



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

**Llanelwedd C.I.W. School
Llanelwedd
Nr Builth Wells
Powys
LD2 3TY**

Date of inspection: November 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

Llanelwedd Church in Wales Primary School is on the outskirts of Builth Wells in Powys. The catchment area is predominantly rural but a number of pupils attend from the town itself. Numbers of pupils are rising and the school caters currently for 68 pupils aged three to 11 years. There are four mixed-age classes in the mornings and three mixed-age classes in the afternoons. There are two full-time and four part-time teachers.

Around 13% of pupils are entitled to free school meals. This is below the national average. There are very few pupils from ethnic minorities. No pupils come from homes where Welsh is the first language. Twenty-five per cent of pupils have additional learning needs and this is slightly above the average for Wales. No pupil has a statement of special educational need.

The previous inspection was in September 2007 and the current headteacher took up post in September 2010.

The individual school budget per pupil for Llanelwedd Church in Wales Primary School in 2013-2014 means that the budget is £3,727 per pupil. The maximum per pupil in the primary schools in Powys is £10,978 and the minimum is £3,102. Llanelwedd Church in Wales Primary School is 46th 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 school's current performance is adequate because:

- standards of speaking and listening are good;
- behaviour is very good and pupils are polite and courteous;
- levels of attendance compare well with those in similar schools;
- the school provides good quality care, support and guidance for pupils within a family atmosphere; and
- teachers promote Welsh history and culture effectively.

However:

- pupils' ability to apply their literacy and numeracy skills, particularly in writing, across the curriculum is underdeveloped;
- throughout the school, the standards of presentation and handwriting of nearly all pupils are poor;
- afternoon teaching arrangements for all key stage 2 pupils are unsuitable and are having a negative effect on the overall standards achieved across the curriculum; and
- most teachers do not have high enough expectations for pupil achievement.

Prospects for improvement

The school's prospects for improvement are adequate because:

- the headteacher is very committed and hardworking and is a good role model for pupils and staff;
- the school has a clear Christian ethos;
- performance management arrangements are beginning to improve standards in the Foundation Phase;
- a range of close partnerships has a positive effect on pupils' wellbeing; and
- the governing body is very supportive.

However:

- there is insufficient liaison between the Foundation Phase and key stage 2 teachers to ensure progression as pupils move through the school;
- there is no close link between self-evaluation and the school improvement plan, which results in a lack of clear priorities for improvement; and
- the school provides only adequate value for money due to the overall standards pupils achieve.

Recommendations

- R1 Develop pupils' ability to apply their literacy and numeracy skills across the curriculum, particularly in writing
- R2 Improve standards of presentation and handwriting
- R3 Increase teacher expectations for all pupils, particularly those who are more able
- R4 Improve arrangements for teaching key stage 2 pupils in the afternoons
- R5 Use self-evaluation and school improvement planning more effectively to develop clear whole school priorities to raise standards

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

Most pupils in the Foundation Phase listen carefully to their teachers and to each other. They express their ideas and opinions well, for example when they talk about school life. In key stage 2, most pupils continue to develop their speaking and listening skills and are developing a good range of vocabulary and an appreciation of different points of view.

In the Foundation Phase, most pupils enjoy reading. They are beginning to use expression when reading simple texts and they use their phonic skills and picture clues well to decode short, unfamiliar words. The more able can explain why they like particular books. In key stage 2, many pupils are improving the fluency of their reading and the more able use expression well. However, many have a limited range of skills to decode unfamiliar words. Most pupils' higher-order reading skills, such as skimming and scanning to locate specific information in a text, are underdeveloped.

Younger pupils in the Foundation Phase are beginning to write simple words independently using their phonic knowledge well. Pupils in Years 1 and 2 enjoy writing, for example when they write letters to 'Aristotle' to explain why he needs to learn to swim. They express their ideas well using a lively style. In key stage 2, most pupils write for a range of purposes in their work in English. Most pupils' spelling is generally accurate and more able pupils paragraph their work appropriately. However, across the school, most pupils' use of basic punctuation is inconsistent and the presentation and handwriting of nearly all pupils are poor. Pupils' ability to write extended pieces of work across the curriculum is underdeveloped.

Most pupils develop their information and communication technology (ICT) skills well, using a range of applications with increasing competence.

In both key stages, most pupils are developing appropriate mathematical skills and most enjoy mathematics. In the Foundation Phase, most older pupils count confidently in twos, fives and tens. They successfully compare and order two-digit numbers. They are beginning to add and subtract numbers mentally within ten and can double single-digit numbers up to five. Most pupils understand simple measurements and have a good knowledge of shape. They interpret simple information from a block graph accurately. In key stage 2, most pupils, particularly those who are more able, are developing good skills in handling numbers and many have good recall of multiplication tables. They understand simple percentages and can convert these to fractions. They have a good knowledge of reflective and rotational symmetry. However, the problem-solving skills of nearly all pupils across the school are at an early stage of development. In addition, pupils apply only a limited range of numeracy skills to their work in other areas of the curriculum.

