



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

**Llanfair Kilgeddin V.A. Primary
Llanfair Kilgeddin
Abergavenny
Monmouthshire
NP7 9DY**

Date of inspection: December 2014

by

**Estyn, Her Majesty's Inspectorate for Education
and Training in Wales**

During each inspection, inspectors aim to answer three key questions:

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

Inspectors also provide an overall judgement on the school's current performance and on its prospects for improvement.

In these evaluations, inspectors use a four-point scale:

Judgement	What the judgement means
Excellent	Many strengths, including significant examples of sector-leading practice
Good	Many strengths and no important areas requiring significant improvement
Adequate	Strengths outweigh areas for improvement
Unsatisfactory	Important areas for improvement outweigh strengths

The report was produced in accordance with Section 28 of the Education Act 2005.

Every possible care has been taken to ensure that the information in this document is accurate at the time of going to press. Any enquiries or comments regarding this document/publication should be addressed to:

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Context

Llanfair Kilgeddin Church in Wales Voluntary Aided Primary School is in Llanfair Kilgeddin in the Monmouthshire local authority. There are 29 pupils on roll between the ages of three and eleven. The school has two mixed age classes. It employs two full-time teachers, which includes the acting headteacher. In addition, the school is part of the Abergavenny Collaborative Alliance of four primary schools. The Alliance is strategically led by an Executive Headteacher.

Currently, very few pupils are eligible for free school meals. A very few pupils come from ethnic minority backgrounds and have English as an additional language. No pupils speak Welsh as their first language.

The school has identified around 10% of pupils as having additional learning needs. No pupils have a statement of special educational needs.

The school was last inspected in October 2007. The acting headteacher and the executive headteacher took up their posts in late September 2014.

The individual school budget per pupil for Llanfair Kilgeddin CIW V.A. Primary School in 2014-2015 means that the budget is £5,928. The maximum per pupil in the primary schools in Monmouthshire is £5,928 and the minimum is £2,895. Llanfair Kilgeddin CIW V.A. Primary School is first out of the 31 primary schools in Monmouthshire in terms of its school budget per pupil.

Summary

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

Current performance

The school's performance is adequate because:

- nearly all pupils communicate well with one another and adults;
- many pupils read at an appropriate level for their age and ability;
- most pupils develop their numeracy skills successfully in mathematics lessons;
- working relationships between adults and pupils are positive; and
- the school has a welcoming and supportive ethos.

However:

- the performance of more able pupils, particularly at the end of key stage 2, is too low when compared with that of similar schools;
- the school does not provide pupils with enough opportunities to develop their skills regularly in a range of contexts across the curriculum; and
- assessment procedures are underdeveloped.

Prospects for improvement

Prospects for improvement are unsatisfactory because:

- the school has a poor track record of delivering sustained improvement over time;
- self-evaluation procedures are not rigorous enough and do not take good enough account of first-hand evidence;
- the outcomes of self-evaluation are not used well enough to identify priorities or to set clear and measurable targets for improvement; and
- there is no stable leadership in place.

Recommendations

- R1 Improve standards of literacy and numeracy across the curriculum, particularly for more able pupils
- R2 Improve standards of information and communication technology (ICT)
- R3 Ensure that planning focuses appropriately on developing pupils' skills across the curriculum
- R4 Use assessment and tracking systems effectively to monitor the progress of all pupils
- R5 Address the shortcomings in safeguarding and health and safety identified during the inspection
- R6 Resolve the issues of sustainability and consistency in leadership
- R7 Use the outcomes of self-evaluation to identify priorities and to set clear and measurable targets for school improvement
- R8 Ensure that there are sufficient suitable resources to deliver the curriculum

What happens next?

In accordance with the Education Act 2005, HMCI is of the opinion that special measures are required in relation to this school. 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 on a termly basis.

Main findings

Key Question 1: How good are outcomes?

Adequate

Standards: Adequate

Most pupils enter the school with skills that are at or above those normally expected for their age. Many pupils make suitable progress from their starting points, but the progress of more able pupils is limited.

Throughout the school, nearly all pupils communicate well with one another and adults. In the Foundation Phase, most pupils are keen to talk about their work and experiences and many answer questions using a good variety of vocabulary and detail. For example, they discuss what they might need to pack for a trip to the South Pole. Many older pupils express their opinions clearly using a well-developed vocabulary, such as when providing visitors with detailed information about the school. Most pupils listen well in class, but a few pupils do not always listen carefully to adults or each other and do not take turns in class and group discussions.

