



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

**Ysgol Gynradd Llannon
Heol y Nant
Llannon
Llanelli
Carmarthenshire
SA14 6AE**

Date of inspection: November 2013

by

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

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

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

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

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

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

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

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Context

Ysgol Llannon is a rural primary school. It is situated in the village of Llannon, which is about six miles from the town of Llanelli. The school serves the village itself and the surrounding rural area. The school is maintained by Carmarthenshire local authority.

The school provides education for pupils aged between three and 11 years. Children are admitted to the school on a full-time basis at the beginning of the term before they reach their fourth birthday. During the inspection, there were 109 pupils on roll. Numbers have risen considerably since the last inspection, which was undertaken in December 2007. Pupils are divided into five classes. In line with the local authority's policy, Welsh is used as the teaching medium in the Foundation Phase. In key stage 2, pupils are taught through the medium of Welsh and English, with the aim of ensuring that they are bilingual by the time they transfer to the secondary school at 11 years of age.

About half the pupils come from Welsh-speaking homes. Very few pupils come from an ethnic minority background. About 2% of pupils are entitled to free school meals, which is significantly lower than the county percentage and the percentage for Wales. Twenty-two per cent of pupils are on the school's additional learning needs register, which is a little higher than the national figure.

The headteacher has been in post since September 2007. In addition to the headteacher, who is in charge of a class for three days a week, there are four full-time teachers and two part-time teachers.

The individual school budget per pupil for Ysgol Gynradd Llannon in 2013-2014 is £3,460. The maximum per pupil in primary schools in Carmarthenshire is £8,152 and the minimum is £2,941. Ysgol Gynradd Llannon is in 77th position of the 106 primary schools in Carmarthenshire in terms of its school budget per pupil.

Summary

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

Current performance

Ysgol Llannon's performance is good because:

- nearly all pupils make sound progress and achieve well;
- nearly all are confidently bilingual by the end of key stage 2;
- pupils across the school behave well, and are enthusiastic and keen to learn;
- stimulating and rich learning experiences are planned for pupils, the quality of teaching is consistently good and support staff assist learning skilfully; and
- there is effective provision for promoting wellbeing and an inclusive, welcoming ethos, in which pupils feel happy and safe.

Prospects for improvement

Prospects for improvement are good because:

- the headteacher provides purposeful leadership, which has a positive influence on pupils' standards and wellbeing;
- all members of staff are clear about their roles and work as a team;
- the school has good knowledge of its own performance and the governing body challenges the school effectively;
- challenging and appropriate priorities and targets are in place for improving standards; and
- there is a good range of partnerships that have a positive effect on pupils' achievement.

Recommendations

- R1 Improve the standard of writing in Welsh in key stage 2
- R2 Improve attendance
- R3 Ensure consistency in assessment for learning in order to make sure that pupils are more aware of what needs to be done to improve their own work
- R4 Simplify plans for improvement in order for leaders and staff to monitor progress more effectively

What happens next?

The school will produce an action plan that shows how it will address the recommendations.

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

The results of pupils' foundation assessments at Ysgol Llannon on entry to the school show that most of them have skills appropriate to their age, except in Welsh, as the language is new to about half of them. Nearly all of them make sound progress in their learning during their time at the school.

Most of them participate fully in class activities and concentrate and build well on their previous learning experiences.

Most pupils across the school make good progress in their use of language, literacy and communication skills in Welsh. Their listening skills are very good and most are keen to offer answers or comments when speaking about their work. The oral skills of pupils who come from non-Welsh speaking homes develop very quickly. By the end of key stage 2, most pupils can hold conversations in a mature manner in Welsh. They use appropriate vocabulary when talking about their work, as well as about other matters of interest to them. The majority are able to express an opinion in a mature way on a range of topics. By the end of their time at school, nearly all pupils attain a high level of bilingualism and are able to translanguage effectively.

Most pupils' reading skills are developing effectively. They take an interest in books and develop into independent readers. Nearly all older pupils in the Foundation Phase read meaningfully, fluently and with clear expression. By the end of key stage 2, most pupils read a wide range of texts in Welsh and English with good fluency, expression and understanding. They use their reading skills effectively to glean information and present it in an interesting way. They use their translanguage skills confidently when undertaking research work.

