



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

**Llanilltud Faerdref Primary
St Illtyd's Road
Church Village
Pontypridd
RCT
CF38 1DB**

Date of inspection: May 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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Context

Llanilltud Faerdref Primary School is in Church Village about half way between Llantrisant and Pontypridd in the Rhondda Cynon Taf local authority. The school currently contains 227 pupils from the ages of three to 11. There are four single-age and three mixed-age classes, plus a full-time nursery.

Approximately 25% of pupils are entitled to free school meals, which is above the national average of 21%. The school has identified around 15% of pupils as having additional learning needs, which is below the national average. Very few pupils have a statement of special educational needs. Approximately 7% of pupils come from an ethnic minority background, all of whom speak English as an additional language. No pupils use Welsh as a first language. Around 4% of pupils are looked after by the local authority.

The school was last inspected in May 2008. There have been several changes in staffing in the last two years. The headteacher took up his post in September 2012. An acting deputy headteacher has been in post since January 2014.

The individual school budget per pupil for Llanilltud Faerdref Primary School in 2013-2014 means that the budget is £3,277. The maximum per pupil in the primary schools in Rhondda Cynon Taf is £7,033 and the minimum is £2,659. Llanilltud Faerdref Primary School is 77th out of the 110 primary schools in Rhondda Cynon Taf 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:

- nearly all pupils make good progress through the school;
- in key stage 2, pupil performance in all three core subjects has nearly always placed the school in the higher 50% or top 25% of similar schools at both the expected and higher levels;
- standards in literacy and numeracy are good across the school;
- pupils' behaviour is very good;
- levels of attendance have placed the school in the top 25% of similar schools for the last two years;
- the curriculum is broad and balanced and provides a range of enriching learning experiences for pupils; and
- teaching is good with excellent features.

Prospects for improvement

Prospects for improvement are good because:

- the headteacher, staff and governing body share a common vision for the school with a clear focus on improving standards and pupils' wellbeing;
- the headteacher provides very effective and purposeful leadership;
- the school has introduced many positive initiatives over the last two years, which are clearly impacting on standards and provision;
- governors are supportive and well informed;
- the school has effective self-evaluation processes; and
- there are strong partnerships with parents, the community and other schools.

Recommendations

- R1 Ensure that boys, in particular, in the Foundation Phase and pupils eligible for free school meals achieve as well as their peers
- R2 Develop the leadership roles, responsibilities and expertise of the senior management team
- R3 Ensure that strategic planning addresses the future human and physical resource needs of the school

What happens next?

The school will draw up an action plan that shows how it is going to address the recommendations.

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

Many pupils enter the school with skills below those expected for their age, but nearly all make rapid progress and achieve good standards in literacy and numeracy.

In the Foundation Phase, most pupils develop good speaking and listening skills and use these well to answer questions and to communicate with others in different contexts. Most make good progress in their reading skills. They apply their phonic knowledge well and develop a range of suitable strategies to improve their reading. The quality of writing in the Foundation Phase is generally good. By the end of Year 2, most pupils write simple sentences accurately to form interesting stories and poems. They often present their work well with appropriate punctuation.

In key stage 2, nearly all pupils listen carefully and have good speaking skills. They express their ideas clearly and confidently in small groups and whole-class discussions. Many pupils are able to read meaningfully using appropriate expression. By the end of Year 6, they read confidently with fluency and good comprehension. Many talk enthusiastically about their favourite authors and books. Most pupils make good progress in developing their writing skills. Many write extensively in a range of styles for different audiences. They develop good spelling skills and punctuate what they have written accurately. Most pupils present their work well.

Nearly all pupils make good progress in their numeracy skills. Most are able to apply their knowledge and understanding successfully in different curriculum contexts and to real life situations. They develop good thinking and problem-solving skills.

By the end of the Foundation Phase, most pupils can add and subtract two-digit numbers and order, partition and sequence numbers up to 100. They begin to understand place value and can count in twos, fives and tens. Most pupils understand basic fractions, use coins up to £1 correctly and measure in standard units. They gather and record data accurately, produce chronological timelines appropriately and solve simple problems confidently.

