



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 Y Lawnt
Surgery Hill
Rhymney
NP22 5LS**

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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Publication date: 10/07/2014

Context

Ysgol y Lawnt is situated in the middle of the town of Rhymney at the top end of the Rhymney valley. The school provides education through the medium of Welsh for pupils from a number of villages to the north of the town of Bargoed, extending from Butetown to Deri. The local authority is Caerphilly.

Currently, 219 pupils between three and 11 years of age attend the school, and this figure includes 36 part-time nursery children. The school is divided into eight classes, three of which contain pupils across an age range of two years. Approximately 94% of pupils come from homes in which English is the main language, and approximately 1% of pupils come from an ethnic minority background.

Twenty-three per cent of pupils are entitled to free school meals, a figure that is lower than the average for the local authority, but slightly higher than the national percentage. Approximately 16% of pupils are on the additional learning needs register, which is lower than the national figure. No pupils have a statement of special educational needs.

The school was last inspected in 2008. Since then, there have been significant changes in terms of staff. The current headteacher and deputy headteacher were appointed during the summer term 2013.

The individual school budget per pupil for Ysgol y Lawnt in 2013-2014 is £2,707. The maximum per pupil in primary schools in Caerphilly is £5,118 and the minimum is £2,645. Ysgol y Lawnt is in 70th place of the 75 primary schools in Caerphilly in terms of the 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:

- most pupils have positive attitudes towards work, and work productively in lessons;
- most pupils make good progress in their learning;
- most pupils behave very well and are courteous;
- the school is a happy and caring community;
- teaching is consistently good;
- successful partnerships contribute effectively to raising standards; and
- the school makes effective use of a stimulating learning environment.

Prospects for improvement

Prospects for improvement are good because:

- the headteacher has a clear vision and there are effective management systems to support this;
- all staff work together effectively as a team to improve pupils' outcomes;
- monitoring procedures use an effective range of sources of evidence, including lesson observations, scrutinising books and analysing data; and
- the school development plan's objectives give appropriate attention to raising standards.

Recommendations

- R1 Raise the level of challenge for more able and talented pupils
- R2 Raise the standards of pupils' creative writing in both languages across key stage 2
- R3 Improve attendance
- R4 Develop the governors' understanding of their role as critical friends in order to challenge the school's performance effectively
- R5 Strengthen the school's self-evaluation processes and improve the quality of the school development plan

What happens next?

The school will produce an action plan that shows how it will address the recommendations. The local authority will monitor the school's progress.

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

During their time at the school, nearly all pupils make good progress in their learning.

Considering their linguistic backgrounds, nearly all pupils use Welsh confidently when working in classroom and in informal situations. Across the school, nearly all pupils listen attentively and are able to follow instructions correctly. By the end of the Foundation Phase, most pupils make sound progress in their Welsh literacy skills. Many are enthusiastic readers and, when reading aloud, they characterise effectively using a range of purposeful reading strategies successfully.

Many pupils' ability to write independently is developing well. By the end of the Foundation Phase, the majority write extended pieces effectively. Many pupils of higher ability use conjugated verbs confidently and use impressive similes effectively. Good examples of this are the portrayals of the history of Santes Dwynwen and descriptions of the features of the Rhondda.

The majority of pupils in key stage 2 concentrate well in lessons and take an active interest in their work. Most pupils' oral skills are developing well. They are able to talk confidently about their work and many contribute effectively to class discussions. Many pupils' reading skills are developing appropriately. They read confidently in both languages, fluently and with a good understanding. However, a few pupils' skills in reading aloud are too mechanistic, and they do not change the intonation of their voice effectively. On the whole, the majority of pupils in Year 6 use their reading skills successfully, for example to research topics on the Second World War.

Most pupils in key stage 2 are able to write correctly in different styles. They punctuate appropriately and set out their work in an orderly way in paragraphs. The standard of handwriting of the majority of pupils is good. By the end of key stage 2, the majority of pupils have a sound understanding of different writing styles, such as biographies, newspaper reports and film reviews. However, the extended writing skills of pupils of higher ability are not developing fully in writing creatively and at length in both languages.