Most pupils in the Foundation Phase show continuous development in terms of early writing skills. Most older pupils in the Foundation Phase write meaningfully and independently in Welsh. They use suitable and interesting vocabulary, and are beginning to vary sentences and punctuate correctly. By the end of key stage 2, most use their writing skills effectively in their work across the curriculum for different purposes and for a wide range of audiences. The majority of pupils' work shows good standards of language accuracy, although syntax and spelling errors appear in the written work of a minority. By the end of the key stage 2, most can write at length to a high standard in English in a range of contexts across the curriculum, for example when developing biographies on contemporary authors.

Most pupils in the Foundation Phase and key stage 2 make good use of their numeracy skills across the curriculum. In the Foundation Phase, pupils analyse objects, use time in various contexts and handle simple data successfully, for example when measuring and recording the distance that they have thrown a ball. In key stage 2, pupils handle data confidently, for example when measuring on a map and recording and comparing the distances that goods travel to Wales. They also

produce graphs that are appropriate to various purposes, for example when measuring, recording and analysing temperature in their science lessons.

There is no significant difference in the achievement of boys and girls. Pupils who have additional learning needs make good progress and pupils of higher ability achieve very well.

Trends in the school's performance data should be considered carefully as the number of pupils at the end of both key stages is small.

In 2013, the proportion of pupils who achieved the Foundation Phase indicator is higher than in the previous year and higher than the averages for the family of similar schools and Wales. In comparison with schools that have similar levels of entitlement to free school meals, the school's performance has placed it in the lower 50% in the last two years. The proportion of pupils who achieved higher than the expected level is higher in every learning area in comparison with the family of similar schools and Wales averages in 2013. In comparison with schools that have similar levels of entitlement to free school meals, the school's performance at the higher level has risen, moving the school from the bottom 25% to the top 25%.

The percentage of 11-year-old pupils who attained the expected level (level 4) has varied over the last four years. It tends to be higher than the averages for schools in the family and Wales in English, mathematics and science, but lower in Welsh. In comparison with schools that have similar levels of entitlement to free school meals, performance has varied, moving the school between the bottom 25% to the top 25% during the period. Over time, the percentage of pupils who attained the higher level (level 5) in the four subjects has been higher than family of schools and Wales averages. When comparing the school's performance at the higher level with that of schools with similar levels of entitlement to free school meals, it has been among the top 25% in three of the last four years.

Wellbeing: Good

Pupils at Ysgol Llannon have positive attitudes towards living and eating and drinking healthily. They feel safe at the school and are confident that they can turn to anyone for support if necessary.

Nearly all pupils behave well and show high levels of motivation, interest and pride in their work. They treat everyone with respect and courtesy. The majority contribute their own ideas effectively to what they would like to learn. However, pupils' ability to guide their own learning is inconsistent.

The school's attendance percentage over the last four years has been higher than the average for Wales but lower than the average for schools in the family. In comparison with similar schools in terms of levels of entitlement to free school meals, the school has been among the bottom 25% in the last two years. Nearly all pupils arrive at school punctually.

The pupil's voice receives good attention, and the school responds well to their ideas through the school council and the eco and healthy school councils. Members have

regular opportunities to express an opinion, to develop ideas and to discuss maturely and openly when contributing to decisions about the school. A good example of this is their contribution towards improving the condition of the toilets.

By taking part and contributing to a range of social events and activities, pupils have a strong awareness of their area and the world of work. A good example of this is Year 5 and Year 6 pupils' enthusiastic contribution to their business venture, which creates goods to be sold at the local church's Christmas Fair.

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

Teachers plan a variety of stimulating and rich experiences that meet the needs of most pupils. Teachers plan in detail and meet the requirements of the National Curriculum and religious education in full. The principles of the Foundation Phase are in place successfully and effective use is made of the outdoor area. In key stage 2, the curriculum builds systematically on pupils' previous experiences and detailed planning ensures an appropriate challenge for pupils of all abilities. Regular visits such as those to Llyn Llech Owain and the National Library enrich pupils' experiences.