By the end of key stage 2, most pupils can apply the four rules using larger numbers and different methods of calculation to reach correct answers. They understand about decimals, fractions and percentages. Nearly all pupils measure accurately in standard units using a range of equipment and they can tell the time in minutes in both analogue and digital forms. Many pupils know the names and properties of more complex shapes and all can convert data into relevant different forms.

Although nearly all pupils enter the school with no prior Welsh language knowledge, most make good progress. In the Foundation Phase, the majority learn simple words and phrases quickly and display a positive attitude towards the language. In key stage 2, nearly all reach confident levels of speaking, listening, reading and writing by

the end of Year 6. They converse freely using extended sentences and respond appropriately to instructions. They read with developing fluency. A few older pupils write independently and at length. All pupils in both key stages develop an appropriate awareness of Welsh culture.

At the end of the Foundation Phase in 2013 at the expected outcome 5 in language, literacy and communication skills and in mathematical development and at the higher outcome 6 in mathematical development, pupil performance placed the school in the bottom 25% of similar schools. At the higher outcome 6 in language, literacy and communication skills, pupil performance placed the school in the lower 50% of similar schools. Nearly all results in 2013 were below those in 2012 at both the expected and higher levels. However, there is evidence that this was a temporary dip in performance due to the nature of the cohort.

In key stage 2, in four out of the last five years in all three core subjects, pupil performance has placed the school in the higher 50% or top 25% of similar schools at the expected level and consistently in these bands for English and mathematics at the higher level.

Overall, boys in the Foundation Phase and pupils eligible for free school meals in both the Foundation Phase and key stage 2 have tended to perform less well than their peers.

Wellbeing: Good

All pupils thoroughly enjoy school. They feel safe and confident and are fully aware of whom to contact if they require support. All have a good understanding of how to remain healthy. They understand the importance of healthy foods and regular exercise and the impact these have on their bodies.

All pupils are enthusiastic and eager to learn. They are very polite and confident with adults. Their behaviour is consistently very good in the classroom and at break times and they show respect, care and concern for others. Most work well independently and co-operatively. All consistently assess their own progress and are aware of how to improve their work.

Pupils' attendance levels, currently at around 95%, are improving and for the last two years have placed the school in the top 25% when compared with similar schools. Unauthorised absence is low. Very few pupils are persistently late.

Pupils play an important part in the running of the school and staff take their views seriously. Their suggestions have a positive impact on school life. Members of the school council contribute positively to the decision-making process. They work closely together and liaise regularly with the governing body, the senior management team and the parent-teacher association. They feel valued and respected.

Pupils participate in a variety of community events, such as the tidy towns project.

| | |
|---|-------------|
| Key Question 2: How good is provision? | Good |
|---|-------------|

Learning experiences: Good

The school provides a broad and balanced curriculum that meets statutory requirements and the needs of all pupils well. The learning experiences include a broad programme of visits and visitors, as well as a wide range of extra-curricular activities, which many pupils attend regularly. These additional opportunities contribute significantly to pupils' learning and wellbeing.

Teachers and support staff plan the curriculum together, based on a topic approach. Planning also takes good account of the Literacy and Numeracy Framework and the development of investigative, creative and information and communication technology (ICT) skills. Intervention programmes in literacy and numeracy for pupils who need extra support impact positively on their progress and their capacity to learn.

The school promotes interest and enthusiasm towards the Welsh language and culture successfully. Nearly all staff use Welsh regularly in lessons and are good role models. New planning procedures ensure that pupils have frequent opportunities to use their speaking and reading skills across the curriculum. Various events and activities, such as the annual school Eisteddfod, encourage pupils to celebrate their Welsh heritage successfully.

The school provides a good range of opportunities for pupils to learn about sustainable development, for example in relation to conserving energy, recycling, reducing waste and looking after the planet. The eco council actively and enthusiastically promotes these initiatives. Pupils also benefit from learning about the lives of other people in different countries, for example through links with a school in Uganda.