Standards in Welsh are improving. In the Foundation Phase, many pupils hold simple conversations confidently using the language patterns learned, with accurate

pronunciation. In key stage 2, many pupils enjoy reading and translating their own independent writing, for example when they write about their own homes. However, many pupils are less confident when answering basic questions about themselves.

The small numbers of pupils in the Year 2 and Year 6 cohorts affects trends in the school's performance data. Trends therefore give only a rough indication of the school's performance over time.

In the Foundation Phase, performance in 2013 at the expected outcome 5 was slightly better than in 2012 in mathematical development, but much better in literacy skills. Over the last two years, performance in both areas of learning has generally placed the school in the lower 50% or bottom 25% when compared with similar schools. At the higher outcome 6, the performance in 2013 of more able pupils improved on 2012 levels. Performance in both areas of learning placed the school in the upper 50% when compared to similar schools.

In key stage 2, performance in English, mathematics and science over the last four years at both the expected level (level 4) and the higher-than-expected level (level 5) has varied considerably with no consistent trends. When compared with that of similar schools, performance in all three subjects varies between the top 25% and the bottom 25% for both levels.

Most pupils with additional learning needs, who have individual improvement plans, make good progress in relation to their ability.

Wellbeing: Good

Nearly all pupils' attitudes to school are very good. They enjoy their learning and participate fully in lessons. They are polite and respectful and show concern for each other, staff and visitors. Many pupils are beginning to work independently and to set personal targets for improvement, but these features are at an early stage of development, particularly in key stage 2.

There are effective procedures and policies in place to encourage pupils to attend school regularly. Attendance is good and compares well with that in similar schools.

All pupils feel safe and are confident in approaching their peers for support when they need it. A 'buddy base' during break and lunchtimes ensures that all pupils are involved in activities. Most pupils have a good understanding of how to keep active and healthy. Many enjoy participating in school clubs and activities, such as football and choir. Participation in a range of community activities, such as the 'Hoodwinked' production, helps to develop pupils' confidence and social skills effectively.

The 'super school council' meets regularly. Representatives help with the appointment of new staff, for example the recently-appointed specialist physical education teacher. However, overall roles and responsibilities of the council members in identifying aspects of school life for improvement are underdeveloped.

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

The school meets all statutory curriculum requirements. Learning experiences in the Foundation Phase provide a good range of opportunities for pupils to develop skills at an appropriate level. Teachers plan in detail and track progress to identify the next steps for pupils. In key stage 2, the school operates a three-year rolling programme of topic-based themes. However, there are too few links between the Foundation Phase and key stage 2 to provide coherent programmes that develop literacy and numeracy skills systematically. Afternoon teaching arrangements for all key stage 2 pupils are unsuitable and are having a negative effect on the overall standards achieved across the curriculum.

The school provides a suitable range of opportunities for pupils to learn about sustainable development, other cultures and religions through topic work. Pupils have a solid understanding of the importance of conserving energy and looking after the planet. The school's provision to develop pupils' understanding of global citizenship helps to raise awareness of wider issues such as fairtrade products.

Provision to develop pupils' knowledge of Welsh history and culture is good. In the Foundation Phase, for example, pupils study the work of Goff Danter. They use pastels effectively to produce their own pictures of Welsh homes in a similar style. Older pupils in key stage 2 visit Brecon Museum to learn about evacuation in the Second World War. The athrawes fro supports pupils' Welsh language development well through weekly visits to all classes.

Teaching: Adequate

Many teachers have up-to-date subject knowledge and plan interesting activities that engage most pupils' interest. Many lessons proceed at a good pace with teachers using questioning well to develop pupils' understanding. There are very good working relationships in most classes and this supports pupils' learning effectively. In many lessons, teachers organise and manage their classes well and this fosters good behaviour and encourages pupils to develop their independent learning skills. Teaching assistants provide well-targeted support for pupils' learning.

Most lessons have clear learning objectives and teachers use plenary sessions well to summarise the lesson and to assess pupils' understanding. However, few teachers have sufficiently high expectations for pupil achievement. They do not adapt the work to meet pupils' needs enough in most lessons and this means a lack of challenge for pupils, especially those who are more able.

Most teachers mark pupils' work conscientiously and often provide useful feedback on how they can improve their work. However, teachers do not follow up these comments consistently to ensure improvements in pupils' work. The use of assessment for learning strategies, such as 'talking partners' and self and peer assessment by older pupils, is beginning to develop well. Teachers track and assess pupils' progress regularly. Suitable arrangements with other local schools help to

moderate pupils' work and ensure the accuracy of teacher assessment. Reports to parents are informative and meet statutory requirements.