Provision for developing pupils' literacy and numeracy skills is effective. In the Foundation Phase, prominent emphasis is placed on developing learners' oracy, and phonetic skills are taught successfully. Across the school, teachers plan regular opportunities for pupils to write at length on a wide range of interesting subjects. Teachers co-operate purposefully to ensure that the Literacy and Numeracy Framework is implemented.

Provision for promoting the Welsh language and the Welsh dimension is successful. The school has integrated the Cwricwlwm Cymreig successfully when developing new cross-curricular themes. The school's commitment to developing pride in one's area is obvious. This includes supporting local and national initiatives, in addition to participating in community projects.

Provision to develop pupils' understanding of sustainable development and global citizenship has been integrated successfully across the curriculum. A good example of this is the school's enthusiastic commitment when supporting a number of Eco projects, including the 'Size of Wales' project.

Teaching: Good

The quality of teaching is effective across the school. A positive working relationship exists between adults and pupils in all classes. In a few lessons, very effective use is made of targets that were set in the previous lesson to guide the learning. Use is also made of a variety of learning methods that ensure that pupils of all abilities achieve to the utmost. Across the school, teachers have a sound understanding of the curriculum, and they explain new concepts clearly. They question probingly in order to extend pupils' understanding. All adults promote correct Welsh consistently. Support staff play an effective role in supporting learning across the school.

In lessons, teachers provide valuable oral feedback for pupils. They mark their work thoroughly and, in the best examples, constructive comments are given on how to improve work that is linked to success criteria. Opportunities that are given to pupils to reflect on their own work and that of their peers are inconsistent. As a result, pupils' role in the process of setting targets and improving their work has not been established consistently throughout the school.

The school has thorough procedures for assessing and tracking pupils' progress by using standardised tests and teachers' assessments. Teachers understand pupils' needs well and use the information to set specific targets and provide appropriate tasks for them to move them forward to the next stage in their learning.

Reports to parents are thorough and meet statutory requirements.

Care, support and guidance: Good

The school has a wide range of operational programmes and policies, which promote pupils' wellbeing and health effectively. There are policies and strategies in place on discipline and anti-bullying that promote high levels of behaviour successfully. Provision for pupils' spiritual, moral and social development is effective. All this ensures that the school fulfils its objectives to 'plan jointly today for tomorrow's future'. The school has the appropriate arrangements for promoting healthy eating and drinking.

The school makes effective use of information and guidance from specialist external agencies. A good example of this is the key input from members of the emergency services, to ensure that pupils have robust information about keeping safe.

The school's arrangements for safeguarding pupils meet requirements and they are not a cause for concern.

The school has comprehensive arrangements for supporting pupils who have additional learning needs, which comply with the Code of Practice. Teachers use a comprehensive range of sources to identify pupils' needs early on and ensure beneficial provision for them. Individual education plans are produced and reviewed regularly in co-operation with pupils and parents.

Learning environment: Good

Ysgol Llannon is a happy, friendly and welcoming community in which adults and pupils treat each other with respect and care. The inclusive ethos ensures that all pupils have an equal right to all provision. The contribution of older pupils as anti-bullying ambassadors ensures that all pupils are aware of the rights of the child and are free from harassment

The building and site provide a stimulating learning environment for all pupils. Since the last inspection, two new extensions have been added to the learning space, which is now accessible to pupils and adults who have disabilities. The school makes effective use of the building and the quality of displays creates a colourful and

stimulating learning environment. There is a wide range of resources available to staff and pupils and they are used effectively to support learning. The school building and grounds are safe and are maintained well.

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

Leadership: Good

The headteacher has a clear vision and high expectations for the school. She conveys that vision to staff, pupils and governors. Her purposeful leadership ensures that all aspects of school life have a positive influence on pupils' standards and wellbeing by ensuring an ethos that encourages all pupils to reach their full potential.

Staff understand their role and responsibilities well and co-operate effectively as a team. The school is an orderly community and it has clear structures and policies. By analysing a wide range of performance data, teachers have a clear understanding of the school's strengths and areas to be developed.

The school responds positively to a number of local and national priorities. The principles of the Foundation Phase have been implemented successfully. Teachers plan purposefully for the requirements of the Literacy and Numeracy Framework. Assessment for learning strategies within lessons are beginning to be embedded.

