



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

**Llanidloes C.P. School
Llanidloes
Powys
SY18 6EX**

Date of inspection: January 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.

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Publication date: 01/04/2014

Context

Llanidloes Community Primary School is in the town of Llanidloes in the Powys local authority. There are 306 full time pupils between the ages of three and 11 on roll, taught in 11 classes. This includes 26 pupils who attend the nursery full time. There are nine full-time and four part-time teachers. The school hosts the area specialist centre for pupils with learning difficulties that employs one full time teacher and two part-time teaching assistants. All pupils at the centre currently are on the school roll.

Around 10% of pupils are entitled to free school meals. This is below the national and local averages. Most pupils are of white British ethnic origin with a very few from other ethnic backgrounds. No pupils come from homes where Welsh is the first language. The school identifies that about 10% of pupils have additional learning needs, which is well below the average for Wales. Very few pupils have statements of special educational needs.

The school's last inspection was in 2008. The headteacher was appointed in January 2013.

The individual school budget per pupil for Llanidloes Community Primary School in 2013-2014 means that the budget is £3,371 per pupil. The maximum per pupil in the primary schools in Powys is £10,978 and the minimum is £3,102. Llanidloes Community Primary School is 76th out of the 88 primary schools in Powys in terms of its school budget per pupil.

Summary

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

Current performance

The school's current performance is good because:

- there is an improving trend in attainment at the end of key stage 2;
- the quality of teaching and assessment is good overall;
- pupils behave well and are polite and courteous;
- pupils' creative skills are very good and they produce artwork of a high quality;
and
- pupils use their numeracy skills well across the curriculum.

Prospects for improvement

The school's prospects for improvement are good because:

- the headteacher and deputy headteacher provide effective leadership;
- a strong partnership with parents has a beneficial impact on most pupils' levels of wellbeing;
- the governing body are supportive and well informed;
- the school works well in partnership with other schools; and
- arrangements for teachers' preparation, planning and assessment time are very good and have a positive impact on pupils' progress.

Recommendations

- R1 Raise overall standards by the end of the Foundation Phase, especially for more able pupils
- R2 Improve pupils' standards in writing and information and communication technology (ICT) in the Foundation Phase
- R3 Raise levels of attendance
- R4 Refine school improvement processes to ensure that plans focus on the main priorities for improving outcomes
- R5 Ensure that monitoring and evaluation focus on the main priorities in the school improvement plan
- R6 Address the budget deficit

What happens next?

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

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

In the Foundation Phase, nearly all pupils listen well to their teachers and other adults. Many pupils speak enthusiastically, respond well to questions and are keen to join in with class and group discussions. In key stage 2, nearly all pupils listen with interest to adults and other pupils and speak with growing confidence and an increasing vocabulary.

Most pupils in the Foundation Phase enjoy reading. They talk about stories with enthusiasm and the more able express preferences about favourite books and authors. Nearly all pupils use their phonic knowledge and the pictures in books well to help them read. However, they do not have a wide enough range of strategies to use when attempting to read unfamiliar words. More able pupils in Year 2 understand the purpose of a contents page and can use this effectively to locate specific information. By the end of key stage 2, many pupils are fluent readers. They read with good expression and understanding. Most are able to say what may happen next in a story or why characters behave in certain ways. Many pupils read regularly for pleasure and talk confidently about the books and authors they like. Most Year 6 pupils can skim a text to find its main points.

Younger pupils in the Foundation Phase use their growing phonic knowledge to write simple words and short phrases independently. As they move through the Foundation Phase, most pupils learn to use capital letters and basic sentence punctuation appropriately in their writing. However many pupils do not form letters correctly when handwriting. Pupils in Year 1 and Year 2 enjoy using stories as a stimulus for their writing. Pupils have a good understanding of story structure and plan their writing well. However, pupils' ability to write at length and for a range of purposes across the curriculum is underdeveloped. In key stage 2, many pupils write effectively in a range of forms for different purposes. They apply these writing skills well across the curriculum, for example when writing diaries of Celtic farmers and planning investigations on friction in science. Most pupils use a range of punctuation appropriately and spell an increasing number of words accurately.