The numeracy skills of pupils in the Foundation Phase and key stage 2 are developing well. By the end of the Foundation Phase, most pupils can discuss mathematical concepts confidently, explaining how they reach the answer correctly. They are able to use standard units to weigh, read a thermometer and record a temperature accurately. Many are able to use their data-handling skills purposefully across the curriculum. A good example of this is the information table about their superheroes. In key stage 2, standards in numeracy by the end of the key stage are developing well. Pupils are able to apply their numeracy skills successfully in other subjects, particularly in science, history and geography. A good example of this is the confident use of multi-stage methods when dealing with budgets in a history lesson.

In general, pupils' achievements by the end of the Foundation Phase over the last two years have been higher than the performance of similar schools in terms of the percentage of pupils who are eligible for free school meals. Over a period of two years, achievement in language, literacy and communication in Welsh, along with mathematical development, has placed the school in the upper 50% of similar schools. However, over the last two years, the performance of pupils who attain the higher levels has mostly placed it in the lower 50%.

In key stage 2, performance at the expected level 4, in comparison with that in similar schools, has varied over the last four years, but has generally placed the school in the upper 50% and lower 50%. The percentage who have attained the higher levels over the last three years has placed the school in the lower 50% of similar schools consistently, and performance in English, mathematics and science has placed it consistently in the bottom 25%.

Wellbeing: Adequate

Nearly all pupils enjoy coming to school and participate enthusiastically in lessons. They listen well and make confident contributions in lessons. They also work effectively with each other.

Pupils' standard of behaviour across the school is high and they are polite and very welcoming towards visitors. They treat others with respect consistently.

Nearly all pupils feel safe at school and know whom to approach for advice or to discuss any concerns they may have. They understand the importance of exercising regularly in order to stay healthy. They have positive attitudes towards eating and drinking healthily.

Pupils take part in a good range of social events in the community, including entertaining in old people's homes. They raise money for a number of charities, including supporting the Action Aid initiative in Zimbabwe. This develops their social skills and life skills effectively.

Although pupils express their opinion as part of the work of the school council and eco council, these committees do not have enough of an effect on the school's life and work. Currently, pupils do not contribute effectively to planning the themes that are studied.

Attendance has placed the school in the bottom 25% of similar schools in terms of the level of eligibility for free school meals in three of the last four years. Punctuality has improved during the last year.

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

The school provides a wide curriculum that meets the requirements of the National Curriculum and the Foundation Phase in full. Most teachers plan a wide range of active experiences that engage pupils' interest. These activities build successfully on

pupils' previous experiences. Educational visits and the variety of extra-curricular experiences enrich pupils' experiences and promote their understanding of local and national culture.

Planning for developing skills across the curriculum is suitable, and the Literacy and Numeracy Framework is given a prominent place in the school's planning procedures. However, opportunities given to pupils of higher ability to write creatively and at length in both languages are inconsistent.

Provision for developing the Welsh language and the Welsh dimension is good. Pupils' learning experiences are enriched by visits and activities associated with the local community and Welsh culture, such as the Big Pit, Tredegar House and the Urdd camp at Llangrannog.

Most pupils have an appropriate awareness of issues relating to sustainable development through activities such as the gardening club, the eco committee and recycling paper. However, the eco committee does not yet have enough of an influence on the school's life and work. There are few opportunities for pupils to develop their role as global citizens.

Teaching: Good

In general, the quality of teaching is good across the school, particularly at the end of the Foundation Phase and key stage 2. The relationship between teachers and pupils in all classes creates a happy and caring ethos.

In most lessons, there is a good pace, clear guidance for all activities and an effective contribution by teaching assistants. All staff take advantage of all opportunities to enrich pupils' language. In a very few lessons, activities are not differentiated enough to challenge the most able pupils and assist and support less able learners. At times, the overuse of work sheets limits pupils' ability to write freely and at length.

The school makes use of an appropriate range of assessment for learning strategies. All teachers mark pupils' work rigorously. In the best examples, teachers give pupils constructive comments on how to improve their efforts and provide opportunities for them to act on this. However, this practice is not consistent throughout the school. The consistent use of success criteria promotes pupils' independence in lessons and helps them know how to improve their work. The system of setting individual targets for pupils over a term or more does not respond quickly enough to pupils' progress in the short term.

The school uses an effective system to track pupils' progress, which has a positive effect on planning and on targeting pupils for appropriate intervention programmes.

Written reports to parents on their children's progress meet the statutory requirements.