The governing body provides effective support for the school's life and work. Governors increase their understanding of curricular matters by meeting with subject leaders and receiving presentations from them. They are aware of issues that arise from the analysis of performance data and the self-evaluation report. They challenge the school effectively on areas that need to be improved.

Improving quality: Good

The school has a clear understanding of its strengths and areas that it needs to improve. Self-evaluation procedures include effective arrangements for observing teaching, monitoring planning and looking at pupils' work. Teaching and support staff contribute purposefully to the process. The headteacher seeks the opinions of parents and pupils through questionnaires, and these are considered fully. Input from the authority's system leader strengthens the process. These procedures contribute effectively to the self-evaluation report, which provides a balanced and accurate picture of the school.

There is an obvious link between the outcomes of the self-evaluation report and priorities in the school development plan. Teachers use information from self-evaluation to set challenging and appropriate priorities and targets for improving standards and management procedures. However, there are too many priorities, and as a result it is not easy for leaders and staff to monitor progress against them effectively.

The school has made good progress in terms of addressing the recommendations of the last inspection. This has resulted in an improvement in standards and quality.

Partnership working: Good

The school works successfully with a range of partners. This has a positive effect on pupils' attainment and wellbeing. There is a robust partnership between the school and parents. A good example of this is the small booklets that the school creates to enable parents to help their children to learn letters and sounds.

The school co-operates closely with the Nursery Group on the site to ensure that children settle quickly in the reception class. Arrangements for transferring older pupils to the secondary school are suitable and prepare them well for the next stage in their education.

The school co-operates closely with schools in the cluster to ensure moderation and standardisation of teachers' assessments of pupils' work in key stage 2. As a result, teachers' assessments are robust. The schools also work together to improve pupils' wellbeing by establishing ways of tracking their personal and social development.

There is a good relationship with the local authority, especially to benefit from its services to support pupils who have additional learning needs.

There is a strong relationship with the local community. The extensive number of visitors who come to the school enrich pupils' learning experiences, and pupils make a considerable contribution to community life. A good example of this is pupils' annual commitment to the Welsh Heritage Schools Initiative, which promotes their pride in their Welshness.

Resource management: Good

The school manages its resources skilfully. It uses teaching staff and support staff purposefully to make the best use of their knowledge and skills in every aspect of the school's work.

Provision for planning, preparation and assessment is arranged well, and teachers use this time effectively. Support staff make a valuable contribution to pupils' learning across the school.

The school works effectively within professional learning communities with schools in the cluster, and this contributes significantly to enriching the school's provision. Prominent examples include their co-operation to raise the standard of boys' language, and developing provision for more able and talented pupils.

The headteacher, with the support of the administrative officer and the governing body, manages the use of financial resources beneficially in order to support the school's priorities. The school has a considerable surplus in reserve, but the governing body intends to use it purposefully to strengthen the leadership team. Pupils benefit from a high level of interesting learning resources.

Considering the good outcomes at the school, the school provides good value for money.

Appendix 1

Commentary on performance data

Trends in the school's performance data should be considered carefully as the number of pupils at the end of both key stages is small.

By the end of the Foundation Phase in 2013, the proportion of pupils who achieved the Foundation Phase indicator is higher than in the previous year and higher than the averages for the family of similar schools and Wales. The percentage achieving the expected level (outcome 5) in language, literacy and communication development in Welsh and in mathematical development is lower than the average for the family but higher than the average for Wales. The percentage achieving the expected level in personal and social development and wellbeing and cultural diversity is lower than the averages for the family and Wales. In comparison with schools that have similar levels of entitlement to free school meals, the school's performance has placed it in the lower 50% in the last two years.

The percentage of pupils who achieved higher than expected (outcome 6) is also higher than in the previous year. The percentage of pupils who attained the higher outcome in language, literacy and communication skills in Welsh, mathematical development and personal and social development, wellbeing and cultural diversity is higher than the averages for schools in the family and Wales. In comparison with schools that have similar levels of entitlement to free school meals, the school's performance at the higher level has risen, moving it from the bottom 25% to the top 25%.