Teaching: Good

All teachers prepare lessons thoroughly and take good account of pupils' different ages and abilities. They provide a comprehensive variety of enriching and interesting tasks that enable pupils to make good progress. All teachers have good up-to-date subject knowledge and high expectations of pupil achievement. They organise learning well, conduct lessons at a brisk pace and manage pupils' time and behaviour successfully.

Where there are excellent features, teachers prepare challenging activities that encourage pupils to think for themselves and to reach their own solutions. They use a wide variety of teaching approaches that ensure pupils are continually engaged in their learning. In particular, they use a range of up-to-date ICT equipment very effectively to enable pupils to work on their own and with others successfully.

Teachers undertake a range of relevant assessment procedures that indicate how well pupils are performing. They monitor and records pupils' needs and progress effectively. Procedures for individual target setting in literacy and numeracy are consistent across the school. All teachers use a range of assessment for learning

strategies in lessons and involve pupils regularly in evaluating their own work and that of their peers. These processes help to ensure that pupils know how well they are achieving.

All teachers mark work conscientiously and thoroughly. They provide positive and supportive comments that often indicate the way forward. Pupils respond regularly to their advice, indicating that they know how to improve their work. Annual reports to parents provide relevant information about their children's achievements and include appropriate targets for improvement.

Care, support and guidance: Good

The school is a very caring and supportive community that values every pupil. All staff establish good relationships with pupils and promote their spiritual, moral, cultural and social development effectively. They show courtesy, good manners and mutual respect for pupils and one another.

The school makes appropriate arrangements for promoting healthy eating and drinking. It also enables pupils to benefit from regular exercise. There are clear expectations of pupils' behaviour and appropriate strategies to improve attendance and punctuality. The school's arrangements for safeguarding meet requirements and give no cause for concern.

Provision for pupils with additional learning needs is good. Teachers and the special educational needs co-ordinator quickly identify pupils who have difficulties and make certain that they plan and implement appropriate support arrangements promptly. All staff regularly assess pupils' progress, in order to ensure that the allocated support is effective. Parents are well informed and are involved appropriately in setting and reviewing their children's individual education plans.

The school liaises closely with a range of external support agencies and makes appropriate use of the specialist services, information and guidance they provide.

Learning environment: Good

The school is a safe, welcoming and inclusive community. It provides equal opportunities for all and ensures that staff and pupils treat each other fairly and are free from any harassment or discrimination. It actively encourages pupils to appreciate and tolerate individual differences, whatever their background. It is fully accessible to pupils and adults with any physical disability.

The buildings provide a stimulating learning environment and are well maintained overall. Displays celebrate pupils' work and achievements very successfully. Plans are in place to add a new building, as the number on roll is steadily rising.

The grounds are extensive and include a field and well-established garden and environmental areas that are used effectively by pupils for outdoor learning. There is a suitable level of security of the school site.

The school is well equipped with a wide variety of quality learning resources, including a good range of up-to-date ICT hardware.

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

Leadership: Good

The headteacher, staff and governing body share a common vision for the school with a clear focus on improving standards and pupils' wellbeing.

The headteacher provides very effective and purposeful leadership. He runs the school very efficiently and communicates high expectations for staff and pupils. He has a good understanding of the strengths of the school and its priorities for development. As a result, he has introduced many positive initiatives over the last two years, for example in literacy and numeracy, which are impacting on standards and the quality of provision.

The senior management team is newly formed and relatively inexperienced, but members are very supportive and work well as a team. All staff have designated areas of responsibility, which they undertake efficiently. They monitor and evaluate each other's lessons effectively and share good practice beneficially.

Governors are supportive and well informed about the school and its performance. Many attend training sessions and visit the school regularly for events and to monitor progress. However, their strategic role, especially in light of the school's impending expansion, is an area for continued development. The school meets all statutory requirements.