Many pupils read at an appropriate level for their age and ability. In the Foundation Phase, pupils use their phonic skills well to help them to decode new and unfamiliar words and enjoy talking about what will happen next in their books. In key stage 2, many pupils discuss the characters and plot in their book with appropriate detail. They use an appropriate range of skills to help them to read new and unfamiliar words accurately. Most pupils read confidently, with fluency and expression. They discuss their favourite types of books and predict possible endings to stories successfully.

Across the school, the presentation of written work is generally of good quality. Many pupils, in the Foundation Phase, produce short pieces of writing using their knowledge of phonics to help them to spell common words. In most instances, they use capital letters and full stops correctly. However, most pupils do not generally write at length. By the end of key stage 2, many pupils achieve adequate standards in their writing, both in English lessons and across the curriculum. Many punctuate their work accurately and spell words correctly. Recently, many pupils have begun to produce extended pieces of writing with a clear structure, but they have not done this regularly enough to develop their writing skills effectively.

In the Foundation Phase, most pupils develop their numeracy skills successfully in mathematics lessons. Most pupils have a good understanding of the language of mathematics and use this confidently when talking about numbers. In Year 2, many pupils write and order numbers to one hundred accurately, know pairs of numbers that make ten and twenty, add and subtract two digit numbers correctly and identify a range of coins successfully. Pupils are beginning to use their numeracy skills appropriately in solving problems in other areas of learning, for example estimating the number of milk cartons required to build an igloo and measuring paper for paper chains, but this is in the early stages of development.

In key stage 2, many pupils make sound progress in mathematics lessons. Older pupils read and write numbers to one million accurately. They make reasonable estimates by rounding decimal numbers to the nearest whole number. Most pupils' work is well organised and presented neatly. This helps to ensure the accuracy of their calculations. Across the key stage, pupils are only beginning to apply their numeracy skills to problem solving activities and are beginning to use the skills at the same level in other subjects, for example when working out the cost of a holiday or creating a line graph in science.

Throughout the school, pupils do not apply or use their ICT, problem solving or thinking skills at an appropriate level across the curriculum.

Standards in Welsh language are developing appropriately in the Foundation Phase. Most pupils use Welsh as part of their daily routines competently. They respond well to commands and instructions and speak clearly with good pronunciation. Pupils enjoy reading simple Welsh books and are beginning to recognise and pronounce the words correctly. However, pupils' writing skills in Welsh are limited. In key stage 2, most pupils use Welsh suitably in lessons. They use a narrow range of simple sentence patterns confidently. Most pupils read Welsh vocabulary displayed in the classroom correctly, but are less confident when reading books. They are beginning to write confidently using familiar language patterns in the present tense.

Pupils with additional learning needs and those with English as an additional language generally make good progress from their starting point.

The school consistently has relatively small numbers of pupils (ten or fewer) in the year groups at the end of the Foundation Phase and key stage 2. This can significantly affect the school's benchmarked performance in comparison with that of similar schools and in comparison with national averages.

Over the past three years, when compared with that of similar schools, the performance of pupils at the end of the Foundation Phase has improved at the expected outcome 5. In 2012, the performance of pupils in literacy and numeracy skills placed the school in the bottom 25% when compared with similar schools. In 2013 and 2014, pupils' performance placed the school in the top 25%. At the higher outcome 6, the performance of pupils in literacy and numeracy skills has declined. In 2014, the performance of pupils placed the school in the bottom 25% when compared with similar schools. However, in 2013 and 2012, pupils' performance placed the school in the top 25%.

In key stage 2, pupils' performance at the expected level 4 placed the school in the top 25% when compared with similar schools in English, mathematics and science in 2014. Over the last three years, performance in English mathematics and science has fluctuated, moving the school between the bottom 25% and top 25%. At the higher level 5, pupils' performance, over the last three years, has placed the school in the bottom 25% for English and science, and in the lower 50% or bottom 25% for mathematics.

The school has very few pupils eligible for free school meals. This means that the evaluation of the performance of this group of learners in comparison with other pupils is unreliable. However, nearly all pupils eligible for free school meals make suitable progress from their individual starting points.

