



Arolygiaeth Ei Mawrhydi dros Addysg a Hyfforddiant yng Nghymru
Her Majesty's Inspectorate for Education and Training in Wales

A report on

**Ysgol y Fro
Llangyndeyrn
Kidwelly
Carmarthenshire
SA17 5BW**

Date of inspection: December 2016

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 y Fro is in the village of Llangyndeyrn in Carmarthenshire. It serves the rural area to the south of the town of Carmarthen.

The school was established in 1996 as a federation of three schools to safeguard educational provision in a rural area. Due to demographic changes, in September 2014 the school was centralised on one site.

There are 30 pupils between 4 and 11 years of age on roll, and there are two mixed-age classes.

Approximately 7% of pupils are eligible for free school meals, which is lower than the national average. The school identifies that 27% of pupils have additional learning needs.

Approximately half the pupils come from homes in which Welsh is spoken as the main language.

The school was last inspected in 2011. The acting headteacher was appointed to the post in May 2016, but has been in charge of the school since September 2015.

The individual school budget per pupil for Ysgol y Fro in 2016-2017 is £4,476. The maximum per pupil in primary schools in Carmarthenshire is £9,689 and the minimum is £3,083. Ysgol y Fro is in 17th place of the 100 primary schools in Carmarthenshire 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:

- Nearly all pupils make sound progress in their learning
- Most pupils develop their reading and writing skills well
- Nearly all pupils are very well-behaved
- Staff engage most pupils' interest and enrich their education successfully
- The quality of teaching is good
- It has robust assessment procedures
- It has a homely, inclusive and Welsh ethos

Prospects for improvement

Prospects for improvement are good because:

- The acting headteacher has maintained good standards and ensured pupils' wellbeing successfully
- Staff work together effectively as a team
- Governors fulfil their responsibilities effectively
- The school's self-evaluation report is coherent and gives a clear picture of strengths and areas for improvement
- Staff work successfully with a range of partnerships
- Resources are managed effectively

Recommendations

- R1 Ensure that more able pupils make progress in line with their ability
- R2 Improve attendance
- R3 Provide regular opportunities for pupils to use all elements of the information and communication technology (ICT) syllabus across the curriculum
- R4 Strengthen the school development plan

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

Baseline assessments of pupils on entry to the school show that most have varied skills. During their time at the school, nearly all pupils make sounds progress in their learning.

Most pupils' listening skills in the Foundation Phase and key stage 2 are developing very well. They concentrate for appropriate periods of time and persevere conscientiously on tasks. In their lessons, and when discussing their work with others, they recall previous learning successfully and use knowledge purposefully in their activities.

In the Foundation Phase, most pupils use spoken Welsh confidently in a range of situations. By the end of Year 2, most speak clearly and use an increasing range of vocabulary and sentence patterns successfully. By the end of key stage 2, most pupils speak clearly, discuss their work confidently in both languages, and convey their ideas sensibly and purposefully. Older pupils achieve a good standard of bilingualism and switch freely from one language to the other when discussing their work.

Most pupils make good progress in learning how to read. They enjoy reading and do so with increasing confidence. By the end of the Foundation Phase, most read fluently and discuss their favourite books enthusiastically. They understand the relationship between letters and sounds well. By the end of key stage 2, most read fluently and with good expression. They read a variety of fiction and non-fiction books skilfully and meaningfully in both languages. They use higher order reading skills successfully across the curriculum, for example when researching on the internet to undertake theme work.

In the Foundation Phase, most pupils develop their writing skills well. By the end of Year 2, most record their ideas by writing a series of linked sentences and make appropriate use of basic punctuation. On the whole, most pupils spell common words correctly. They write for a purpose to the expected standard by using the correct verb form; for example, they write a letter, a story, a report and instructions effectively for a purpose. A few more able pupils are beginning to select more complex words to create effect and hold the reader's interest. In key stage 2, most pupils make good progress in their ability to write for different readers. By the end of Year 6, most pupils write clearly and develop a neat handwriting style and punctuate their work correctly. They apply their literacy skills robustly in other areas of the curriculum. However, only a minority of pupils re-draft their work and write at length.

In the Foundation Phase, most pupils develop their numeracy skills well and apply them confidently in other areas of learning; for example, they choose the best way to record measurements when working on a task to measure the length and width of a box in order to wrap it in Christmas wrapping paper. Most pupils in key stage 2 apply

their number skills appropriately across the curriculum. They use equipment and standardised units of measurement correctly when studying temperature in geography lessons. They collect and analyse data confidently and explain results and procedures clearly. However, only a few use their reasoning and problem-solving skills regularly enough across the curriculum.

