



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

**Llandrindod Wells C.I.W School
Trefonnen Lane
Llandrindod Wells
Powys
LD1 5EP**

Date of inspection: Hydref 2013

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

Llandrindod Wells Church in Wales School is located in Llandrindod Wells, Powys. Pupils come from the town and the surrounding rural area.

The school is organised in two language streams, with four classes in both the English-medium and the Welsh-medium streams. About 42% of pupils are in the Welsh-medium classes. Fourteen per cent of pupils come from homes where Welsh is spoken.

There are 196 pupils from three to 11 years of age on roll. Pupils begin school during the term of their fourth birthday. Approximately 27% of pupils are entitled to free school meals, which is similar to the Wales figure. About 30% are on the register of pupils with additional learning needs, including very few with a statement of special educational needs. This is above the average figure for Wales.

The headteacher who had been at the school for a significant number of years retired at the end of the summer term 2013. The new headteacher, previously deputy headteacher at the school, has been appointed on a permanent basis since mid-September.

The individual school budget per pupil for Llandrindod Wells Church in Wales School in 2013-2014 means that the budget is £3,841 per pupil. The maximum per pupil in the primary schools in Powys is £10,978 and the minimum is £3,102. Llandrindod Wells Church in Wales School is 40th out of the 88 primary schools in Powys in terms of its school budget per pupil.

Summary

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

Current performance

The current performance of the school is adequate because:

- many pupils make appropriate progress during their time at the school;
- pupils in key stage 2 currently achieve good standards of work in lessons and in work books;
- standards of literacy in English are generally good;
- standards of literacy in Welsh are good, particularly in key stage 2; and
- the overall quality of teaching is good.

However:

- pupil outcomes in the end of key stage 2 assessments are inconsistent and fell significantly in all subject areas in 2013;
- pupils who are entitled to free school meals consistently perform significantly lower in the end of key stage 2 assessments than the remainder of the cohort;
- standards in Welsh second language, particularly in reading and writing, are not high enough; and
- planning for enhanced learning in the Foundation Phase learning areas is not effective enough.

Prospects for improvement

The prospects for improvement are adequate because:

- the school's leaders have successfully created a positive ethos across the school;
- the senior management team uses the information gathered through self-evaluation purposefully to identify relevant priorities for action;
- the school is developing a culture of continuous self-improvement; and
- leadership is beginning to have an impact on pupils' outcomes.

However:

- leadership has not had sufficient time to fully impact on the quality of learning and teaching; and
- the senior management team and subject co-ordinators have not yet had sufficient opportunities to work with other staff in order to lead their subjects effectively.

Recommendations

- A1 Raise standards of achievement across the school, with particular attention to pupils who are entitled to free school meals
- A2 Improve standards of Welsh second language and provide more opportunities for pupils to develop their ability and confidence to use Welsh in informal situations
- A3 Ensure that the Foundation Phase provides suitable enhanced learning opportunities for pupils
- A4 Develop the role of the senior management team as strategic leaders with a clear focus on raising standards
- A5 Develop the strategic role of the governing body

What happens next?

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

Main findings

Key Question 1: How good are outcomes?

Adequate

Standards: Adequate

Pupils' standards on entry to the school vary greatly, and a few start school with levels of skills below those normally expected for their age, especially in language, literacy and communication. Many pupils make appropriate progress by the end of key stage 2.

Pupils throughout key stage 2 currently achieve good standards of work in lessons and in work books. This shows a clear improvement on previous years' pupil outcomes. A minority of pupils across the Foundation Phase make appropriate progress in most learning areas. However, the standards of the majority of pupils in the Foundation Phase fall below expectations in learning sessions.

Standards of literacy in English are generally good. Most pupils contribute well in classroom discussions with an increasingly effective use of general and subject specific vocabulary. They read well in line with age and ability and create increasingly extended pieces of writing in a good range of subjects across the curriculum.

By the end of key stage 2, standards of literacy in Welsh are appropriate. Pupils contribute enthusiastically in classroom talk, read appropriately and write well in a good range of styles across the curriculum. However, in the Foundation Phase, pupils' speaking skills develop slowly, reading skills at the end of the phase have not been developed enough and writing is limited in range, length and styles.