Most pupils develop good skills in ICT by the end of key stage 2. However, pupils' skills in ICT in the Foundation Phase are underdeveloped.

Most pupils develop their numeracy skills well as they move through the Foundation Phase. For example, they learn to multiply by 2 and 10, double numbers and work out the cost of toys. More able pupils can find the area of rectangles and check their work using a calculator and can count back from 100 in tens. Pupils use their numeracy skills very effectively across the curriculum including making tally charts of favourite foods and using trundle wheels to measure how far sounds travel. In key stage 2, many pupils make good progress in numeracy. They can estimate and measure angles and calculate percentages and express these as fractions. They

apply their skills well across the curriculum, for example finding averages in science and calculating population in geography.

Pupils' Welsh language skills develop well as they move through the school. Most pupils in the Foundation Phase respond appropriately to instructions in Welsh and can read and write simple phrases. By the end of key stage 2, most pupils can talk about familiar topics using the past and present tense. The more able can extend their sentences using connectives. Many pupils read aloud well with good pronunciation and show a good understanding of what they have read. They write sequences of sentences in Welsh accurately.

Throughout the school, many pupils' creative skills are very good and they produce artwork of a very high quality.

In the Foundation Phase, performance in 2013 at the expected outcome 5 was better than in 2012 in both literacy and mathematical development. However, the school remains in the lower 50% of similar schools in respect of performance in both areas. Performance of more able pupils at outcome 6 in 2013 was also higher than in 2012 in mathematical development. Performance in literacy is similar for both years. Performance at this level places the school in the higher 50% of similar schools in literacy and the lower 50% in mathematical development.

In key stage 2, at the expected level 4, there has been an upward trend in performance in English, mathematics and science over the last four years. When compared to similar schools, performance in 2013 places the school in the higher 50% for all three subjects and the core subject indicator. At the higher level 5, performance in all three subjects is higher in 2013 than in the previous four years. When compared to similar schools, performance at level 5 in 2013 places the school in the higher 50% for English and science and the lower 50% for mathematics.

Many pupils make good progress in small intervention groups, especially in improving their reading skills.

Wellbeing: Adequate

Nearly all pupils have positive attitudes to learning and enjoy coming to school. They are motivated and take a pride in their work. They are developing their independent learning skills well, for instance when planning their own trip to Llancaiach Fawr. Most pupils are confident, well behaved and courteous towards each other and adults.

Attendance, when compared with that in similar schools, has been in the bottom 25% in three out of the past four years. Recent good work by the school is starting to show an improvement in attendance figures. Most pupils arrive in school on time.

Nearly all pupils feel safe in school and understand the importance of healthy eating and of taking regular exercise. Many are keen to participate in the varied range of extra-curricular activities offered to them.

Nearly all pupils value the opportunities to make decisions about school activities through their involvement, for example, in the school council and sports council. Pupils take these responsibilities seriously. The school council has recently implemented a buddy system and is currently working on improving healthy eating. Many pupils make a good contribution to local community life. They enter competitions run by local businesses, display artwork in local shops and work with visiting craftspeople to produce willow sculptures and a felt quilt. These links help to develop pupils' social skills and prepare them effectively for life outside the school.

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

The school provides a good range of learning experiences, which meet the needs of most learners well. Most teachers plan purposeful programmes of learning collaboratively. Schemes of work link pupils' learning across subjects and provide a balanced curriculum. Extra-curricular clubs enhance learning activities effectively. These include the journalist club, book club and a range of sporting clubs. The innovative after-school art club enhances more able pupils' creative skills extremely well.

Most teachers provide good opportunities for pupils to develop their speaking, listening and reading skills throughout the school. In key stage 2, most teachers provide a good range of activities that enable pupils to write independently in different styles. However, over-reliance on worksheets often inhibits pupils' independence and the opportunities for writing in the Foundation Phase. Provision for developing pupils' numeracy skills across the curriculum is good. The school's provision for ICT in key stage 2 is effective in specialist taught lessons. However, in the Foundation Phase provision for ICT is underdeveloped.