Most pupils have a sound understanding of how to stay safe on the internet. In the Foundation Phase, many use a range of software and ICT equipment skilfully in different areas of learning; for example, they use purposeful programmes to create videos when role-playing in the shop and a sequence of instructions to control a programmable toy well. Many pupils in key stage 2 share their personal presentations confidently with their peers by using suitable presentation packages. They use the internet to find information and a few develop good coding skills. However, very few pupils produce and use databases to follow specific lines of enquiry in contexts across the curriculum.

Nearly all pupils, including those with additional learning needs, achieve well and make good progress in their learning during their time at the school. However, more able pupils do not always achieve in line with their ability.

Over recent years, there has been a relatively small number of pupils (ten or fewer) in the year groups at the end of the Foundation Phase and key stage 2. This can have a significant effect on the school's benchmark performance in comparison with similar schools.

In the Foundation Phase, the school's performance at the expected outcome (outcome 5) is consistent, and has placed it in the top 25% in comparison with similar schools in literacy and mathematical development in three of the last four years. The school's performance at the higher outcome (outcome 6) has varied. In literacy, it has varied, moving the school between the top 25% and the bottom 25%. In mathematical development, performance has moved the school between the upper 50% and the bottom 25% of similar schools.

At the end of key stage 2, pupils' performance at the expected level (level 4) in all areas has usually placed the school in the top 25% in comparison with similar schools. At the higher than expected levels (level 5+), performance in Welsh, English, mathematics and science has varied greatly over a period of four years and there is no overall pattern. However, the school's performance has tended to place it in the lower 50% or the bottom 25% in the four subjects, with the exception of one year.

As pupil numbers are so small, comparisons of the performance of boys and girls or pupils who are eligible for free school meals are not reliable.

Wellbeing: Adequate

Nearly all pupils are happy at school and feel safe there. They know whom to approach if something is worrying them. They show a good awareness of issues relating to health and healthy living through activities such as brushing their teeth, keeping fit and holding a fruit shop each day. They enjoy physical activities in formal lessons and by attending a variety of activities and competitions that are arranged by the school.

Members of the school council, the eco committee and the ambassadors play an active part in the school and represent other pupils' views well. By taking part in these committees, most pupils take advantage of the opportunity to express an opinion and make decisions that affect their life at school. The school council and eco council have worked together successfully to improve pupils' health and to ensure that their peers understand the importance of eating healthily, keeping fit and looking after the school's environment.

Nearly all pupils are very well-behaved and treat their peers and adults within the school with respect, including staff and visitors. Most believe that they are making good progress, particularly in Welsh. They work together effectively and make good use of assessment for learning in order to improve their work. All pupils are aware of what to do if they do not understand a task.

Through a range of activities at school, their participation in the community, and extra-curricular experiences, most pupils' social and life skills are developing well, for example taking part in concerts and local Eisteddfodau.

Pupils' attendance rates have been inconsistent over the last four years, and have often placed the school below the median in comparison with similar schools. However, pupils understand the importance of attending school regularly and nearly all pupils arrive at school on time.

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

The school provides a broad and balanced range of interesting learning experiences for pupils. This engages most pupils' interest and enriches their education well. These experiences meet the requirements of the Foundation Phase, the National Curriculum and the agreed syllabus for religious education.

Rich experiences are provided for the Foundation Phase in a variety of situations both inside and outside the classroom, which enhance their experiences successfully. Planning in key stage 2 is based on a series of themes that are implemented over a four-year cycle, which ensures consistent continuity and progression in the development of pupils' skills across the school.

The school responds appropriately to the requirements of the Literacy and Numeracy Framework by providing purposeful activities across the curriculum. There are good opportunities for pupils to use their literacy skills across the curriculum; for example, they write a monologue from the perspective of a train, write the historical facts of the Gunpowder Plot and a poster of the geographical characteristics of Trinidad. However, the school does not always plan in enough detail to ensure that pupils are given opportunities to develop all aspects of ICT regularly across the curriculum.

Provision to develop the Welsh language and Welsh dimension in a variety of contexts is robust and central to all of the school's work. This includes studying the work of authors and contributing to local celebrations and Eisteddfodau. Through these, pupils are given valuable opportunities to develop their awareness of their heritage.

