example, standards in extended writing in Welsh have improved since September.

Partnership working: Good

The school co-operates effectively with a range of partners in order to support pupils' wellbeing and achievement. The partnership with parents is strong. Parents feel that they are welcome at the school, and that their views are appreciated. The parents association is very supportive through activities to raise money and support projects, such as art work at the school.

The school has a beneficial relationship with the local nursery group. The arrangement for the children at the group to integrate into the school helps them to settle well in the Foundation Phase. There are strong links and effective transition arrangements between the school and the secondary schools, and there is a variety of purposeful transition activities for pupils.

The school has co-operated purposefully with schools in the cluster, the secondary school and schools in the federation to standardise and moderate pupils' work. These processes help teachers to understand better the expected standards at the end of key stages.

A strong partnership exists with the local community. Pupils' contribution towards community activities, such as the Farmers' Market and the local Eisteddfod, along with the number of visitors who come to the school, expand and enrich learning experiences. Through this, the school promotes pupils' sense of the importance of community and their pride in their local area successfully.

Resource management: Good

The school's financial and staffing resources are managed effectively to support the work of raising standards. There is an appropriate number of teachers and learning assistants at the school and they are deployed appropriately in line with need. Good use is made of the expertise of each one and the sense of a team is a strong feature of the school's work.

Thorough performance management arrangements contribute to improvements in teaching and learning and provide valuable opportunities to promote staff's professional development through a comprehensive training programme. These have had a positive effect on standards of writing and numeracy across the curriculum.

Teachers make purposeful use of their planning, preparation and assessment time to work jointly, and arrangements are managed effectively. Assistants provide good support for teachers by co-operating on plans that have a positive influence on pupils' attainment.

Professional networks with other schools are leading to improvements in standards of pupils' skills across the school.

Governors monitor expenditure and the effect of funding thoroughly and money is allocated appropriately for the school's priorities within the development plan. The pupil deprivation grant is used purposefully to raise standards of literacy and numeracy.

Considering the school's performance and pupils' achievement, the school provides good value for money.

Appendix 1: Commentary on performance data

6662019 - Ysgol Llanbrynmair

Number of pupils on roll	48
Pupils eligible for free school meals (FSM) - 3 year average	5.4
FSM band	1 (FSM<=8%)

Foundation Phase

	2012	2013	2014
Number of pupils in Year 2 cohort	7	6	7
Achieving the Foundation Phase indicator (FPI) (%)	100.0	83.3	100.0
Benchmark quartile	1	3	1
Language, literacy and communication skills - English (LCE)			
Number of pupils in cohort	*	*	*
Achieving outcome 5+ (%)	*	*	*
Benchmark quartile	*	*	*
Achieving outcome 6+ (%)	*	*	*
Benchmark quartile	*	*	*
Language, literacy and communication skills - Welsh (LCW)			
Number of pupils in cohort	7	6	7
Achieving outcome 5+ (%)	100.0	83.3	100.0
Benchmark quartile	1	4	1
Achieving outcome 6+ (%)	71.4	16.7	57.1
Benchmark quartile	1	4	1
Mathematical development (MDT)			
Number of pupils in cohort	7	6	7
Achieving outcome 5+ (%)	100.0	83.3	100.0
Benchmark quartile	1	4	1
Achieving outcome 6+ (%)	28.6	50.0	42.9
Benchmark quartile	2	1	2
Personal and social development, wellbeing and cultural diversity (PSD)			
Number of pupils in cohort	7	6	7
Achieving outcome 5+ (%)	100.0	83.3	100.0
Benchmark quartile	1	4	1
Achieving outcome 6+ (%)	100.0	50.0	100.0
Benchmark quartile	1	3	1

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.

There are many very small cohorts in many of the years of performance data for key stage 2 for this school. In such a case, we do not include a performance data table.

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 the questionnaire for learners

Primary survey (all pupils)

Denotes the benchmark – this is a total of all responses to date since September 2010.

	Number of responses Nifer o ymatebion	Agree Cytuno	Disagree Anghytuno	
I feel safe in my school.	26	26 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	26	26 100%	0 0%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	26	26 100%	0 0%	Rwy'n gwybod pwy i siarad ag ef/â hi os ydw I'n poeni neu'n gofidio.
		97%	3%	
The school teaches me how to keep healthy	26	26 100%	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.	26	26 100%	0 0%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	26	26 100%	0 0%	Rwy'n gwneud yn dda yn yr ysgol.
		96%	4%	
The teachers and other adults in the school help me to learn and make progress.	26	26 100%	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.	26	26 100%	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.	26	26 100%	0 0%	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.	26	26 100%	0 0%	Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
		95%	5%	
Other children behave well and I can get my work done.	26	26 100%	0 0%	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	26	26 100%	0 0%	Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
		84%	16%	

Response to the parent questionnaire

Denotes the benchmark – this is a total of all responses to date 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.	28	23 82%	5 18%	0 0%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	29	24 83%	5 17%	0 0%	0 0%	0	Mae fy mhentyn yn hoffi'r ysgol hon.
		73%	25%	1%	0%		
My child was helped to settle in well when he or she started at the school.	29	28 97%	1 3%	0 0%	0 0%	0	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		72%	25%	1%	0%		
My child is making good progress at school.	29	19 66%	10 34%	0 0%	0 0%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	29	20 69%	8 28%	1 3%	0 0%	0	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	45%	4%	1%		
Teaching is good.	29	21 72%	8 28%	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.	29	25 86%	4 14%	0 0%	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.	29	18 62%	9 31%	0 0%	0 0%	2	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.	29	25 86%	3 10%	1 3%	0 0%	0	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		58%	33%	3%	1%		
My child is encouraged to be healthy and to take regular exercise.	29	20 69%	9 31%	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.	29	24 83%	5 17%	0 0%	0 0%	0	Mae fy mhentyn yn ddiogel yn yr ysgol.
		66%	31%	1%	0%		
My child receives appropriate additional support in relation to any particular individual needs.	26	15 58%	8 31%	0 0%	0 0%	3	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		50%	34%	4%	1%		
I am kept well informed about my child's progress.	28	19 68%	9 32%	0 0%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		49%	40%	8%	2%		

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
I feel comfortable about approaching the school with questions, suggestions or a problem.	29	23 79%	5 17%	1 3%	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.	29	20 69%	7 24%	1 3%	0 0%	1	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		45%	39%	7%	2%		
The school helps my child to become more mature and take on responsibility.	29	21 72%	8 28%	0 0%	0 0%	0	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		56%	38%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	28	16 57%	6 21%	1 4%	0 0%	5	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		42%	33%	4%	1%		
There is a good range of activities including trips or visits.	29	21 72%	8 28%	0 0%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		54%	38%	5%	1%		
The school is well run.	29	23 79%	5 17%	0 0%	0 0%	1	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	32%	3%	1%		

Appendix 3

The inspection team

David Evans	Reporting Inspector
Glenn Evans	Team Inspector
Meleri Cray	Lay Inspector
Aled Lloyd	Peer Inspector
Nigel Hughes	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
- 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.