Provision for developing the Welsh language ensures that pupils make good progress as they move through the school. Teachers promote Welsh culture effectively, providing opportunities for pupils to make visits to places of interest such as Castell Henllys. Curriculum planning ensures that pupils learn about the work of famous Welsh people, for example Kyffin Williams and Laura Ashley.

The school provides good opportunities for learning about environmental issues such as recycling and conservation of energy. There is good provision for pupils to learn about their roles and responsibilities as global citizens.

Teaching: Good

Most teachers motivate pupils well and use a good range of strategies to support pupils' learning. They make sure that pupils understand the aims of lessons and give clear explanations of tasks and activities. All teachers use pupils' existing knowledge about topics well to plan the next steps in learning. Most teachers differentiate work appropriately. Teaching assistants support pupils effectively in lessons and withdrawal groups.

In a minority of classes where teaching is less effective, the pace of learning is too slow. In these classes, teachers' expectations are too low and this means that pupils do not make as much progress as they could.

All teachers mark pupils' work regularly. Many teachers' written comments help pupils to see how well they have done and what they need to do to improve. Many give pupils time to act on this feedback and this helps pupils to achieve their personal improvement targets. A few teachers provide good opportunities for pupils to assess their own and others' work. Most teachers make accurate assessments of pupils' achievements. The school tracks the progress of individuals and groups of pupils effectively as they move through the school. Leaders use this information well to plan appropriate provision for pupils in need of additional support. Annual reports to parents are appropriate. They give details of pupils' achievements and the next steps in their learning.

Care, support and guidance: Good

The school places a strong emphasis on developing pupils' wellbeing.

There is a good pastoral care system, which fosters effectively good relationships, behaviour and respect. Learning experiences promote pupils' personal, social, spiritual and cultural development well. For example, pupils learn about African costume, dancing and music, following a visit from an African choir. Nearly all pupils and parents are confident to approach members of staff for support, advice and guidance when required. The school makes appropriate arrangements for promoting healthy eating and drinking.

There is good liaison with a range of specialist agencies to support pupils' emotional, behavioural, physical and educational needs. These arrangements contribute effectively to pupils' development and wellbeing and support their learning well. Teachers of pupils who visit the specialist centre within the school use advice from these agencies well to ensure provision meets pupils' needs.

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

Teachers identify any additional learning needs early and support these pupils effectively. Designated teachers and teaching assistants offer a good level of support to individuals and small groups of pupils, which is matched well to their needs. Staff record the progress of pupils on intervention programmes carefully to make sure that pupils make the required improvements. Pupils with individual education plans make good progress in achieving their targets.

Learning environment: Good

The school encourages a positive, supportive and caring ethos where every member of the school community feels valued and included. Nearly all pupils participate fully in the life of the school whatever their needs or circumstances. All pupils have opportunities to attend after-school clubs, to join school committees and to participate

in all aspects of school life. Throughout the school, a good range of activities help to raise awareness of diversity, including the study of different cultures and religions.

The well-maintained school buildings provide a stimulating environment for pupils to learn. Most teaching areas are bright and attractive and pupils' art work adds interest and colour to communal spaces. Wall displays are of a high standard and demonstrate pupils' work and achievements effectively. Resources, both within and outside the school, generally support teaching and learning well. However, resources for ICT are outdated. A health and safety matter was brought to the attention of the governing body during the inspection.

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

Over the last 18 months, the headteacher and deputy headteacher have successfully created an open and collaborative culture, which has enabled the school to move forward successfully. The recently formed senior management team have clearly designated responsibilities. Teaching staff have agreed job descriptions that define their roles well.

The senior management team meet regularly to review progress and staff meetings have a clear focus on whole school targets. Staff work together well as a team to take forward new initiatives. Performance management for teachers is effective and has had a positive effect on, for example, raising standards in spelling. Informal reviews with learning support assistants identify training needs well, but do not set performance targets.

There is an appropriate focus on addressing national priorities. The school is making good progress in introducing the Literacy and Numeracy Framework and in increasing the use of Welsh.