The school offers a wide range of extra-curricular activities to engage pupils' interest in sustainability and global citizenship, which include art, sports and gardening clubs. These activities enrich pupils' experiences successfully and ensure that they have a good understanding of the importance of saving energy, recycling and reducing waste. Opportunities for them to learn about their role as global citizens are developing well.

Teaching: Good

Teachers have sound knowledge of the areas of learning and subjects that they teach. They plan lessons in detail and ensure that the activities are interesting and respond well to the wide range of different ages and abilities within the classes. As a result, they engage most pupils' interest and enthusiasm successfully. They use a range of different teaching methods, such as giving pupils' opportunities to work productively individually, in pairs and in small groups, where appropriate. Teachers succeed in creating an effective working environment in which most pupils feel safe and eager to learn. However, they do not always set high enough expectations for the few more able pupils.

Staff model language well and use probing enquiry and questioning methods regularly. This has a positive effect on pupils and strengthens the quality of their spoken language successfully. The particularly good co-operation between teachers and assistants ensures that most individuals and specific groups receive beneficial support that enables them to make good and consistent progress.

The school has robust and effective assessment processes. Teachers ensure that pupils are aware of the aim of each lesson. They set relevant success criteria that ensure that there is a definite purpose for each activity. By doing so, pupils are able to assess their own work and that of their peers thoroughly. Teachers' oral and written comments ensure that pupils understand how to improve their work.

The school has comprehensive procedures for tracking pupils' progress. Teachers use information from assessments beneficially to plan the next steps for most pupils and to set appropriate targets for improvement.

Reports to parents provide useful information about pupils' standards and progress and they meet statutory requirements in full.

Care, support and guidance: Good

The school is a caring community in which pupils feel safe. There are robust arrangements to promote eating and drinking healthily and to teach pupils how to be safe. This is achieved successfully in lessons, through visits by key visitors and by going on purposeful visits. Particular attention is given to pupils' personal, emotional and educational needs, which has a strong effect on their wellbeing.

Experiences are provided within the school and the local community which develop pupils' spiritual, social, moral and cultural skills successfully. Good examples include visits to the local church, along with an opportunity for some pupils to attend a meeting with the Children's Commissioner to discuss current affairs.

The school works effectively with a number of specialist agencies, such as the police, the educational psychology service and social services, as necessary. This has a positive effect on pupils' wellbeing and their awareness of specific issues, such as online safety.

The school has recently developed appropriate procedures to monitor pupils' attendance. However, it is too early to measure their effect on pupils' attendance.

The school has appropriate arrangements for pupils with additional learning needs. Many individual education plans identify clear targets and outline specific activities to ensure progress. Pupils discuss their personal targets with teachers, and parents have suitable input in reviewing progress. The school provides good support to these pupils, and places a clear and specific focus on improving their literacy skills.

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

Learning environment: Good

The school has a homely, inclusive and Welsh ethos, which encourages respect towards children and adults. It is a very caring community in which pupils feel happy and work very effectively with each other and with adults.

The school ensures equal opportunities and full access to the curriculum for all pupils.

Stimulating displays in the classrooms support learning effectively. In addition, pupils' achievements and successes in the classes and around the school create an interesting learning environment and elicit pupils' pride in their work.

The school is well-maintained and the site is safe. There are good quality resources in all classrooms which support learning and teaching effectively. The school has recently invested significantly to improve hardware for ICT. This is beginning to have a positive effect on pupils' ICT standards.

The school makes the best possible use of the indoor and outdoor learning areas in order to enrich provision.

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

The acting headteacher has maintained pupils' good standards and ensured their wellbeing successfully through a period of staffing instability at the school. Despite the recent staffing changes, there are up-to-date job descriptions in place and they reflect staff's roles and responsibilities suitably. A strong sense of teamwork is prominent in the school, and all members of staff fulfil their duties conscientiously. Regular staff meetings focus appropriately on core issues for the school in order to ensure improvement.

Leaders have appropriate expectations to ensure that a majority of pupils make good progress and attain the expected levels at the end of the stages of learning. However, they do not always ensure that teachers set high enough expectations to challenge the few more able pupils to achieve to the best of their ability.

The governing body is very supportive of the school's work and knows the community well. The body's chair and vice chair, although new, lead their fellow governors successfully and fulfil their responsibilities effectively. Their valuable contribution has a strong effect on the school's development for the future. Governors are now beginning to hold the school to account for its performance.

The school meets national priorities appropriately. For example, schemes of work give due attention to the requirements of the Literacy and Numeracy Framework, and assessment for learning structures are embedded well and have a positive effect on pupils' standards of work.

