



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

**Ysgol Llanfarian
Llanfarian
Aberystwyth
Ceredigion
SY23 4DA**

Date of inspection: June 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 Gynradd Llanfarian is situated in the village of Llanfarian in Ceredigion. It serves the village and the surrounding area. It provides education for pupils between 4 and 11 years old.

Currently, there are 55 pupils on roll and they are divided between two mixed-age classes. Twenty-two per cent (22%) of pupils are eligible for free school meals, which is slightly higher than the average for Wales. Fifty-seven per cent (57%) of pupils come from homes in which English is the main language spoken. Very few pupils are from an ethnic minority background. The school notes that 17% of pupils have additional learning needs. This is below the average for Wales.

The headteacher was appointed in September 2012. The school was last inspected in May 2009. The headteacher has a significant teaching responsibility.

The individual school budget per pupil for Ysgol Gynradd Llanfarian in 2014-2015 is £3,251. The maximum per pupil in primary schools in Ceredigion is £8,697 and the minimum is £3,038. Ysgol Gynradd Llanfarian is in 44th place of the 51 primary schools in Ceredigion in terms of the school budget per pupil.

Summary

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

Current performance

The school's current performance is adequate because:

- Many pupils make appropriate progress from their starting points
- Pupils develop their numeracy skills well
- Many pupils' thinking skills are developing appropriately
- Pupils behave politely
- The school is a caring community and pupils feel safe
- Pupils develop their social skills effectively by contributing to a range of activities in the local community

However:

- Many pupils throughout the school do not use Welsh naturally when conversing with each other
- Pupils' ability to write at length in Welsh and English across the curriculum is not developing sufficiently
- More able pupils do not always achieve as well as they could
- Teachers' comments on pupils' work do not always help them improve
- Procedures for supporting pupils with additional learning needs are not recorded clearly enough

Prospects for improvement

The school's prospects for improvement are adequate because:

- The headteacher has a suitable understanding of the school's needs
- The headteacher succeeds in sharing her vision and the school's overall objectives with the staff
- The headteacher has identified the main aspects that need to be improved and there are appropriate priorities in place to achieve them
- The school has recently restructured the staff's responsibilities, and individuals have appropriate responsibilities and job descriptions

However:

- The self-evaluation procedure is not embedded sufficiently in the school
- The governing body does not act strategically enough or hold the school to account for its performance
- Many of the priorities in development plans are not implemented effectively enough

Recommendations

- R1 Raise pupils' oral standards in Welsh, and key stage 2 pupils' standards of extended writing in both languages, across the curriculum
- R2 Provide appropriate tasks to stretch more able pupils
- R3 Ensure better consistency in the comments on pupils' work to enable them to understand better what they need to do in order to improve
- R4 Ensure that procedures for supporting pupils with additional learning needs are recorded clearly and identify their progress
- R5 Develop the governors' role as critical friends in order to enable them to hold the school to account effectively
- R6 Implement the structure for self-evaluation regularly and thoroughly

What happens next?

The school will produce an action plan that shows how it will address the recommendations. Estyn will monitor the school's progress.

Main findings

Key Question 1: How good are outcomes?

Adequate

Standards: Adequate

Pupils' skills vary on entry to the school, but many pupils' linguistic standards are lower than their standards in the other skills. During their time at the school, many pupils make appropriate progress from their starting points.

Most pupils' oral skills develop appropriately. They listen carefully to teachers and offer sensible responses to questions. However, many pupils throughout the school do not use Welsh naturally when conversing with each other in classes or outside lessons.

Most pupils make appropriate progress in their reading skills in Welsh and English. However, although many pupils have an interest in books, the majority do not have a sound understanding of the text they are reading, and they cannot always predict or discuss characters purposefully.

In the Foundation Phase and in key stage 2, many pupils make appropriate progress in their ability to write. In the Foundation Phase, they form a range of sentences and use punctuation appropriately. In key stage 2, pupils continue to make appropriate progress. However, their ability to write creatively in Welsh and English is not developing appropriately. The standard of many pupils' spelling and presentation of work varies across the school. Many pupils' ability to apply their writing skills in work across the curriculum is limited.

In the Foundation Phase, many pupils develop their numeracy skills well and apply these skills effectively in different subjects across the curriculum. Most pupils in key stage 2 use their mathematical skills successfully in other subjects, such as history, design and technology, and science.

More able pupils do not always achieve as well as they could. Many pupils' thinking skills are developing appropriately. Pupils with additional learning needs make suitable progress.