The school works very well in collaboration with the local authority, the receiving secondary school and other agencies to implement national and local priorities, for example in improving standards in literacy and numeracy and in reducing the impact of disadvantage.

Improving quality: Good

The school has effective self-evaluation processes that use a wide range of first-hand evidence to determine what the school is doing well and which areas need to improve. For example, there are clear systems in place to scrutinise pupils' books, observe lessons and analyse pupils' data. In addition, the school takes good account of the views of governors, parents and pupils. The self-evaluation processes contribute significantly to improving pupil outcomes.

The self-evaluation report is a detailed and honest document that contains clear links to the school development plan and a range of other documents. It is organised well and presents an accurate assessment of the school's strengths and areas for development.

The school development plan is also a well-focused document that includes relevant targets for improvement, based on self-evaluation evidence. It contains specific actions for each target with measurable success criteria and specific timescales for

completion. Monitoring arrangements ensure that the plan has a positive impact on standards, for example in literacy and numeracy. The school has an effective track record of implementing improvements. It has fully addressed the recommendations from the last inspection.

Partnership working: Good

Strong partnerships with parents, other schools and the community effectively extend pupils' learning experiences. Parents are very supportive and appreciate the regular information that they receive about the school's activities and their children's progress. The active parent-teacher association has raised considerable sums of money to improve the outdoor learning facilities. The parent council is a very positive innovation, as it provides parents with the opportunity to share their views with senior staff and to influence decisions about the school.

Strong links with the receiving high school ease pupils' transition into secondary education. There are some excellent examples of shared resources. For example, the high school has helped to develop numeracy materials across the cluster and has contributed financially to the establishment of a successful after-school literacy club, which is organised by parents. These initiatives are having a positive impact on standards and pupils' wellbeing. Teachers participate in regular standardisation and moderation procedures within the school and across the cluster to ensure consistency in the assessment of pupils' work.

Links with the community are extensive. For example, the local Baptist minister, who is a governor, regularly leads assembly and pupils visit the chapel for Christian festivals. Pupils and staff organise charitable events and participate regularly in community projects. The school also works in close partnership with the local authority and the consortium.

Resource management: Good

The school is experiencing a period of change in relation to staffing, but it maintains a full complement of well-qualified and experienced teachers. Support staff have appropriate roles and responsibilities and make a valuable contribution to pupils' learning and wellbeing, including helping with lunch time supervision. The arrangements for teachers' planning, preparation and assessment time are effective.

Performance management procedures, led by the senior management team, are effective and meet statutory requirements. They involve all teachers, but not support staff. Targets focus appropriately on priorities in the school development plan, linked to improving pupils' outcomes and the quality of teaching.

All staff participate in regular in-house and external training events linked to their personal and professional needs and the school's priorities. They develop good practice through their participation in cluster activities, for example in mathematics, and through reporting on their experiences to colleagues. This ensures that there is a positive impact on their teaching expertise.

The school manages its accommodation, resources and budget well. It bases its spending decisions on school priorities and achieving best value. Administrative staff ensure that good financial controls are in place and that the school functions efficiently. The governing body is implementing an appropriate financial plan to ensure its current budget is balanced.

Due to the successful outcomes achieved by pupils and the high quality of provision, the school provides good value for money.

Appendix 1

Commentary on performance data

At the end of the Foundation Phase in 2013 at the expected outcome 5 in language, literacy and communication skills, mathematical development and personal and social skills, pupil performance was below the family average. It was also below the family average at the higher outcome 6 in mathematical development. This placed the school in the bottom 25% when compared with similar schools in these areas of learning. Pupil performance was above the family average at the higher level in language, literacy and communication skills and personal and social skills. This placed the school in the lower 50% of similar schools for these aspects. Nearly all results in 2013 were below those in 2012 at both the expected and higher levels. However, there is evidence that this was a temporary dip in performance due to the nature of the cohort.