By the end of key stage 2, the numeracy skills of most pupils develop well. They have an appropriate knowledge of number facts and a good understanding of mathematical concepts, which they show both in oral and written work. They use these skills effectively to solve problems in a logical way. Most pupils are beginning to use their numeracy skills at an appropriate level to support work in a range of subject areas.

Pupils from English speaking backgrounds in the Welsh-medium stream make good progress in acquiring Welsh, particularly in key stage 2, and converse fluently and confidently with adults and each other in Welsh.

Pupils in the English-medium stream throughout the school make limited progress in Welsh. Many pupils in key stage 2 respond appropriately orally during lessons, and use vocabulary effectively within specific contexts. However, the reading and writing skills of most pupils are under-developed. Very few pupils attempt to use Welsh outside the context of Welsh lessons, or use Welsh incidentally or spontaneously, although a majority respond appropriately when addressed by an adult in Welsh.

Pupils who have additional learning needs generally make appropriate progress towards their targets.

During the past two years, end of Foundation Phase assessment results show an improvement in all learning areas at the expected outcome (outcome 5), but have been below the averages for Wales and the family of schools in the majority of indicators over the two-year period. Results at the higher outcome compare favourably with family and national averages in literacy and communication skills in English, but are below the averages in other learning areas. When compared to similar schools based on the percentage of pupils entitled to free school meals, the school was in the bottom 25% or lower 50% in nearly all learning areas, at the expected and higher outcome over the last two years.

At key stage 2, assessment results at the expected level (level 4 or above) have been inconsistent over the past five years. The school has generally performed above the averages for the family. However, performance has generally been below the national average in the core subject indicator, Welsh and English. Performance in 2013 fell significantly in all subject areas to below family and national averages. In 2013, based on the percentage of pupils entitled to free school meals, the school was placed in the bottom 25% of similar schools in all subject areas except Welsh, which placed it in the lower 50%. The number of pupils performing above the expected level is generally close to family and Wales averages, but fell below in all subject areas except science in 2013.

Apart from in 2011, pupils who are entitled to free school meals consistently perform significantly lower in assessments at the end of key stage 2 assessments than the remainder of the cohort.

Wellbeing: Good

Generally, pupils have positive attitudes to keeping healthy and safe and they understand the importance of healthy eating and drinking and taking exercise. All pupils feel safe and secure in the school.

Punctuality is generally good. Pupil attendance over the three years before 2011-2012 has consistently placed the school in the bottom 25% of similar schools. Attendance in 2011-2012 showed improvement, placing the school in the upper 50% of similar schools. Attendance figures for 2012-2013 show a further small improvement.

Most pupils demonstrate good behaviour and attitudes to learning. They are considerate and courteous and relate well to each other and adults and concentrate well on their tasks during lessons. Very few pupils engage in low level inappropriate behaviour when moving around the school between learning sessions. Over the past two years, pupils have responded very positively to the behaviour strategies developed through the 'Wellbeing Group', which worked to improve behaviour and pupil self-esteem.

Pupils take a role in the school's development through the school council and eco council and they enjoy taking on these responsibilities. School council discussions and actions help form policies and practice. The child protection policy, produced in conjunction with the key stage 2 school councillors, is a good example of this. Most pupils feel that they are able to make suggestions on how to improve the school.

Most pupils' social and life skills are developing well. They show respect, care and concern for others and take responsibility for their actions and their work. Overall, most of the pupils at key stage 2 have the skills needed to improve their own learning, to work with others and to solve problems. They are able to develop their thinking appropriately to move on to the next stage of their learning.

Through community events, such as the local bilingual eisteddfod, and visitors to school, pupils' involvement with the local community is developing well.

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

In the majority of year groups, the school plans effectively for the curriculum. Many teachers develop schemes of work that provide interesting and often stimulating experiences. In many instances, they collaborate well, ensuring consistency in provision for classes of the same age groups. However, in a minority of year groups, there is not enough collaboration between teachers and there is inconsistency in planning and pupils' learning experiences.

Although the provision of activity areas in the Foundation Phase is mostly good, planning for enhancing the provision within those areas is not effective enough. As a result, opportunities for developing pupils' understanding and skills through play activities are limited and pupils' progress is hindered as a result.

The school is making appropriate progress on implementing the Literacy and Numeracy Framework, and this is beginning to influence planning across the school.