Care, support and guidance: Good

The school provides care, support and guidance of a high quality to its pupils. Staff use effective strategies and programmes to support pupils' needs, including their spiritual, moral, social and cultural development. In addition, the school's collective worship sessions and personal and social education programme contribute effectively to these areas. The school works closely with a range of external services and uses their advice effectively to support pupils.

The school has appropriate arrangements to promote healthy eating and drinking. The gardening and cooking clubs teach pupils effectively about growing and looking after produce and how to prepare nutritious food, with an emphasis on hygiene and safety.

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

The school identifies pupils' additional learning needs clearly and at an early stage. Through regular observation, discussing with parents and conducting formal and informal assessments, the school provides rigorous support to these pupils. The school's additional learning needs team offers good support and makes constructive use of a range of intervention strategies to support different groups of pupils in dedicated support sessions. The progress of pupils with additional learning needs is reviewed regularly and the school provides good information to parents about their children's progress.

Learning environment: Good

Ysgol y Lawnt is a happy and welcoming community where all children are valued fully. There is an inclusive ethos, which offers all pupils full access to the curriculum. There are effective policies and procedures in place in order to ensure equal access to all aspects of the school's life and work. Pupils and staff treat each other with respect and pupils show high levels of courtesy as they move around the school.

Although the building is old, the school's managers have invested heavily in decorating and adapting it to be attractive and appropriate for pupils. Displays around the school create a colourful and varied atmosphere, which fosters pupils' pride in their work.

Effective use of the outdoor resources offers a wide range of rich experiences to pupils. Pupils benefit from a good variety of outdoor experiences. The wooded areas, the vegetable garden and the climbing area are valuable resources that enrich pupils' experiences. For example, the cooking club uses produce from the vegetable garden in a number of healthy recipes.

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

Leadership: Good

The headteacher has a clear vision based on respect, ensuring high standards, and pupils' happiness and wellbeing. She succeeds in conveying this vision to staff, pupils, parents and governors. The headteacher and the senior management team convey high expectations to ensure improvement and challenge staff positively and effectively. They use data to monitor performance effectively.

The school is an orderly community in which good co-operation and clear structures and policies contribute successfully to realising its objectives. Staff job descriptions are clear and all staff work closely as a team and fulfil their roles and responsibilities effectively.

The school responds positively to a number of local and national priorities. Implementing the requirements of the Literacy and Numeracy Framework has had a positive effect on standards, particularly reading skills in Welsh. The principles of the Foundation Phase are implemented successfully.

The governing body is very supportive of the school and has operated effectively over the recent period of instability. Governors meet regularly and are aware of their responsibilities. Some governors are regular visitors in order to improve their understanding of the school's life and work. As a result of regular presentations and reports from the headteacher, they are aware of pupils' performance and attainment. However, the governors' ability to challenge the school's performance effectively is only just beginning to develop.

Improving quality: Adequate

The school has appropriate monitoring and self-evaluation procedures based on raising standards. These include rigorous evaluation and monitoring by staff. They analyse data on standards and monitor the quality of teaching regularly. However, these new processes have not had time to become embedded completely. The school has a good awareness of its strengths, but it has not identified areas for development as well.

The school gives appropriate consideration to the opinions of staff, pupils, governors and parents in the self-evaluation process. Co-ordinators gather evidence from monitoring lessons, scrutinising pupils' work and analysing data effectively. They contribute well to this process by creating reports about the quality of provision and pupils' standards. These are shared in staff meetings and also when reporting back to the governors.

The most recent self-evaluation report is a suitable document that makes consistent use of data analyses and evidence deriving from lesson observations. However, the document is too descriptive in places, and it does not give a clear picture of those areas that need to be improved in terms of provision and teaching.

The school development plan focuses appropriately on raising standards. It has been costed carefully and the timetable for action and staff responsibilities are clear. However, in general, there is not a close enough link between the outcomes of the self-evaluation procedure and the priorities in the school development plan. The plan does not include quantitative success indicators nor detailed arrangements for monitoring progress.

Partnership working: Good

The school works successfully with a wide range of partnerships.

There is a good relationship between the school and parents. The school has provided curricular evenings for parents to share information about reading and numeracy in order for them to support their children at home.

There is a good partnership between the school and the local community. Pupils at the school visit the nearby chapel and church regularly to hold concerts. They also entertain the local senior citizens through occasional concerts.