At the end of key stage 2 in 2013, pupil performance was above the family average at the expected level 4 and the higher level 5 in all three core subjects. In four out of the last five years in all three core subjects, pupil performance in key stage 2 has placed the school in the higher 50% or top 25% of similar schools at the expected level and consistently in these bands for English and mathematics at the higher level.

Nearly all pupils make good progress through the school. However, boys in the Foundation Phase and pupils eligible for free school meals in both the Foundation Phase and key stage 2 have tended to perform less well than their peers.

Appendix 2

Stakeholder satisfaction report

Responses to learner questionnaires

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. | 103 | 103 100% | 0 0% | Rwy'n teimlo'n ddiogel yn fy ysgol. |
| | | 98% | 2% | |
| The school deals well with any bullying. | 103 | 103 100% | 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. | 103 | 103 100% | 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 | 103 | 103 100% | 0 0% | Mae'r ysgol yn fy nysgu i sut i aros yn iach. |
| | | 97% | 3% | |
| There are lots of chances at school for me to get regular exercise. | 103 | 103 100% | 0 0% | Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd. |
| | | 96% | 4% | |
| I am doing well at school | 103 | 98 95% | 5 5% | 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. | 103 | 103 100% | 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. | 102 | 102 100% | 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. | 103 | 101 98% | 2 2% | 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. | 103 | 102 99% | 1 1% | 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. | 103 | 96 93% | 7 7% | 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 | 103 | 99 96% | 4 4% | 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. | 22 | 11 50% | 11 50% | 0 0% | 0 0% | 0 | Rwy'n fodlon â'r ysgol yn gyffredinol. |
| | | 63% | 33% | 3% | 1% | | |
| My child likes this school. | 22 | 14 64% | 8 36% | 0 0% | 0 0% | 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. | 22 | 15 68% | 7 32% | 0 0% | 0 0% | 0 | 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. | 22 | 13 59% | 7 32% | 1 5% | 0 0% | 1 | Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol. |
| | | 61% | 34% | 3% | 1% | | |
| Pupils behave well in school. | 21 | 4 19% | 16 76% | 0 0% | 0 0% | 1 | Mae disgyblion yn ymddwyn yn dda yn yr ysgol. |
| | | 45% | 46% | 4% | 1% | | |
| Teaching is good. | 22 | 8 36% | 14 64% | 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. | 22 | 13 59% | 9 41% | 0 0% | 0 0% | 0 | 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. | 22 | 7 32% | 13 59% | 1 5% | 0 0% | 1 | 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. | 22 | 10 45% | 10 45% | 0 0% | 0 0% | 2 | 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. | 22 | 9 41% | 11 50% | 0 0% | 0 0% | 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. | 22 | 6 27% | 14 64% | 2 9% | 0 0% | 0 | 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. | 21 | 10 48% | 5 24% | 2 10% | 0 0% | 4 | 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. | 20 | 9 45% | 7 35% | 4 20% | 0 0% | 0 | Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn. |
| | | 49% | 41% | 8% | 2% | | |
| I feel comfortable about approaching the school with questions, suggestions or a problem. | 21 | 12 57% | 8 38% | 1 5% | 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. | 22 | 5 23% | 9 41% | 4 18% | 0 0% | 4 | 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. | 22 | 9 41% | 12 55% | 0 0% | 0 0% | 1 | Mae'r ysgol yn helpu fy mhlentyn 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. | 21 | 4 19% | 9 43% | 1 5% | 0 0% | 7 | 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. | 21 | 6 29% | 14 67% | 0 0% | 0 0% | 1 | Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau. |
| | | 53% | 38% | 5% | 1% | | |
| The school is well run. | 21 | 7 33% | 13 62% | 0 0% | 0 0% | 1 | Mae'r ysgol yn cael ei rhedeg yn dda. |
| | | 60% | 33% | 3% | 2% | | |

Appendix 3

The inspection team

| | |
|----------------|---------------------|
| David Ellis | Reporting Inspector |
| Clive Evans | Team Inspector |
| Julie Price | Lay Inspector |
| Stephen Davies | Peer Inspector |
| Mark Wakeley | 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.