Wellbeing: Adequate

Nearly all pupils feel safe in school. They know whom to turn to if they are worried or upset. A few pupils act successfully as peer mediators to resolve minor playground issues. Nearly all pupils have a suitable understanding of how to stay healthy through what they eat and drink. They understand the importance of taking enough exercise, and have taken part in a 'Hopathon' to raise money for the school garden.

In most lessons, pupils concentrate well and are motivated to learn. Many pupils are beginning to take account of targets to improve their work. However, their ability to work independently using skills they have already learnt is underdeveloped. Most pupils are polite and respectful to adults and to each other. Nearly all older pupils take on responsibilities appropriately to support younger pupils in the school, such as assisting them during lunch and playing together on the playground.

Pupils are beginning to be involved in what they would like to learn. However, this only applies to topic work, and opportunities for pupils to make choices about how and what they learn are limited. The school council has been involved actively in many fund raising initiatives, for example raising funds to subsidise residential visits. It has had some impact on the life of the school, such as putting forward ideas to change the school uniform. However, its role remains underdeveloped. Most pupils take part in a number of community activities, for example events linked with the local church.

Pupils' attendance rates have remained in the lower 50% when compared with those of similar schools for three out of the last four years, with a decline moving the school to the lowest 25% of similar schools in 2013. Nearly all pupils arrive punctually in school. The school consistently has relatively small numbers of pupils. This can significantly affect the school's benchmarked performance in comparison with that of similar schools.

Key Question 2: How good is provision?

Adequate

Learning experiences: Unsatisfactory

The school provides a generally appropriate curriculum that satisfies the requirements of the National Curriculum. It has only very recently implemented the statutory Foundation Phase. The school does not currently have a plan to ensure continuity and progression in the development of pupils' skills. As a result, lessons do not always build systematically on pupils' existing knowledge and skills. Although, the school is beginning to adapt medium and short-term term plans to address these issues, it is too early to assess their impact on pupils' outcomes.

The school does not provide pupils with sufficient opportunities to develop their literacy and numeracy skills, in a range of contexts, across the curriculum. The previous overuse of worksheets in topic books means that pupils have not had enough opportunities to write independently or at length when studying subjects, such as science, history and geography. As a result, many pupils, particularly the more able, do not achieve well enough in relation to their ability. Provision for pupils to develop skills in ICT and problem solving are limited. Recently, teachers have provided pupils with greater opportunities to use their thinking skills during lessons.

The school acts in a sustainable way, recycling many items and helping pupils to understand the need to conserve resources. The eco committee's role in promoting environmental issues and caring for the school environment has a positive effect on pupils' attitude to the world around them. However, there are limited opportunities for pupils to learn about global citizenship.

The school works effectively with the regional consortium's Welsh advisory teacher to plan for the development of pupils' Welsh language skills. The curriculum provides appropriate opportunities for pupils to improve their knowledge and understanding of the history and culture of Wales, including visits to St Fagan's and successful participation in local eisteddfodau. Visits offsite to places such as Raglan Castle support pupils' understanding of the local area.

Teaching: Adequate

All adults have positive working relationships with pupils that foster learning successfully. Teachers and support staff manage nearly all pupils' behaviour effectively. Lessons are generally well prepared and teachers have appropriate subject knowledge. In a majority of lessons, teachers make effective use of opportunities for pupils to work together to discuss their learning and to be involved in agreeing the success criteria for the tasks, particularly in the Foundation Phase. A majority of lessons proceed with appropriate pace and maintain pupils' interest. In a minority of lessons, teachers do not match tasks well enough to the range of pupils' abilities and, as a result, a minority of pupils, particularly the more able, do not make enough progress in the lesson.

All teachers mark pupils' work regularly and provide feedback to pupils about what they are doing well, but they have only recently started to identify what pupils need to do to improve. Most pupils are beginning to be involved in setting and reviewing their own short-term targets and in assessing their own work and that of others. This is particularly strong in the Foundation Phase. As these practices are new, staff do not yet apply them consistently and it is too early to identify improvements in standards.

Although teachers know the children well and teacher assessment is generally accurate, there is no effective tracking system to assess and monitor pupils' progress over time. The leadership team are currently introducing new systems. Information and data on progress made by individuals and cohorts of pupils are beginning to be analysed, but it is too early to see the impact of this.

Reports to parents are clear and informative, and indicate appropriate areas for improvement. They provide useful opportunities for pupils to review their own progress and for parents and carers to respond.