Low pupil numbers mean that comparing the school's overall performance with national benchmarks in assessments at the end of the Foundation Phase and key stage 2 is not reliable.

In the Foundation Phase, over the last three years in comparison with similar schools, the school has varied in its performance at the expected outcome 5, moving 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, has varied, moving the school between the lower 50% and bottom 25% in literacy skills during the same period, and between the top 25% and the bottom 25% in mathematical development.

In key stage 2 over the last four years, pupils' performance at the expected level 4 has placed the school fairly consistently in the top 25% in English and Welsh in comparison with similar schools, and varied between the top 25% and the bottom 25% in mathematics. Over the same period, the percentage of pupils that achieved the higher level, namely level 5, in English and science skills, has varied, moving the school between the top 25% and the upper 50%, and between the top 25% and bottom 25% in Welsh and mathematics.

There is no specific pattern of difference between boys' outcomes in comparison with girls over a period of three years. As the numbers are so low, it is not possible to compare the performance of pupils who are eligible for free school meals with that of the remainder of the cohort in the Foundation Phase or key stage 2 over the last three years.

Wellbeing: Adequate

Pupils feel safe at school and know that they can turn to members of staff and friends for support when needed. Nearly all pupils are aware of the importance of eating and drinking healthily, and they have a positive attitude towards physical activities.

Most pupils behave well in lessons and outside the classroom. They treat each other and others with care and respect. For example, the school's older pupils take good care of younger pupils on the playground.

Many pupils show an interest and strong motivation in their work. However, pupils do not always possess the necessary skills to set and monitor their own targets in order to move forward successfully to the next stage in their learning.

Members of the school council and eco committee express their opinion and make decisions confidently in order to improve different aspects of school life. For example, they are given an opportunity to choose the theme for the summer fair. Pupils organise activities regularly to raise money for good causes of their choice. This raises their awareness of those who are less fortunate than themselves.

Pupils develop their social skills effectively by contributing to a wide range of activities in their local community; for example, they contribute well to activities in the Llanfarian Show and the St David's Day Parade.

Although they are beginning to improve, in comparison with similar schools, the school's attendance rates have been below average over the last two years. Nearly all pupils arrive at school punctually.

Key Question 2: How good is provision?

Adequate

Learning experiences: Adequate

The school provides appropriately to meet the requirements of the Foundation Phase, the National Curriculum and religious education. The wide range of visits that pupils attend outside the school, the opportunities for them to question visitors to the school and the other extra-curricular activities that are provided enrich and extend their learning experiences effectively.

The school is in the process of adapting its schemes of work to meet the requirements of the Literacy and Numeracy Framework in full. It provides appropriate opportunities for pupils to use their numeracy skills across the other subjects. However, it has not yet offered enough regular opportunities for pupils to develop and apply their creative and extended writing skills across the curriculum.

A Welsh ethos exists within the school and leaders have focused fairly effectively on improving provision for Welsh recently. This is beginning to have a positive effect on pupils' standards. However, staff do not always encourage pupils enough to speak Welsh outside the classroom. The school provides varied and appropriate activities to promote pupils' understanding of Welsh history and culture, for example by encouraging them to take part in local and national eisteddfodau and contribute successfully to the Urdd's work.

The range of activities, which include recycling and gardening activities, promote pupils' understanding of sustainability effectively. Provision for global citizenship is good and there are effective links with foreign countries, which raise pupils' awareness of differences in the ways of life of people in different countries.

Teaching: Adequate

Teachers have good knowledge of subjects and areas of learning. They plan appropriately and use various teaching methods to ensure effective learning experiences for pupils. Teachers and support staff work together appropriately to create an industrious learning ethos.

In many lessons, teachers share objectives and aims appropriately and arrange activities that ensure that pupils work productively. They discuss success criteria with pupils and use suitable questioning methods to support pupils' thinking. Teachers use praise and encouragement successfully to ensure suitable behaviour during the sessions.

In the few less effective lessons, teachers do not always have high enough expectations and there is not enough challenge for pupils, particularly those who are more able. In these lessons, the pace is slow and tasks are not always suitable enough to meet different pupils' needs. Overuse of worksheets hinders pupils from developing their extended writing skills.

The school has a suitable tracking procedure that is still being developed. Pupils' written work is marked regularly. However, feedback does not always help pupils to improve their work and move to the next stage. Opportunities for pupils to review the work of their peers are inconsistent and the process of setting and monitoring targets for them has not been embedded throughout the school.

Reports to parents meet the requirements. They are clear and offer opportunities for parents to respond to the comments.

