



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

Report on

**Ysgol Bro Ingli
Heol Hir
Newport
Pembrokeshire
SA42 0TL**

Date of inspection: April 2014

by

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

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

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

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

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

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

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

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Context

Ysgol Gynradd Bro Ingli is situated in the small town of Newport near Fishguard on the west coast of Pembrokeshire. The school serves the local area, as well as nearby villages. It comes under the care of Pembrokeshire local authority.

There are 106 pupils on roll, which includes 18 part-time nursery age pupils. Pupils are divided into five classes, including a part-time nursery class. About 12% of pupils are entitled to free school meals, which is lower than the average for Wales. About 7% of pupils come from homes in which Welsh is spoken as the main language.

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 making them bilingual by the time they transfer to the secondary school at 11 years of age.

There are about 22% of pupils on the additional learning needs register, and a very small number have a statement of special educational needs.

The school was last inspected in April 2008. The current headteacher was appointed in September 2012.

The school budget per pupil for Ysgol Bro Ingli in 2013-2014 is £3,913. The maximum per pupil in primary schools in Pembrokeshire is £6,304 and the minimum is £3,270. Ysgol Bro Ingli is in 26th position of the 61 primary schools in Pembrokeshire in terms of school budget per pupil.

Summary

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

Current performance

The overall judgement on Ysgol Bro Inqli's performance is good because:

- nearly all pupils make sound progress during their time at the school and attain good standards in literacy and numeracy;
- pupils are courteous and behave well;
- nearly all pupils enjoy coming to school and participate enthusiastically in lessons;
- the school provides a wide, imaginative and rich curriculum for pupils; and
- the standard of teaching is robustly good across the school.

Prospects for improvement

The judgement on Ysgol Bro Inqli's prospects for improvement is good because:

- the school's ambitious vision belongs to everyone and is based on raising standards;
- the headteacher and the deputy headteacher are enthusiastic and lead the school in a firm, challenging and successful manner;
- the governing body is well informed, supportive and challenging;
- leaders and managers have a sound understanding of the school's strengths and areas that need improvement and they act appropriately on them; and
- it has a number of effective strategic partners, including parents.

Recommendations

- R1 Provide a robust programme to teach pupils about sustainable development and global citizenship
- R2 Ensure that the results of teachers' assessments at the end of key stages always acknowledge pupils' attainments correctly
- R3 Ensure that the steps that are needed to address aspects of management and leadership are identified fully in the development plans

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
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Standards: Good

Nearly all pupils make sound progress in their learning during their time at the school.

Pupils' listening skills are very good across the school.

Nearly all pupils are able to use Welsh increasingly confidently as they undertake their activities and at other times during the day. Pupils in the Foundation Phase make good progress in their language, literacy and communication skills. Most of them have a wide vocabulary and use natural syntax and local dialect when they speak. Most are able to read meaningfully to a standard that is at least appropriate to their age and ability. By the end of the Foundation Phase, most write independently fairly accurately for various purposes across the curriculum.

Most pupils in key stage 2 are able to hold conversations confidently in Welsh. They use polished and natural vocabulary when talking about their work, along with other issues that are of interest to them. The majority are able to express an opinion in a mature way on a range of topics. Most of them are able to read meaningfully, express an opinion about books and describe the main characters and the sequence of events in the stories meaningfully. By the end of key stage 2, they write at length to a high standard for a range of purposes across the curriculum, punctuate accurately and convey ideas successfully. This includes work on the Second World War in history and recording investigations in science, in addition to writing interesting stories in language lessons.

Most pupils in key stage 2 develop their oral skills increasingly confidently in English. They are able to read to a standard that at least corresponds to their age, and vary their tone of voice appropriately in order to convey meaning. By the end of key stage 2, most are able to write at length to a high standard in a range of contexts across the curriculum.

Pupils present their work very neatly.

Most pupils in the Foundation Phase and key stage 2 use their numeracy skills well across the curriculum. In the Foundation Phase, pupils analyse objects, handle simple data, solve problems involving money and read the time using various methods. In key stage 2, older pupils discuss data confidently, and produce graphs that are appropriate to various purposes, for example the number of puffins on Skomer Island each month.

Pupils who have additional learning needs and more able pupils make good progress.

In 2013, the proportion of pupils who achieved the Foundation Phase indicator was lower than the averages for the family of similar schools and higher than the average for Wales. This shows progress since 2012.

The proportion of pupils who achieved higher than the expected outcome (outcome 6) in language development, literacy and communication and mathematical development in 2013 was lower than the average for the family of similar schools and Wales. The proportion who achieved higher than expected in wellbeing development was lower than the family average but higher than the average for Wales.