Provision to develop pupils' understanding of Welsh culture offers appropriate opportunities to develop pupils' understanding of Welsh artists such as Kyffin Williams and local artist Thomas Jones, and aspects of Welsh history and geography. There are lunchtime and after school clubs which offer worthwhile opportunities for pupils to socialise through the medium of Welsh. However, opportunities for pupils to use incidental Welsh in the day to day life of the school are limited.

Pupils' understanding of sustainability is developing well through activities organised by an enthusiastic eco club. The school offers suitable opportunities for pupils to develop their understanding of global citizenship through their links with an international project, for example learning sessions with a visitor from Greece.

Teaching: Good

Most lessons have clear learning objectives and interesting tasks, which engage nearly all pupils' attention and build well upon their previous learning. Open-ended questions effectively extend pupils' understanding and most lessons move along at a good pace.

Most teachers have good up to date subject knowledge. They plan activities effectively and have clear objectives for taught sessions and other learning

experiences. They use a range of teaching methods and resources that engage pupils and generally help them to achieve. Good working relationships are established, which foster learning and encourage good behaviour. Learning support staff are effective across the school in supporting the learning.

In a very few lessons where the teaching is excellent, teachers engage the pupils very effectively, tailor work very well to pupils' range of abilities and create good productive working relationships. In the very few lessons where shortcomings are evident, lessons are lacking in pace, and teachers do not provide enough challenge for the pupils, or provide enough direction to meet specific pupils' learning needs.

Most teachers use a suitable range of assessment for learning strategies. Pupils' involvement in evaluating their own progress is developing well. Nevertheless, in a few classes, teachers do not use assessment for learning strategies effectively. For example, in a few lessons, teachers do not allow enough time to discuss how well pupils have completed a task, using clear success criteria.

Robust tracking systems for assessment are in place, including careful analysis of performance data. Most staff use this information well to target pupils who need additional support.

The quality of marking and oral feedback has recently improved in most classes and is based on clear learning objectives. This helps pupils to know how well they are doing and what they need to do to improve. Overall, pupils respond well to marking and feedback comments.

Reports to parents are of good quality and meet statutory requirements. Parents also have useful, regular opportunities to discuss the progress of their child in meetings with the class teacher.

Care, support and guidance: Good

The school acts as a caring community with clear impact on pupils' wellbeing. There is a good range of appropriate policies in place for promoting healthy living and pupils' wellbeing and to encourage pupil involvement in their school and the wider community. The school makes appropriate arrangements for promoting healthy eating and drinking.

The school deals effectively with any bullying through a range of strategies that include a strong focus on children's wellbeing. Staff monitor pupils' wellbeing appropriately and act effectively and sensitively in response to concerns. The work of the 'Wellbeing Group' established by the school has had a significant positive and measurable impact on pupils' behaviour. The nurture group offers good support to vulnerable pupils and as a result pupil behaviour has improved significantly

The school is successful in promoting pupils' spiritual, moral, social and cultural development.

The school liaises very well with a good range of specialist agencies for the benefit of pupils. There are clear identification arrangements for pupils with additional learning needs. Individual education plans provide pupils who need additional support with clear targets to improve their learning. .

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

Learning environment: Good

The school is committed to creating a happy, welcoming and supportive ethos that treats all staff and pupils equally. The development and work of the nurture group have ensured positive outcomes for pupils with significant needs. The school's policies, curriculum and practices are effective in ensuring that all pupils receive fair and appropriate treatment. As a result, pupils are developing a good understanding of their responsibility to treat all people with respect.

The school's site and building are generally well utilised for the needs of the pupils. The building provides a good effective learning and teaching environment. However, the outside area is not sufficiently developed to answer the needs of the Foundation Phase curriculum. Display boards provide useful information on the school's activities, as well as examples of pupils' work and achievements.

Pupils have recently contributed to the development of the extensive exterior play area and help manage the area during play time to ensure it is a safe environment. It provides pupils with a good range of activities for play. All areas of the school are clean and well maintained.

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

The new headteacher and acting deputy headteacher have successfully created a very positive ethos across the school. As a result, teachers and other staff feel more valued, collaborate well and are working well as a team to develop a new school vision statement.