Care, support and guidance: Adequate

There are effective systems in place to support pupils' health and wellbeing. The school makes appropriate arrangements for promoting healthy eating and drinking. Staff develop pupils' understanding of the benefits of healthy living effectively through the curriculum and a range of extra-curricular activities, such as sports and gardening clubs. The local vicar is a frequent visitor to the school and his assemblies contribute

effectively to pupils' spiritual and moral development. Provision to support pupils' social and cultural development is suitable. For example, pupils work successfully on a collaborative performing arts project with a local residential home for the elderly.

When appropriate, staff make good use of specialist services, such as the speech and language service. They ask for advice and access support for pupils who need additional help with their learning. The school gives relevant help to pupils with individual education plans to support their learning. Plans focus suitably on pupils' specific needs. Teachers review plans regularly and involve parents appropriately in setting and reviewing targets. All pupils have full access to the curriculum.

Recently appointed leaders and managers have identified and addressed many health and safety and safeguarding issues. However, a number of issues that continue to have an unfavourable effect on pupils' wellbeing were drawn to the attention of governors during the inspection. While the school's arrangements for safeguarding pupils meet requirements, a minor cause for concern was also brought to the attention of the governors during the inspection.

Learning environment: Unsatisfactory

The school provides a welcoming ethos for all pupils. The staff treat all pupils with respect and everyone has equal access to all areas of the curriculum. The school suitably challenges any language or behaviour which may be unsuitable, or offensive to any particular group.

The school does not have enough good quality or appropriate resources to support teaching and learning effectively. There are insufficient computers, much of the equipment is outdated and access to the internet is limited. Staff update the attractive displays throughout the school regularly. These are informative and support teaching and learning well.

The internal accommodation is satisfactory and maintained to an acceptable standard. There is sufficient space for the number of pupils on roll, and recent reorganisation of the accommodation enables all rooms to be used effectively for different aspects of teaching and learning. Toilet facilities for both boys and girls are outside and are unsuitable, particularly the toilets for girls.

The school has recently started to make good use of the outdoor facilities and there are worthwhile opportunities for pupils in the Foundation Phase to use the outdoor areas. The school grounds, particularly the garden area are well maintained and used by all pupils. The fence around the school needs attention to ensure that the grounds are secure.

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

The recently appointed acting headteacher and executive headteacher communicate a clear vision and strategic direction for the school. In a very short time, they have shared this vision and strategic direction with staff and governors effectively. They

lead the small team well and have high expectations of pupils, staff and governors. Staff have new responsibilities and the leadership team is beginning to monitor the work of the school. There is a strong focus on the school's priorities and raising standards, although this is very recent. The school has not previously focused well enough on monitoring and improving standards.

Performance management arrangements for teaching staff are in place. However, targets are not specific and do not link to school improvement initiatives well enough. Until very recently, processes to monitor the quality of teaching have been limited. As a result, senior leaders have not regularly challenged staff to improve their performance or supported them to raise standards in the school.

The school is beginning to focus its attention on national priorities appropriately, such as implementing Foundation Phase practice, the Literacy and Numeracy Framework, assessment for learning strategies and developing pupils' thinking skills. However, it is too early to assess the impact of recent initiatives.

Governors support the school and promote its ethos appropriately. They have a relevant understanding of their role and carry out their statutory duties suitably. However, governors are not yet rigorous enough in challenging the school to improve. They are not yet closely involved with the school's self-evaluation and planning procedures. The new governing body is beginning to develop its role as a critical friend, but it is too early to assess its impact.

The current leadership team and governors have made good progress in a very short time, but the sustainability of current leadership arrangements is uncertain.

Improving quality: Unsatisfactory

Procedures for self-evaluation are underdeveloped and improvements recently introduced by the new leadership team have not yet had time to show an impact.

Until very recently, leaders have not evaluated the impact of previous development and intervention plans rigorously enough. Many of the areas identified for improvement, through self-evaluation procedures and from external evaluations, intended to support the school, link appropriately to the school development plan. However, the plan does not define targets for improvement clearly or contain measurable success criteria. Evaluations of the plan are limited. They do not focus well enough on the impact of the actions, on outcomes for pupils and on further actions required. As a result, there is no clear evidence that initiatives undertaken by the school have made a significant difference to raising pupils' standards and wellbeing.