When comparing the school's results for the expected outcomes in 2013 with those of similar schools, the school was placed in the lower 50% for the Foundation Phase indicator, language development, literacy and communication and wellbeing development. It was in the top 25% for mathematical development.

At the end of key stage 2 in 2013, the proportion of pupils who achieved the core subject indicator was lower than the family average of similar schools and Wales.

The percentage who achieved higher than expected levels (level 5 or higher) was higher than the family average and the whole of Wales in both languages, mathematics and science in 2013.

Trends in achievements have been generally uneven over the last four years for the proportions that have attained the expected and higher levels.

When comparing the school's results at the expected levels with those of similar schools in 2013, the school is in the bottom 25% for the core subject indicator, English and science. It is in the upper 50% in Welsh and within the lower 50% for mathematics. In the previous four years, the school's performance has varied, moving it between the top 25% and the lower 50% of similar schools.

Over a period of four years, there is no obvious pattern of difference between boys' performance in comparison with that of girls, nor when comparing pupils who are entitled to free school meals with the remainder.

The standards that were seen during the inspection were considerably higher than the data suggests.

Wellbeing: Good

Nearly all pupils enjoy coming to school and participate enthusiastically in lessons. They are courteous and behave well.

Nearly all pupils feel safe at school and know to whom to turn for advice or to discuss concerns. Nearly all understand the importance of keeping healthy and take advantage of regular opportunities to keep fit. They understand the importance of eating and drinking healthily and older pupils have an appropriate understanding of the effect of alcohol, drugs and smoking on the body.

The percentage of pupils' attendance for the last academic year is a little over 94% and shows an upward trend over four years. This places the school in the upper 50% in comparison with similar schools in terms of the percentage of pupils who are entitled to free school meals. Pupils' punctuality is good.

Most pupils respond appropriately to responsibilities that are delegated to them. The 'Friends' Forum' is extremely effective in order to ensure that individuals do not feel lonely on the yard. Most of them take mature responsibility for their work and show respect for each other's efforts and for their teachers. They take appropriate advantage of opportunities to express opinions through their contribution to the activities of the class council and the school council.

Pupils are proud of being a part of their community and this pride is a particular motivation for them to do their best and attain high standards. They contribute extensively to humanitarian work by raising money and taking part in a number of social events locally. They sing carols in the community and hold a harvest festival in a chapel in the town. Visiting the community regularly as part of their thematic work contributes effectively towards developing their social, communication and life skills.

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

The school plans and provides a wide, imaginative and rich curriculum for pupils, which meets the requirements of the Foundation Phase and the National Curriculum. It has embedded the requirements of the literacy and numeracy framework effectively in the plans in order to ensure appropriate opportunities for pupils to develop and practise their skills regularly in these areas across the curriculum. These rich and stimulating experiences have a positive effect on pupils' ability to learn independently. Staff evaluate weekly plans regularly in order to plan more purposefully for the next period. This is a strong feature of the school's work.

The opportunities provided for pupils to question visitors and to visit relevant places that are linked to the theme being studied have an effective influence on their understanding and their curiosity when learning. Learning experiences are enriched further through a wide range of extra-curricular activities that support learning well.

The school places emphasis on developing pupils' awareness of the history, geography and culture of their area and the whole of Wales. An effective example of this is older pupils' study of Pembrokeshire. Staff provide effective opportunities for pupils to use their natural dialect when speaking to individuals in the community.

Although there are opportunities in place for pupils to learn about some sustainability issues, provision for enabling pupils to learn fully about sustainability and global citizenship is not robust enough.

Teaching: Good

The standard of teaching is robustly good across the school. Teachers have high expectations and they use a varied range of effective strategies to motivate pupils to attain their potential. Most teachers plan effectively. They explain tasks clearly and question probingly in order to ensure that pupils understand the task in hand.

The pace of most lessons, along with the teachers' enthusiasm, contributes successfully to fostering curiosity in pupils. This is also an effective way of encouraging them to develop into independent learners from a young age.

An effective working relationship exists between teachers and pupils and the contribution of support staff is considerable. In the best lessons, teachers' humour and the natural method used to correct pupils' oral work are very effective.

In the few lessons in which planning is not as effective, focus on the order of activities is not clear enough.

Teachers give effective oral and written feedback in order to ensure that pupils understand how well they are achieving and what they need to do to improve. They provide effective opportunities for pupils to evaluate their own work and the work of their peers. Teachers ensure that pupils have appropriate targets for improvement, which are evaluated and developed regularly. This contributes very effectively to raising standards, especially at the top end of the school.