The governing body is supportive and well informed. Governors have a good understanding of the school's performance compared to that of similar schools and other schools in the same family. They know the current priorities for school improvement. The newly formed curriculum sub-committee is bringing more structure to governors' work in monitoring the progress that the school is making towards these agreed priorities. This is helping the governing body to move towards providing a greater level of challenge as a critical friend to the school.

Improving quality: Adequate

The school's self-evaluation report is a detailed document, based on a wide range of first hand evidence. Overall, it judges the school's strengths and areas for development appropriately, but it does not always reflect well enough on how previous actions have improved teaching and learning.

The school improvement plan for 2012-2013 focused well on a small number of important priorities with clear success criteria against which to measure progress.

The plan has led to improvements in pupils' cross-curricular numeracy skills and to better standards of writing in key stage 2.

Current school improvement priorities arise mostly from the self-evaluation report and are generally appropriate. However, the plan has a large number of targets, many of which do not have clear outcomes against which to measure improvement. This makes it difficult for senior leaders to monitor and evaluate progress accurately. Co-ordinators undertake a wide range of first-hand monitoring but there is no close link to current priorities. This means that the school identifies too many areas for improvement and does not embed its main priorities consistently across the key stages.

Partnership working: Good

The school has a productive partnership with parents and nearly all parents are positive about the school's work. They receive a good range of information through regular newsletters and meetings. The school's recently developed web site is beginning to provide information on current class activities, especially in the Foundation Phase. The friends of the school association raises considerable funds to support the school. For instance, it recently purchased waterproof clothing for pupils in the Foundation Phase and this enables them to have better access to outdoor activities. The strong partnership with parents has a positive effect on pupils' levels of wellbeing and their attitudes to learning.

Close partnership working with the local authority has led to improvements in the school's provision for mathematics in both key stages and an improvement in writing in key stage 2.

Good links with other schools in the same family enable the sharing of good practice. For instance, the introduction of a useful individual pupil target setting system was the result of a visit to another school. This helps older pupils in particular to improve their work.

There are well-established links with the local playgroup. Regular visits take place between staff and pupils from the playgroup and nursery. This means that pupils settle quickly when they transfer to the nursery class. Good links with the adjacent high school prepare pupils well for their move to Year 7. The school takes part in moderation with other local schools and this helps to ensure the accuracy of teachers' end of key stage assessments.

Resource management: Good

The school deploys its staff effectively and makes good use of their particular talents, for example to run a club for older pupils in key stage 2 who are talented artistically. Arrangements to cover teachers' planning, preparation and assessment time in both key stages are very good and have a positive effect on pupils' learning. For example, pupils in key stage 2 make good progress with ICT skills during these sessions.

The school accesses appropriate training for all staff, for example to ensure a consistent and effective approach to positive behaviour management across the school. A recent joint project with other local schools has contributed successfully to improvements in spelling in both key stages.

For the last five years, the school has had a deficit budget. This restricts its ability to resource appropriately areas of the curriculum such as ICT.

In view of the improving standards achieved by pupils at the end of key stage 2 and the quality of provision for learning in many areas of the curriculum, the school provides good value for money overall.

Appendix 1

Commentary on performance data

In the Foundation Phase, performance in 2013 at the expected outcome 5 was better than in 2012 in both literacy and mathematical development. However, performance in both areas means that the school remained in the lower 50% when compared to similar schools. Performance in personal and social development placed the school in the lower 50% of similar schools in 2013, it having been in the upper 50% in 2012. In 2013, performance was below the family averages for all three assessed areas of learning and for the Foundation Phase indicator.

Performance of more able pupils at outcome 6 in 2013 was also higher than in 2012 in mathematical development. Performance in literacy and personal and social development was similar for both years. Performance at outcome 6 placed the school in the higher 50% of similar schools in literacy and the lower 50% in mathematical development and personal and social development. School performance at outcome 6 was below the family average for all three areas of learning.

Girls perform better than boys in language, literacy and communication skills and mathematical development at outcome 5. There is no significant difference between the attainment of boys and girls in personal and social development at this level. Girls' performance is higher than boys' in all areas of learning at outcome 6.