Care, support and guidance: Good

The school functions well as a close and caring community. It promotes Christian values effectively through acts of collective worship of good quality and through its everyday life and work. This ensures good provision for pupils' social, moral and spiritual development. Teachers foster pupils' cultural development well through a suitable range of visits and visitors. The school makes appropriate arrangements for promoting healthy eating and drinking. Pupils have a good understanding of healthy diets and the importance of exercise. Lessons from a specialist physical education teacher enhance the curriculum well.

Despite the lack of available specialist services, the school makes good arrangements to ensure appropriate provision for identified groups of pupils who require support. The recent appointment of a reading teacher is ensuring specialist provision for pupils with very specific needs. Pupils with individual education plans help to set their own targets with class teachers and parents are closely involved. In-class support from teaching assistants ensures that these pupils make sound progress against their targets.

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

Learning environment: Good

The school is highly effective in promoting a happy and caring ethos in line with its Christian values. There is a strong emphasis on ensuring equality of provision, inclusion and access to all areas of the curriculum. Pupils talk very positively about the good range of clubs and activities and many are keen to participate in these. The school promotes pupils' awareness of other cultures through the study of world religions and life in other countries, such as India.

Most teaching areas are bright and attractive with interesting displays of pupils' work. The school uses all available space well, including the dining room as a morning classroom. Resources of good quality support teaching and learning. Internal areas are clean and well maintained. The successful development of the grounds enhances learning opportunities for pupils' work and play.

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

The headteacher is hard working and very committed to the school. He acts as a positive role model to staff and pupils, and has good working relationships with parents and governors. There is a clear, jointly-agreed vision for the school, which reflects its Christian ethos.

The headteacher has a significant teaching commitment. In addition, he carries a heavy burden of management responsibility because distributed leadership is not well developed among other staff members. Teachers do not take ownership of strategies to improve standards enough through effective teamwork across the school. Regular whole-school staff meetings consider a range of pertinent issues, but they lack sufficient focus on strategies to improve outcomes for pupils. Performance management is beginning to have a positive effect on pupil outcomes, particularly in the Foundation Phase. For instance, collaboration with a leader of learning from another local school is helping to improve standards in writing.

The school addresses national priorities, such as Welsh language development and the Foundation Phase, well. There is an appropriate action plan to implement the national literacy and numeracy framework.

Governors meet regularly and are very supportive of the school's work. They have begun to make visits to classrooms to observe teaching and learning. A recent learning walk led to a revision of the school's marking policy as a result of governors' concerns about letter formation. In this way, the governing body is beginning to develop its role as a 'critical friend' to the school.

Improving quality: Adequate

The headteacher, staff and governors are committed to raising standards for pupils. The headteacher analyses performance data carefully and shares the information with teachers and governors as a starting point for evaluating the school's overall performance. Other strategies are also in place for collecting information on how well the school is performing. These include direct observation of lessons and scrutiny of teachers' planning and pupils' books. The school values the views of pupils. For instance, pupils recently gave their views about the greater focus on literacy and numeracy in morning lessons. However, the self-evaluation process is insufficiently rigorous. The school's self-evaluation report is too descriptive, lacks a sharp focus and identifies too many areas for improvement.

There is no clear link between self-evaluation and priorities in the school improvement plan. The plan contains too many targets for development. This makes it difficult to implement and monitor actions within the plan effectively. However, the school has identified writing appropriately as an area for development and is taking positive steps to improve its provision in this area. These include the introduction of new strategies to improve spelling and reading, which are beginning to have a positive effect on standards.

Partnership working: Good

Main evaluation

The school works very well with a range of partners to support pupils' wellbeing. The partnership with St Matthew's Church is strong. The rector visits the school regularly and pupils visit the church to celebrate special occasions such as harvest and Christmas.

Relationships with parents are good and they feel welcome in school. Parents organise social events to raise funds. They recently purchased the 'pirate ship', climbing wall and new laptops, which enhance opportunities for pupils' learning.

There are good links with the local community. The school choir performs at local shops and homes for elderly residents and at community events, such as the remembrance service. The school makes good use of the Wyeseide Arts Centre to provide pupils with opportunities to perform on stage and to view art exhibitions and to work with local artists. The local gardening group helps pupils with outdoor projects, such as hedgerow planting.

Local schools hold joint sporting events, such as football and rugby tournaments. There are good links between children in the local playgroup and the nursery and reception class. Arrangements for pupils' transition to secondary school are good, with an extensive programme of visits for pupils in Years 5 and 6.

The school makes good use of links with local business and industry to benefit pupils. For example, a local bank provided a workshop on good money management and the showground has donated land for pupils to cultivate trees.