Improving quality: Adequate

The school's self-evaluation report is coherent and gives a clear picture of its strengths and areas for improvement. Leaders consider direct evidence, such as scrutinising books, analysing data and observing lessons, in the self-evaluation process. The school responds well to the comments of pupils and parents, although there are no formal procedures in place to gather their suggestions. Members of the governing body contribute to the process suitably by discussing pupils' attainment data and by visiting the school regularly.

On the whole, there is a suitable link between the findings of the self-evaluation report and the priorities in the school development plan.

An evaluation of the previous plan informs the current plan appropriately. The current development plan includes a manageable number of priorities and earmarks specific amounts of money to achieve them within realistic timescales. However, the plan does not include incisive enough actions to address the priorities, nor does it ensure that monitoring arrangements enable leaders to measure progress thoroughly enough.

Partnership working: Good

The school works successfully with a range of partnerships that contribute effectively to improving pupils' standards and wellbeing.

The relationship between parents and the school is good. Parents are very supportive and contribute to a numbers of activities, including fundraising initiatives in order to enrich provision for pupils; for example, they contribute to the costs of a visit to the Roald Dahl exhibition in Cardiff.

The close partnership between the school and the playgroup on the site ensures that pupils settle quickly on entry to the school. The expedient arrangements for transferring pupils from Year 6 to their chosen secondary schools prepare them well for the next step in their education.

The school works closely with officers from the local authority. This has a positive effect on pupils' standards of attainment, care and wellbeing.

Pupils are very active in the community, by competing in the local Eisteddfod, conducting concerts in the village hall and attending the church for special occasions. Members of the community expand pupils' experiences well by conducting poetry and writing workshops, for example. The school has worked purposefully with schools in the cluster and the secondary school to standardise and moderate pupils' work. This ensures accuracy and consistency in their assessments.

Resource management: Good

Leaders manage the school's resources effectively. Staff work successfully with each other in order to support pupils. The arrangements for exchanging classes for literacy sessions is a good example of using staff expertise to promote learning and raise standards.

Arrangements for teachers' planning, preparation and assessment time are appropriate. Due attention is given to the staff's continuous professional development, and performance management processes support this well.

The close co-operation with another school within the local authority has had a positive effect on the school's assessment procedures this year. Arrangements are now robust and are beginning to contribute well to improving pupils' attainment. However, there are few opportunities for staff to exchange good practice with other schools.

Leaders have rigorous budgetary arrangements and expenditure links well with the school's priorities for improvement. The acting headteacher and governors monitor expenditure effectively. As there have been no pupils who are eligible for free school meals at the school until recently, it has not received money from the Pupil Deprivation Grant.

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

Appendix 1: Commentary on performance data

There are very small cohorts in many of the years of Foundation Phase performance data available for this school. Where this is the case, we do not include a table of performance data.

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Number of pupils on roll	33
Pupils eligible for free school meals (FSM) - 3 year average	0.0
FSM band	1 (FSM<=8%)

Key stage 2

	2013	2014	2015	2016
Number of pupils in Year 6 cohort	4	5	8	7
Achieving the core subject indicator (CSI) (%)	75.0	100.0	100.0	100.0
Benchmark quartile	4	1	1	1
English				
Number of pupils in cohort	4	5	8	7
Achieving level 4+ (%)	75.0	100.0	100.0	100.0
Benchmark quartile	4	1	1	1
Achieving level 5+ (%)	0.0	40.0	87.5	0.0
Benchmark quartile	4	3	1	4
Welsh first language				
Number of pupils in cohort	4	5	8	7
Achieving level 4+ (%)	75.0	100.0	100.0	100.0
Benchmark quartile	4	1	1	1
Achieving level 5+ (%)	25.0	20.0	37.5	0.0
Benchmark quartile	3	4	3	4
Mathematics				
Number of pupils in cohort	4	5	8	7
Achieving level 4+ (%)	75.0	100.0	100.0	100.0
Benchmark quartile	4	1	1	1
Achieving level 5+ (%)	0.0	40.0	75.0	0.0
Benchmark quartile	4	3	1	4
Science				
Number of pupils in cohort	4	5	8	7
Achieving level 4+ (%)	75.0	100.0	100.0	100.0
Benchmark quartile	4	1	1	1
Achieving level 5+ (%)	50.0	0.0	100.0	0.0
Benchmark quartile	2	4	1	4

The core subject indicator (CSI) represents the percentage of pupils achieving level 4 or above in English or Welsh (first language), mathematics and science in combination.