The latest self-evaluation report, produced by the new leadership team, is a comprehensive and analytical report. The report does not yet include a wide range of first-hand evidence, but contains a suitable range of available evidence and provides an honest view of the school. The document clearly identifies the current performance of the school and areas for improvement. These include standards of more able pupils, provision for skills, suitability of resources and developing self-assessment procedures that are based on first hand evidence and focus directly on raising standards. The very recently updated school development plan links well to the outcomes of self-evaluation.

The school has not fully met any of the recommendations of the last inspection report.

Partnership working: Adequate

The school has suitable partnerships with many relevant agencies and external bodies. These include worthwhile visits from the police and fire service that enrich the personal and social education programme. There is a good partnership with the church and pupils often visit the local church to take part in various events and services.

The school has strong links with parents who are encouraged to play an active part in their children's education and wellbeing. The very recent partnerships with the diocese, consortia and the four schools who are working closely together in the Abergavenny Collaborative Alliance are beginning to have a positive effect on improving aspects within the school. However, it is too early to measure the impact of these new partnerships on pupils' outcomes.

Strong links with the local secondary school ensure smooth transition of nearly all pupils to Year 7. The school regularly make use of the secondary school's facilities for weekly swimming and physical education lessons.

Resource management: Unsatisfactory

The school manages and deploys its staff appropriately. Teachers and support staff are well qualified to teach the curriculum and support staff assist pupils' learning competently.

Until very recently, the school did not provide regular and appropriate training for its staff. Leaders have now prioritised training in key areas such as the Foundation Phase and numeracy. These link well to recently identified, whole school priorities and the needs of staff and pupils. However, it is too early to measure the impact on pupils' outcomes.

The school does not have any effective networks of professional practice in place. Teachers have appropriate time for planning, preparation and assessment.

The local authority currently manages the school's finances, including any grants that it receives from the Welsh Government. The individual school budget per pupil for Llanfair Kilgeddin CIW V.A. Primary School in 2014-2015 means that the budget is £5,928 per pupil. The maximum per pupil in the primary schools in Monmouthshire is £5,928 and the minimum is £2,895. Llanfair Kilgeddin CIW V.A. Primary School is first out of the 31 primary schools in Monmouthshire in terms of its school budget per pupil.

In view of the adequate standards and lack of suitable resources, the school provides unsatisfactory value for money.

Appendix 1: Commentary on performance data

There are very small cohorts in many of the years of Foundation Phase and key stage 2 performance data available for this school. Where this is the case, 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

Primary questionnaire (overall)

The number of responses received was fewer than 10. No data will be shown.

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.	24	19 79%	5 21%	0 0%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	24	22 92%	2 8%	0 0%	0 0%	0	Mae fy mhlentyn 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.	24	24 100%	0 0%	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.	24	14 58%	7 29%	2 8%	0 0%	1	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	24	17 71%	6 25%	1 4%	0 0%	0	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	45%	4%	1%		
Teaching is good.	24	12 50%	12 50%	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.	24	17 71%	6 25%	1 4%	0 0%	0	Mae'r staff yn disgwyl i fy mhlentyn weithio'n galed ac i wneud ei orau.
		63%	33%	1%	0%		
The homework that is given builds well on what my child learns in school.	24	9 38%	12 50%	1 4%	0 0%	2	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.	24	23 96%	0 0%	1 4%	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.	24	16 67%	7 29%	1 4%	0 0%	0	Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		59%	36%	2%	0%		

	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	
My child is safe at school.	24	17 71%	6 25%	1 4%	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'.	24	10 42%	8 33%	3 12%	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.	24	11 46%	11 46%	2 8%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		49%	40%	8%	2%		
I feel comfortable about approaching the school with questions, suggestions or a problem.	24	20 83%	3 12%	1 4%	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.	24	14 58%	6 25%	1 4%	0 0%	3	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		45%	39%	7%	2%		
The school helps my child to become more mature and take on responsibility.	24	20 83%	4 17%	0 0%	0 0%	0	Mae'r ysgol yn helpu fy mhlentyn i ddog 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.	23	13 57%	5 22%	2 9%	0 0%	3	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		42%	33%	4%	1%		
There is a good range of activities including trips or visits.	24	18 75%	6 25%	0 0%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	38%	5%	1%		
The school is well run.	24	6 25%	16 67%	1 4%	0 0%	1	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	32%	3%	1%		

Appendix 3

The inspection team

Mrs Janet Elizabeth Rowlands	Reporting Inspector
Mrs Julie Ann Price	Lay Inspector
Mr Kevin Davies	Peer Inspector
Mrs Sarah 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; 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 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.