Care, support and guidance: Adequate

The school is a happy and caring community. It has appropriate policies and arrangements for promoting healthy eating and drinking. Pupils are encouraged to take part in all aspects of school life and the wider community. The school promotes pupils' spiritual, moral, social and cultural development well in collective worship sessions and during lessons.

The school works effectively with external agencies to ensure specialist guidance, assistance and support for pupils when necessary. It is implementing appropriate plans to improve attendance and the steps are beginning to have a positive effect on pupils' attendance.

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

Pupils with additional learning needs have full access to all areas of the curriculum. The school identifies their needs at an early stage and there are up-to-date individual education plans for each pupil on the register. Procedures for supporting them are not recorded clearly enough, nor do they identify progress against their targets specifically enough. However, provision for these pupils ensures that they make appropriate progress in their learning.

Learning environment: Good

A friendly and familial ethos exists within the school, and pupils feel happy and safe. Good policies and procedures ensure equal opportunities for all pupils. The school promotes positive attitudes towards equality and diversity by collecting for different charities. Pupils are encouraged well to respect and care for their environment.

There are colourful and stimulating displays in the classrooms and they celebrate children's achievements effectively. The school is situated on a pleasant site and good use is made of the site and the surrounding area. The garden is used purposefully to promote pupils' understanding of nature. There are enough resources of suitable quality in the school and they meet pupils' needs appropriately.

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

The headteacher has a suitable understanding of the school's needs and succeeds in sharing her vision, along with the school's overall objectives, which focus suitably on improving pupils' standards and wellbeing, with the staff. She recognises the main aspects that need to be improved and there are appropriate priorities in place in order to achieve them. The school has restructured staff's responsibilities recently, and individuals have appropriate responsibilities and clear job descriptions. The recent strategies and arrangements, which focus on raising standards and improving aspects of provision, are sensible. However, they have not yet had enough time to become established and have a full effect.

Staff meetings are held regularly and give increasing attention to raising standards and discussing the school's priorities. However, they do not always focus clearly enough on evaluating pupils' progress or on the effect of new strategies.

Governors are supportive of the school and receive regular reports from the headteacher on appropriate issues. However, they do not have a detailed awareness of the school's performance in relation to similar schools, and they do not challenge the school about its performance or contribute effectively to strategic leadership.

The school gives due attention to local and national priorities. The Foundation Phase has been established firmly and the work of incorporating the Literacy and Numeracy Framework is developing appropriately. Raising standards in literacy and numeracy is an integral part of the improvement plan.

Improving quality: Unsatisfactory

The school's self-evaluation document, although comprehensive, creates an overly positive picture of the school. There is a lack of direct and robust evidence to support most of the judgements contained in it.

There is little evidence that a strong culture of self-evaluation has existed in the school since the last inspection. However, recently, with the support of the challenge advisor, leaders have begun to establish self-evaluation procedures that make appropriate use of pupils' attainment data and external monitoring reports.

The school has an appropriate awareness of the main priorities for improvement. However, as yet, it does not have a clear enough picture of all of the areas for improvement, as internal monitoring arrangements are not implemented rigorously enough. Staff and governors contribute little to the self-evaluation process.

The school's current improvement plan includes suitable priorities in order to ensure improvement. However, although the plan includes quantitative targets, activities do not focus enough on the success criteria, and this limits the school's ability to measure progress.

Leaders have not considered the outcomes of the school's previous improvement plan in enough detail when setting the priorities in the current plan. As a result, priorities are not clear enough to ensure progress.

Partnership working: Good

The school works successfully with a number of partners, including parents, other schools and the community. These partnerships have a positive effect on pupils' standards and wellbeing.

The relationship with parents is strong and they are supportive of the school's work. They raise money regularly to buy various resources to support learning. For example, they have ensured that the Foundation Phase pupils have an attractive outdoor area, and this supports their learning experiences. Parents also run a

successful gardening club, and pupils plant, grow and sell herbs and vegetables throughout the year. This promotes their entrepreneurial skills and develops their numeracy skills effectively.

Good transition arrangements exist with the nearby nursery school to ensure that new pupils settle quickly on entry to the reception class. Transition arrangements for pupils moving to the secondary school are effective and prepare them well for the next stage in their education. The school works well with other schools in the cluster in order to standardise and moderate pupils' work. It ensures that teachers have an appropriate understanding in terms of levelling pupils' work.

A strong partnership exists between the school and the local community. For example, pupils visit the local churches regularly, and local ministers lead school assemblies regularly. Another example is the way in which pupils in the Foundation Phase have learnt about the world of work following a visit from a member of the community who is a nurse. These experiences help pupils appreciate the importance of being a part of their local community.