At outcome 5, the attainment of pupils receiving free school meals is above that of their peers in all areas of learning. However, at outcome 6, pupils receiving free school meals do not attain as well as other pupils in mathematical development and literacy.

In key stage 2, at the expected level 4, there has been an upward trend in performance in English, mathematics and science over the last four years. However, in 2013 performance in all three subjects remained below the family average. When compared to similar schools, performance in 2013 placed the school in the higher 50% for all three subjects and the core subject indicator. For the previous three years, performance generally placed it in the bottom 25% for all three subjects.

At the higher than expected level 5, performance in all three subjects was better in 2013 than in the previous four years. However, performance in all three subjects remains below family averages. When compared to similar schools, performance in 2013 placed the school in the higher 50% for English and science and the lower 50% for mathematics. For the three years prior to 2013, performance placed it in the lower 50% in all subjects.

Boys' performance is higher than girls' at the expected level in all three subject areas. Girls' performance is slightly better than boys' at the higher than expected level in English, while boys' performance is better in mathematics and science.

There are no consistent trends between the performance of pupils in receipt of free school meals and that of their peers over the last few years.

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.	118	109 92%	9 8%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	117	101 86%	16 14%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	122	117 96%	5 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	120	114 95%	6 5%	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.	121	113 93%	8 7%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	120	113 94%	7 6%	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.	122	119 98%	3 2%	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.	119	116 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.	119	83 70%	36 30%	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.	120	98 82%	22 18%	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.	111	70 63%	41 37%	Mae plant eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
		77%	23%	
Nearly all children behave well at playtime and lunch time	117	98 84%	19 16%	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.	73	39 53%	32 44%	2 3%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	74	45 61%	28 38%	0 0%	1 1%	0	Mae fy mhentyn 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.	73	52 71%	19 26%	1 1%	0 0%	1	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		72%	26%	1%	0%		
My child is making good progress at school.	74	39 53%	31 42%	3 4%	0 0%	1	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	73	25 34%	41 56%	2 3%	0 0%	5	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	46%	4%	1%		
Teaching is good.	72	33 46%	37 51%	1 1%	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.	73	37 51%	32 44%	0 0%	0 0%	4	Mae'r staff yn disgwyl i fy mhentyn 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.	69	22 32%	36 52%	4 6%	2 3%	5	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhentyn yn ei ddysgu yn yr ysgol.
		47%	40%	6%	1%		
Staff treat all children fairly and with respect.	73	30 41%	35 48%	0 0%	1 1%	7	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		58%	34%	3%	1%		
My child is encouraged to be healthy and to take regular exercise.	74	34 46%	36 49%	1 1%	1 1%	2	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		59%	36%	2%	0%		
My child is safe at school.	73	38 52%	30 41%	3 4%	0 0%	2	Mae fy mhentyn yn ddiogel yn yr ysgol.
		66%	31%	1%	0%		
My child receives appropriate additional support in relation to any particular individual needs'.	67	30 45%	29 43%	2 3%	0 0%	6	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		50%	34%	4%	1%		

	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 am kept well informed about my child's progress.	74	32 43%	36 49%	4 5%	0 0%	2	Rwy'n cael gwybodaeth gyson am gynydd fy mhentyn.
		49%	41%	8%	2%		
I feel comfortable about approaching the school with questions, suggestions or a problem.	74	45 61%	26 35%	2 3%	0 0%	1	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.	73	25 34%	38 52%	3 4%	2 3%	5	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.	74	33 45%	35 47%	2 3%	0 0%	4	Mae'r ysgol yn helpu fy mhentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		56%	39%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	61	22 36%	27 44%	2 3%	0 0%	10	Mae fy mhentyn 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.	72	32 44%	33 46%	5 7%	1 1%	1	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	38%	5%	1%		
The school is well run.	74	32 43%	37 50%	2 3%	1 1%	2	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	33%	3%	2%		

Appendix 3

The inspection team

Jane Mccarthy	Reporting Inspector
Rhona Edwards	Team Inspector
Kenneth Dackevych	Lay Inspector
Louise Rees	Peer Inspector
Rachael Owen	School 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.