The headteacher and acting deputy headteacher work closely to support a range of initiatives to raise standards and to implement changes. This is beginning to have an effect on pupils' standards. The roles of the senior management team and subject co-ordinators in reviewing pupils' learning and the quality of provision are beginning to develop appropriately. However, leaders have not yet had sufficient opportunities to work with other staff in order to lead their subjects effectively.

The governing body receives useful information about performance data. As a result, governors have started to develop a clearer understanding of how the school performs, and what needs to be done in terms of improving standards. However, governors' responsibilities in relation to challenging the school's performance and contributing to strategic processes have not yet been developed sufficiently.

Improving quality: Good

The school is developing a culture of continuous self-improvement. The headteacher has revised monitoring procedures effectively to include lesson observation, scrutiny of books and talking with teachers and pupils. The school has clear systems to monitor the effectiveness of the provision, although these systems do not always focus enough on outcomes for pupils.

Most staff are fully involved in all aspects of self-evaluation in the school. The headteacher consults pupils and parents regularly by means of questionnaires. Staff listen and respond very well to the views of the school council and eco committee. The senior management team use the information gathered through the self-evaluation process purposefully in order to identify relevant priorities for the school development plan.

The outcomes of self-evaluation processes inform priorities effectively in the school development plan. The development plan is a detailed document that includes clear objectives, success criteria and specific outcomes. It includes many measurable targets in relation to pupils' progress and improvements in standards and makes good use of data to identify priorities. However, the leadership of the school does not evaluate progress in implementing previous priorities in enough detail.

Partnership working: Good

The school works successfully with a range of partners to enrich pupils' learning and wellbeing. There are strong links with parents and an open door policy has been effectively implemented. Regular newsletters promote good communication and share information well. The headteacher has been active in organising various initiatives designed to support parents and encourage them to come into the school, for example family literacy and the nurture group. The school holds useful sessions to provide parents with guidance on how they can support their children at home. Parents value the improved communication links.

There are good links with both the English and Welsh medium playgroups. Very effective arrangements are in place for pupils' transition to the local comprehensive schools and this ensures that pupils settle quickly at their new school. The school also undertakes a number of valuable activities with the local family of schools, which include classroom management, standardising and moderating teacher assessments.

The school plays an active role in the local community, for example by supporting and by working closely with vulnerable families. The appointment of the community manager is crucial to the successful partnership of the community and school.

The school liaises well with many external support agencies within the local authority and the Consortium. Senior leaders actively seek support from the local authority and act on any advice given.

Resource management: Adequate

There are a sufficient number of teachers at the school and they have appropriate qualifications for the ages they teach. Teachers are supported effectively by learning support assistants, who give appropriate support to individuals or groups of pupils in lessons.

The school meets the statutory requirements in terms of teachers' workload. There are appropriate arrangements for covering teachers' planning, preparation and assessment time. Appropriate arrangements for performance management are in place and help identify the training needs of the headteacher and teaching staff.

The school is used by a variety of outside groups, which ensure that the school's community focused agenda is met.

The school has made appropriate progress in working with teachers and other schools in the area to improve aspects of provision and standards.

The governing body manages the school's annual budget carefully. The headteacher, governors and finance officer of the local authority monitor the budget effectively.

In view of the standards pupils achieve and quality of provision, the school provides adequate value for money.

Appendix 1

Commentary on performance data

During the past two years, end of Foundation Phase assessment results show an improvement in all learning areas, but are still generally below the averages for Wales and the family of schools. Compared to similar schools based on the percentage of pupils entitled to free school meals, the school remains within the lower 50% or bottom 25% in all learning areas, apart from mathematical development which places it in the top 50%.

The percentage of pupils achieving at the higher than expected outcome fell below the averages for the family of schools and Wales, and when compared to the results of similar schools were in the lower 50% for Welsh literacy and communication and personal and social development. English literacy and communication and mathematical development were in the bottom 25%.

At key stage 2, assessment results at the expected level (level 4 or above) have been inconsistent over the past five years, but are generally below the national average in the core subject indicator, Welsh and English. Performance in mathematics and science is generally above the national average. Over the same period of time, the school has generally performed above the average for the family. Performance in 2013 fell significantly in all subject areas to below family and national averages. In 2013, based on the percentage of pupils entitled to free school meals, the school was placed in the bottom 25% of similar schools in all subject areas except Welsh, which placed it in the lower 50%. In the preceding three years, the school was generally in the upper 50% in most subject areas, apart from English and Welsh which placed it in the lower 50%.