The school has strong links with the local secondary school and there are very good arrangements to ensure pupils' wellbeing as they transfer. The effective transition programme for Year 6 pupils includes a weekly teaching session by a teacher from the secondary school. This ensures that the secondary school has a good recognition of pupils before they transfer.

The timetable of visits for children from the nursery school to visit the school's nursery class ensures that they settle quickly when they start at the school. The school works successfully with the primary schools in the catchment areas to share good practice in areas such as literacy in order to raise standards of reading. Effective co-operation to standardise and moderate pupils' levels of work jointly develops teachers' expertise and confidence effectively.

The school has fostered a number of good partnerships with external agencies and local industry, including a company that recycles plastic materials. This has a positive effect on pupils' wellbeing and attainment.

Resource management: Good

The school is staffed appropriately in order to ensure that the requirements of the Foundation Phase and the National Curriculum are delivered in full. The school uses classroom assistants very effectively. They give valuable support to individuals and groups of pupils, particularly in the Foundation Phase, to support pupils to develop the Welsh language.

All staff are developed professionally through the rigorous performance management process. Staff who attend training share information effectively with the remainder of the staff in staff meetings. An effective professional network has been established with the local secondary school to develop reading and mathematics skills, and its effect can be seen on pupils' outcomes.

The school responds fully to the statutory requirements regarding teachers' workload. Teachers use their non-contact time effectively for planning, preparation and assessment, and also to observe each other and share good practice.

Considering standards of achievement, the school provides good value for money.

Appendix 1

Commentary on performance data

In the Foundation Phase in 2013, the proportion of pupils who achieved the Foundation Phase indicator was higher than the averages for the family of schools and Wales. The proportion who achieved the expected outcome (outcome 5) in personal and social development, wellbeing and cultural diversity was higher than the average for the family but lower than the average for Wales. The proportion who achieved the expected outcome in language, literacy and communication in Welsh and mathematical development was higher than the averages for the family and Wales. However, there was a slight decrease in nearly all indicators between 2012 and 2013.

The proportion of pupils who achieved higher than the expected outcome (outcome 6) in language, literacy and communication in Welsh, mathematical development, and personal and social development, wellbeing and cultural diversity was below the averages for the family and Wales in 2013.

Pupils' performance at the end of the Foundation Phase at the expected outcome placed the school in the upper 50% in comparison with schools with a similar proportion of pupils who are eligible for free school meals, in terms of the Foundation Phase indicator; language, literacy and communication in Welsh; and mathematical development. The school's performance in personal and social development, wellbeing and cultural diversity placed it in the bottom 25% in 2013. For the higher outcomes, performance over the last two years has generally placed the school in the lower 50% and bottom 25%.

Over a period of time, the proportion of pupils who achieved the core subject indicator in key stage 2 has varied, but shows progress over the last three years. In 2013, the percentage who achieved the core subject indicator was higher than the average for the family of similar schools and Wales. In 2013, the percentage of pupils who attained the expected levels in Welsh, English and mathematics was higher than the average for the family of similar schools and Wales. The level of attainment in science was higher than the family and equal to the average for other schools in Wales. The percentage who achieved higher than the expected levels in 2013 in Welsh was higher than the average for the family, but lower than the average for Wales. The percentage who achieved higher than the expected levels in 2013 in English, mathematics and science was lower than the averages for the family and Wales.

The school's results in 2013 for the percentage who achieved the expected levels, namely level 4 or above, in comparison with those in schools with a similar proportion of pupils who are eligible for free school meals, placed the school in the upper 50% for the core subject indicator. Over four years, the school's performance has varied, moving it between the top 25% and the lower 50% of similar schools. In 2013, the school's performance in Welsh and mathematics placed it in the upper 50%, and the results in English and science placed it in the lower 50%. For pupils who attain the higher levels, namely level 5 and above, over the last four years the school's

performance has varied, moving it between the top 25% and the bottom 25% of similar schools. However, attainment over the last three years has placed it consistently in the lower 50% and bottom 25%. In 2013, the school's results for pupils who achieve higher than the expected level in comparison with those in schools with a similar proportion of pupils who are eligible for free school meals, placed the school in the upper 50% for Welsh, in the lower 50% for English and in the bottom 25% for mathematics and science.