The percentage of 11-year-old pupils who attained the expected level (level 4) has varied over the last four years. It tends to be higher than the averages for schools in the family and Wales in English, mathematics and science but lower in Welsh. In comparison with schools that have similar levels of entitlement to free school meals, the school's performance in English, mathematics and science has varied, placing it between the bottom 25% and the top 25% during the period. The school has been among the bottom 25% in terms of Welsh performance over the last three years.

Over time, the percentage of pupils who attained the higher level (level 5) in the four subjects has been higher than the averages for the family of schools and Wales. In comparison with schools that have similar levels of entitlement to free school meals, the school's performance in the four subjects at the higher level has placed it among the top 25% in three of the last four years.

Considering the small numbers, there are no significant differences between the achievements of boys and girls or between the achievement of pupils who are entitled to free school meals and the remainder over time.

Appendix 2

Stakeholder satisfaction report

Responses to learner questionnaires

Primary Survey (All Pupils)

Designating the benchmark – this is the total of all responses to date since September 2010.

	Number of responses Nifer o ymatebion	Agree Cytuno	Disagree Anghytuno	
I feel safe in my school.	56	56 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	56	56 100%	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.	56	56 100%	0 0%	Rwy'n gwybod pwy i siarad ag ef/â hi os ydw i'n poeni neu'n gofidio.
		96%	4%	
The school teaches me how to keep healthy	56	56 100%	0 0%	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
		98%	2%	
There are lots of chances at school for me to get regular exercise.	56	56 100%	0 0%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	56	56 100%	0 0%	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.	56	56 100%	0 0%	Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddyngu a gwneud cynnydd.
		99%	1%	
I know what to do and who to ask if I find my work hard.	56	56 100%	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.	56	56 100%	0 0%	Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol.
		91%	9%	
I have enough books, equipment, and computers to do my work.	56	56 100%	0 0%	Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
		95%	5%	
Other children behave well and I can get my work done.	56	53 95%	3 5%	Mae plant eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
		78%	22%	
Nearly all children behave well at playtime and lunch time	56	53 95%	3 5%	Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
		84%	16%	

Responses to parent questionnaires

Designating the benchmark – this is the total of all responses to date since September 2010.

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
Overall I am satisfied with the school.	38	30 79%	8 21%	0 0%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	38	31 82%	6 16%	1 3%	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.	38	29 76%	8 21%	0 0%	1 3%	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.	38	27 71%	7 18%	3 8%	0 0%	1	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	0%		
Pupils behave well in school.	37	28 76%	7 19%	1 3%	0 0%	1	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	46%	4%	1%		
Teaching is good.	38	28 74%	7 18%	1 3%	0 0%	2	Mae'r addysgu yn dda.
		60%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	38	30 79%	6 16%	1 3%	0 0%	1	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.	37	25 68%	10 27%	0 0%	0 0%	2	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.	37	29 78%	6 16%	0 0%	2 5%	0	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		58%	34%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	38	28 74%	7 18%	3 8%	0 0%	0	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.	38	31 82%	6 16%	0 0%	0 0%	1	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.	37	25 68%	10 27%	1 3%	1 3%	0	Mae fy mhentyn 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.	37	25 68%	10 27%	1 3%	1 3%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		49%	41%	8%	2%		

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
I feel comfortable about approaching the school with questions, suggestions or a problem.	38	30 79%	6 16%	0 0%	2 5%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		62%	31%	4%	2%		
I understand the school's procedure for dealing with complaints.	38	24 63%	10 26%	1 3%	2 5%	1	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.	38	31 82%	5 13%	0 0%	0 0%	2	Mae'r ysgol yn helpu fy mhentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		55%	39%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	30	20 67%	5 17%	2 7%	0 0%	3	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.	38	28 74%	8 21%	2 5%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	38%	5%	1%		
The school is well run.	38	32 84%	4 11%	1 3%	1 3%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	33%	3%	1%		

Appendix 3

The inspection team

Edward Goronwy Morris	Reporting Inspector
Rhiannon Harris	Team Inspector
Michaela Leyshon	Lay Inspector
Robert Huw Jenkins	Peer Inspector
Marie Langabeer	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.