The number of pupils performing above the expected level at key stage 2 is generally close to family and Wales averages, but fell below in all subject areas except science in 2013. Compared to similar schools based on levels of entitlement to free school meals, performance in Welsh and science placed the school in the upper 50%, performance in mathematics placed it in the lower 50%, and performance in English placed it in the bottom 25%. This shows a fall in all subject areas, except science, from the preceding three years.

There is no clear recurring pattern of boys underachieving compared to girls during recent years in either the Foundation Phase or key stage 2.

Apart from in 2011, pupils who are entitled to free school meals consistently perform significantly lower in assessments at the end of key stage 2 assessments than the remainder of the cohort.

Appendix 2

Stakeholder satisfaction report

Responses to learner questionnaires

Primary Survey (All pupils)

Designating 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.	97	94 97%	3 3%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	93	87 94%	6 6%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	96	92 96%	4 4%	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	97	97 100%	0 0%	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
		98%	2%	
There are lots of chances at school for me to get regular exercise.	97	91 94%	6 6%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	92	84 91%	8 9%	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.	97	97 100%	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.	97	94 97%	3 3%	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.	95	85 89%	10 11%	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.	95	91 96%	4 4%	Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
		95%	5%	
Other children behave well and I can get my work done.	86	52 60%	34 40%	Mae plant eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
		78%	22%	
Nearly all children behave well at playtime and lunch time	97	78 80%	19 20%	Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
		84%	16%	

Responses to parent questionnaires

Designating 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.	31	13 42%	17 55%	0 0%	1 3%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	31	19 61%	12 39%	0 0%	0 0%	0	Mae fy mhlentyn yn hoffi'r ysgol hon.
		72%	26%	1%	0%		
My child was helped to settle in well when he or she started at the school.	31	24 77%	7 23%	0 0%	0 0%	0	Cafodd fy mhlentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		72%	26%	1%	0%		
My child is making good progress at school.	31	16 52%	15 48%	0 0%	0 0%	0	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	0%		
Pupils behave well in school.	30	7 23%	18 60%	2 7%	1 3%	2	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	46%	4%	1%		
Teaching is good.	31	17 55%	13 42%	0 0%	0 0%	1	Mae'r addysgu yn dda.
		60%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	31	16 52%	12 39%	0 0%	0 0%	3	Mae'r staff yn disgwyl i fy mhlentyn weithio'n galed ac i wneud ei orau.
		63%	34%	1%	0%		
The homework that is given builds well on what my child learns in school.	31	15 48%	14 45%	0 0%	1 3%	1	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhlentyn yn ei ddysgu yn yr ysgol.
		47%	40%	6%	1%		
Staff treat all children fairly and with respect.	31	14 45%	13 42%	1 3%	0 0%	3	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.	31	16 52%	14 45%	0 0%	0 0%	1	Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		60%	36%	2%	0%		
My child is safe at school.	31	18 58%	12 39%	0 0%	0 0%	1	Mae fy mhlentyn yn ddiogel yn yr ysgol.
		66%	31%	1%	0%		
My child receives appropriate additional support in relation to any particular individual needs'.	30	15 50%	9 30%	1 3%	0 0%	5	Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		50%	35%	4%	1%		
I am kept well informed about my child's progress.	30	13 43%	15 50%	0 0%	1 3%	1	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		49%	41%	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.	31	19 61%	10 32%	2 6%	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.	31	14 45%	11 35%	1 3%	2 6%	3	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.	31	17 55%	12 39%	1 3%	0 0%	1	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		55%	39%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	28	12 43%	9 32%	1 4%	0 0%	6	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		42%	34%	4%	1%		
There is a good range of activities including trips or visits.	31	16 52%	13 42%	0 0%	1 3%	1	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	38%	5%	1%		
The school is well run.	30	15 50%	13 43%	1 3%	1 3%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	32%	3%	1%		

Appendix 3

The inspection team

Terwyn Tomos	Reporting Inspector
Carolyn Jane Thomas	Team Inspector
Glenda Jones	Lay Inspector
Gwenda Easton	Peer Inspector
Jessica Stuart-Lyons	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.