There is no consistent pattern in the achievement of boys and girls over the period, although boys have performed better than girls during the last two years. Similarly, there are no consistent patterns in the performance of pupils who are entitled to free school meals over a period of five years. However, there was a significant gap between the performance of pupils who are entitled to free schools and other pupils at the school in 2013.

Appendix 2

Stakeholder satisfaction report

Responses to learner questionnaires

Primary Survey (All Pupils)

Denotes 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.	89	84 94%	5 6%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	87	77 89%	10 11%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	91	88 97%	3 3%	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	91	86 95%	5 5%	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.	89	84 94%	5 6%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	85	78 92%	7 8%	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.	91	90 99%	1 1%	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.	90	85 94%	5 6%	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.	90	82 91%	8 9%	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.	91	88 97%	3 3%	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.	84	62 74%	22 26%	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	85	61 72%	24 28%	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 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.	46	27 59%	17 37%	2 4%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	46	32 70%	13 28%	1 2%	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.	46	32 70%	13 28%	1 2%	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.	46	29 63%	17 37%	0 0%	0 0%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	46	22 48%	15 33%	6 13%	0 0%	3	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	46%	4%	1%		
Teaching is good.	45	29 64%	13 29%	3 7%	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.	46	32 70%	14 30%	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.	45	28 62%	12 27%	3 7%	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.	43	27 63%	13 30%	3 7%	0 0%	0	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		58%	34%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	45	27 60%	15 33%	2 4%	0 0%	1	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.	46	27 59%	16 35%	3 7%	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'.	45	24 53%	15 33%	3 7%	0 0%	3	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.	45	27 60%	16 36%	1 2%	1 2%	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.	45	30 67%	12 27%	1 2%	2 4%	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.	45	25 56%	10 22%	5 11%	2 4%	3	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.	44	27 61%	15 34%	1 2%	1 2%	0	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.	43	23 53%	9 21%	4 9%	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.	45	28 62%	11 24%	5 11%	1 2%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	38%	5%	1%		
The school is well run.	45	29 64%	12 27%	1 2%	3 7%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		60%	33%	3%	2%		

Appendix 3

The inspection team

Robert Jenkins	Reporting Inspector
Buddug Bates	Team Inspector
Ann Jones	Team Inspector
Deris Williams	Lay Inspector
Robert Williams	Peer Inspector
Sharon Davies	Nominee

Copies of the report

Copies of this report are available from the school and from the Estyn website (www.estyn.gov.uk)

Year groups, the Foundation Phase and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years of age. This system emphasises the importance of continuity and eases communication among schools, governing bodies, parents and local authorities.

The following table sets out the age ranges relevant to each year group. For example, Year 1 refers to the group of pupils who reach the age of six and Year 13 is the year group who reach the age of 18 during the academic year.

Primary phase:

Year	N	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	3-4	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The Foundation Phase and key stages cover the following year groups:

Foundation Phase	Nursery, Reception, Year 1 and Year 2
Key stage 2	Year 3 to Year 6
Key stage 3	Year 7 to Year 9
Key stage 4	Year 10 and Year 11

Glossary of terms – Primary

Foundation Phase indicator (FPI)

Progress in learning through the Foundation Phase is indicated by outcomes (from outcome 1 to outcome 6).

The Foundation Phase indicator (FPI) relates to the expected performance in three areas of learning in the Foundation Phase:

- literacy, language and communication in English or Welsh first language;
- mathematical development; and
- personal and social development, wellbeing and cultural diversity.

By the end of the Foundation Phase, at the age of seven, pupils are expected to reach outcome 5 and the more able to reach outcome 6.

Pupils must achieve the expected outcome (outcome 5) in the three areas above to gain the Foundation Phase indicator.

The core subject indicator (CSI)

Progress in learning through key stage 2 is indicated by levels (level 1 to level 5).

The core subject indicator in key stage 2 relates to the expected performance in the core subjects of the National Curriculum:

- English or Welsh first language;
- mathematics; and
- science.

By the end of the key stage 2, at the age of 11, pupils are expected to reach level 4 and more able pupils to reach level 5.

Pupils must gain at least the expected level (level 4) in the three core subjects to gain the core subject indicator.

All-Wales Core Data sets

Inspection reports may refer to a school's performance relative to a family of schools or to schools with a broadly similar proportion of pupils 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.