Resource management: Adequate

The school manages most of its resources well. Teachers and support staff are well qualified to deliver the curriculum. Arrangements to cover teachers' planning preparation and assessment time are appropriate. Recent collaboration with another school to develop a literacy-based topic approach in the Foundation Phase has enabled teachers to develop new strategies for teaching writing. This has motivated and engaged boys who previously lacked interest in literacy work. Appropriate training for teaching assistants means that the school is now able to deliver a range of interventions, for example to improve reading. However, networks of professional practice to develop provision consistently across the school are at an early stage of development.

Teaching arrangements for key stage 2 pupils in the afternoons result in too large a class for the effective teaching of a wide range of ages and abilities.

Although the governors manage school finances carefully, the school carries too large a budget surplus.

In view of the overall standards that pupils achieve and the quality of many aspects of its provision, the school provides adequate value for money.

Appendix 1

Commentary on performance data

The small numbers of pupils in the Year 2 and Year 6 cohorts affects trends in school's performance data. Trends therefore give only a rough indication of the school's performance over time.

In the Foundation Phase, performance in 2013 at the expected outcome 5 was slightly better than in 2012 in mathematical development and personal and social skills, but much better in literacy skills. However, when compared to that of other schools in the same family, performance remains below the average for literacy and personal and social skills but around the average for mathematical development. Over the last two years, performance in all three areas of learning has generally placed the school in the lower 50% or bottom 25% when compared to similar schools. In 2013, performance at outcome 5 was below the Wales average, except in mathematical development.

At the higher outcome 6, the performance in 2013 of more able pupils improved on 2012 levels. In 2013, performance in all three areas of learning was above the family average. When compared to that of similar schools, performance also improved and placed the school in the higher 50%. Performance was above the Wales average for all indicators.

In key stage 2, performance in English, mathematics and science over the last four years at the expected level 4 has varied considerably with no consistent trends. When compared to that of similar schools, performance has varied between the top 25% and the bottom 25%. In 2013, performance was above the family average in mathematics and science but slightly below in English. Performance was around the Wales average in English but above in mathematics and science.

At the higher level 5, performance in 2013 in English and science was well below the family average and was just below the average in mathematics. When compared to that of similar schools, no consistent trends emerge and performance in all three subjects has varied between the top and bottom 25% over the last four years. In 2013, performance was below the Wales average for all indicators.

When comparing the performance of boys and girls in both key stages, due to the small numbers in cohorts, no consistent trends emerge. When comparing the performance of pupils who are entitled to free school meals and those who are not, this is also the case.

Appendix 2

Stakeholder satisfaction report

Responses to learner questionnaires

Primary Questionnaire (Overall)

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

	Number of responses Nifer o ymatebion	Agree Cytuno	Disagree Anghytuno	
I feel safe in my school.	32	32 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	32	32 100%	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.	32	32 100%	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	32	32 100%	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.	32	32 100%	0 0%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	32	31 97%	1 3%	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.	32	32 100%	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.	32	32 100%	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.	32	32 100%	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.	32	32 100%	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.	32	30 94%	2 6%	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	32	32 100%	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 a total of all responses since September 2010.

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
Overall I am satisfied with the school.	19	12 63%	6 32%	1 5%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	19	15 79%	4 21%	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.	18	16 89%	2 11%	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.	18	10 56%	7 39%	1 6%	0 0%	0	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	0%		
Pupils behave well in school.	18	12 67%	6 33%	0 0%	0 0%	0	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	46%	4%	1%		
Teaching is good.	19	11 58%	5 26%	2 11%	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.	19	11 58%	8 42%	0 0%	0 0%	0	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.	19	4 21%	10 53%	2 11%	0 0%	3	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.	18	12 67%	5 28%	1 6%	0 0%	0	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		58%	34%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	19	10 53%	9 47%	0 0%	0 0%	0	Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		59%	36%	2%	0%		
My child is safe at school.	19	9 47%	10 53%	0 0%	0 0%	0	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'.	18	5 28%	8 44%	2 11%	0 0%	3	Mae fy mhlentyn 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.	19	9 47%	6 32%	2 11%	0 0%	2	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.	19	10 53%	8 42%	0 0%	1 5%	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.	19	8 42%	10 53%	1 5%	0 0%	0	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.	19	9 47%	10 53%	0 0%	0 0%	0	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.	17	5 29%	2 12%	1 6%	0 0%	9	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.	19	10 53%	9 47%	0 0%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	38%	5%	1%		
The school is well run.	19	7 37%	10 53%	2 11%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	33%	3%	1%		

Appendix 3

The inspection team

Rhona Edwards	Reporting Inspector
Jane Mccarthy	Team Inspector
Julie Ann Price	Lay Inspector
Edward Robert Pullen	Peer Inspector
Adam Sherman	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.