Resource management: Adequate

The school has an appropriate level of qualified teachers and learning assistants to deliver the curriculum. However, the headteacher has little regular time to address leadership and strategic issues.

Teachers make suitable use of their planning, preparation and assessment time and the headteacher manages the arrangements appropriately. There are suitable arrangements in place for managing the performance of teachers and learning assistants. This process is based on the professional needs of individuals and the school's priorities. Currently, the school is not part of any professional learning communities with other schools.

Leaders manage financial resources appropriately. The Pupil Deprivation Grant has an appropriate impact on the standards of pupils who are eligible for free school meals.

Considering pupils' outcomes, the school provides adequate value for money.

Appendix 1: Commentary on performance data

6672308 - YSGOL GYMUNEDOL LLANFARIAN

Number of pupils on roll	53
Pupils eligible for free school meals (FSM) - 3 year average	2.4
FSM band	1 (FSM<=8%)

Foundation Phase

	2012	2013	2014
Number of pupils in Year 2 cohort	5	9	6
Achieving the Foundation Phase indicator (FPI) (%)	80.0	100.0	66.7
Benchmark quartile	3	1	4
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	5	9	6
Achieving outcome 5+ (%)	80.0	100.0	66.7
Benchmark quartile	3	1	4
Achieving outcome 6+ (%)	0.0	22.2	0.0
Benchmark quartile	4	3	4
Mathematical development (MDT)			
Number of pupils in cohort	5	9	6
Achieving outcome 5+ (%)	100.0	100.0	83.3
Benchmark quartile	1	1	4
Achieving outcome 6+ (%)	40.0	22.2	16.7
Benchmark quartile	1	3	4
Personal and social development, wellbeing and cultural diversity (PSD)			
Number of pupils in cohort	5	9	6
Achieving outcome 5+ (%)	100.0	100.0	83.3
Benchmark quartile	1	1	4
Achieving outcome 6+ (%)	60.0	44.4	66.7
Benchmark quartile	1	3	2

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 cases, we do not include a table of performance data.

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 learner questionnaires

Denotes the benchmark – this is the 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.	29	29 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	29	29 100%	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.	29	29 100%	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	29	29 100%	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.	29	29 100%	0 0%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	29	29 100%	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.	29	29 100%	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.	29	29 100%	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.	29	29 100%	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.	29	29 100%	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.	29	29 100%	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	29	29 100%	0 0%	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 the 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	22 79%	6 21%	0 0%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	32%	3%	1%		
My child likes this school.	28	23 82%	4 14%	1 4%	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.	28	25 89%	3 11%	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.	28	20 71%	7 25%	0 0%	0 0%	1	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	33%	3%	1%		
Pupils behave well in school.	28	20 71%	6 21%	0 0%	0 0%	2	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		46%	45%	4%	1%		
Teaching is good.	28	22 79%	6 21%	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.	28	24 86%	3 11%	0 0%	0 0%	1	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		64%	33%	1%	0%		
The homework that is given builds well on what my child learns in school.	28	16 57%	9 32%	1 4%	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.	28	17 61%	9 32%	2 7%	0 0%	0	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		58%	33%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	28	19 68%	9 32%	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.	28	22 79%	4 14%	0 0%	0 0%	2	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	18 69%	6 23%	0 0%	0 0%	2	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		50%	34%	4%	1%		
I am kept well informed about my child's progress.	27	14 52%	13 48%	0 0%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		49%	40%	8%	2%		
I feel comfortable about approaching the school with questions, suggestions or a problem.	28	18 64%	9 32%	0 0%	1 4%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		62%	31%	4%	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 understand the school's procedure for dealing with complaints.	28	14 50%	12 43%	0 0%	1 4%	1	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		45%	38%	7%	2%		
The school helps my child to become more mature and take on responsibility.	27	11 41%	14 52%	0 0%	0 0%	2	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.	21	7 33%	13 62%	0 0%	0 0%	1	Mae fy mhlentyn wedi'i barato'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		43%	33%	4%	1%		
There is a good range of activities including trips or visits.	28	12 43%	11 39%	4 14%	0 0%	1	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		54%	38%	5%	1%		
The school is well run.	28	23 82%	4 14%	1 4%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	32%	3%	2%		

Appendix 3

The inspection team

David Gareth Evans	Reporting Inspector
Rhian Jones	Team Inspector
Michaela Leyshon	Lay Inspector
Delyth Wyn Kirkman	Peer Inspector
Helen Davies	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.