* This item may disclose information on individuals, or it is not sufficiently robust for publication, not applicable or is otherwise unavailable.

The benchmark quartile compares the performance of one school against others who have similar levels of pupils with free school meals (FSM). FSM is used as a proxy of social deprivation in schools. This allows a comparison of the performance of a school against others who are in the same FSM category, and who might therefore have a similar intake of pupils from deprived backgrounds.

A school in benchmark quartile 1 is in the highest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are higher than many other schools with similar levels of pupils from deprived backgrounds. A school in benchmark quartile 4 is in the lowest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are lower than many other schools with similar levels of pupils from deprived backgrounds.

Further information is available from the Welsh Government My Local School website at the link below.

<http://mylocalschool.wales.gov.uk/index.html?lang=eng>

Appendix 2

Stakeholder satisfaction report

Responses to learner questionnaires

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.	17		17 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
			98%	2%	
The school deals well with any bullying.	17		17 100%	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.	17		17 100%	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	17		17 100%	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.	17		14 82%	3 18%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			96%	4%	
I am doing well at school	17		17 100%	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.	17		17 100%	0 0%	Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddsygu a gwneud cynnydd.
			99%	1%	
I know what to do and who to ask if I find my work hard.	17		17 100%	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.	17		16 94%	1 6%	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.	17		16 94%	1 6%	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.	17		16 94%	1 6%	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	17		16 94%	1 6%	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.	10	7 70%	1 10%	2 20%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	34%	3%	1%		
My child likes this school.	10	7 70%	3 30%	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.	10	8 80%	2 20%	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.	10	5 50%	5 50%	0 0%	0 0%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		62%	35%	3%	1%		
Pupils behave well in school.	10	4 40%	6 60%	0 0%	0 0%	0	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		47%	48%	4%	1%		
Teaching is good.	9	5 56%	3 33%	1 11%	0 0%	1	Mae'r addysgu yn dda.
		61%	36%	2%	0%		
Staff expect my child to work hard and do his or her best.	10	6 60%	4 40%	0 0%	0 0%	0	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		64%	34%	1%	0%		
The homework that is given builds well on what my child learns in school.	9	2 22%	6 67%	1 11%	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.
		49%	43%	6%	2%		
Staff treat all children fairly and with respect.	10	5 50%	3 30%	2 20%	0 0%	0	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		60%	35%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	10	3 30%	5 50%	0 0%	2 20%	0	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		60%	38%	2%	0%		
My child is safe at school.	10	4 40%	6 60%	0 0%	0 0%	0	Mae fy mhentyn yn ddiogel yn yr ysgol.
		66%	32%	2%	1%		
My child receives appropriate additional support in relation to any particular individual needs'.	8	3 38%	5 62%	0 0%	0 0%	2	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		55%	39%	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.	10	1 10%	6 60%	3 30%	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.	10	6 60%	3 30%	0 0%	1 10%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		62%	31%	5%	2%		
I understand the school's procedure for dealing with complaints.	10	4 40%	5 50%	0 0%	1 10%	0	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		48%	42%	8%	2%		
The school helps my child to become more mature and take on responsibility.	9	6 67%	3 33%	0 0%	0 0%	1	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		57%	40%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	6	2 33%	4 67%	0 0%	0 0%	3	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		52%	41%	5%	1%		
There is a good range of activities including trips or visits.	10	3 30%	6 60%	1 10%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		54%	39%	6%	1%		
The school is well run.	10	5 50%	3 30%	0 0%	2 20%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	34%	3%	2%		

Appendix 3

The inspection team

Meinir Wynne Howells	Reporting Inspector
Rhian Jones	Team Inspector
Michaela Leyshon	Lay Inspector
Neil Pike	Peer Inspector
Diane Thomas	Nominee

Copies of the report

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

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
- 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
- science

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

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

All-Wales Core Data sets

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

In relation to free school meals, schools are placed into one of five bands according to the three-year trend in the proportion of pupils eligible for free school meals in the school. The school's performance is then placed into quartiles (from the top 25% to the bottom 25%) in relation to how well it is doing compared with other schools in the same free school meal band.

The Welsh Government created the families of schools (typically a group of 11 schools) to enable schools to compare their performance with that of similar schools across Wales. The composition of the families draws on a number of factors. These include the proportion of pupils eligible for free school meals and the proportion living in the 20% most deprived areas of Wales. They also draw on the proportion of pupils with special education needs at school action plus or with a statement of special educational needs, and pupils with English as an additional language.