The school has a range of comprehensive procedures for assessment, tracking progress and monitoring pupils' achievement. Teachers use these procedures effectively to identify the needs of specific individuals and groups of pupils and to provide appropriate intervention programmes and challenges for them. However, end of key stage assessments do not always acknowledge pupils' good attainments.

Reports to parents are clear and comprehensive.

Care, support and guidance: Good

The school is an inclusive and caring community, in which everyone shows respect and care for one another. This promotes an environment that places esteem on learning and fosters a strong sense of teamwork among adults and pupils. The school plays an important part in the local community and provides valuable opportunities for pupils to take part in social and cultural activities.

The school has appropriate arrangements for fostering their understanding of eating and drinking healthily and pupils' spiritual, moral, social and cultural development is promoted in collective worship sessions and in a range of other activities.

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

There are appropriate procedures in place for encouraging good attendance, which have had a positive effect on the school's attendance rates.

By co-operating with a wide range of external agencies and support services, staff provide very effectively to support individuals' specific needs. They also support parents appropriately when necessary, for the benefit of pupils.

Effective provision is ensured for pupils who have additional learning needs. Their needs are identified at an early stage, in order to give them appropriate support. Similarly, staff are prepared to recognise when it is timely to withdraw support for pupils' benefit. Staff provide appropriate individual education plans for these individuals, which are used very effectively in order to provide the support that is needed. They review progress against these plans regularly with parents.

Learning environment: Good

The school is an inclusive and friendly community in which pupils are treated equally. This is one of the school's strengths and is based on values that promote respect and care. Numerous opportunities are provided for pupils to learn about people from various backgrounds and to appreciate different cultures.

There is an appropriate supply of resources for presenting lessons and activities across the curriculum. The classrooms and walls around the school are colourful and attractive and contain a variety of displays that celebrate successes and hold pupils' work in high esteem. The learning spaces within the building and outside for the Foundation Phase are suitable and contribute effectively towards meeting requirements.

The school is situated on a pleasant site and effective use is made of the extensive area. The building, the yard and school fields are in good condition and are maintained in an orderly way. The multipurpose court for sports and the nearby playground are valuable community resources that are used effectively by the school in order to provide interesting and stimulating experiences for pupils. The school takes good advantage of its site and of the local community to expand learning experiences through schemes such as "Bant â'r Cart", which encourage pupils to familiarise themselves with their community and to use their dialect by talking to individuals in the town.

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

The school's ambitious vision belongs to everyone who is involved with it. Pupils and staff strive to 'reach the peak' on a daily basis.

The headteacher and the deputy headteacher are enthusiastic and lead the school in a firm, challenging and successful manner. There is a strong sense of teamwork and everyone co-operates effectively in order to focus on raising standards and ensuring pupils' wellbeing.

Teaching staff have clear monitoring duties and the process of analysing data is a central part of their responsibilities within classes and as subject co-ordinators.

Job descriptions are up-to-date. Teachers and support staff receive appropriate support through performance management procedures. Improvement targets are quantitative and feed into the school's priorities for improvement.

The governing body is well informed, supportive and challenging. Governors receive appropriate information to enable them to co-operate effectively with the headteacher and staff in order to raise standards.

The school shows a clear commitment to addressing national priorities. Due attention is paid to developing the Literacy and Numeracy Framework and the framework's procedures are having a positive effect on pupils' attainment across the school. Strategies that have been introduced to raise standards of writing show considerable improvement in pupils' achievement at the end of the Foundation Phase and permeate successfully throughout key stage 2.

Improving quality: Good

Leaders and managers have a sound understanding of the strengths and areas that the school needs to improve. Self-evaluation arrangements are good and are based on wide and appropriate evidence. The school analyses an appropriate range of data, monitors pupils' work, observes lessons and gathers pupils' and parents' opinions regularly, and uses the findings effectively. This is a strong feature of the school's work and is central to the process of raising standards.

The school development plan is an operational document that has been created jointly with governors and all staff. Its priorities are suitable and based on the findings of self-evaluation. It is funded appropriately and is monitored thoroughly in order to ensure that it has a positive effect on standards. However, aspects of developing management and leadership are not identified fully enough in the current document.

All issues after the last inspection have received due attention and show a positive effect on standards.

Partnership working: Good

The school has a number of strategic partnerships that contribute effectively to provision and to the good standards achieved by pupils. A particular feature of the partnership with parents is the effective support that is offered to them to understand the new initiatives that are introduced. This is a powerful medium for establishing a firm relationship and including parents in the process of maintaining and improving standards.

The numerous and valuable links with the local community have a beneficial influence on pupils' learning experiences and their awareness of their community and the importance of contributing to it.

The whole school benefits from the effective working relationship that exists between the two schools that are managed by the headteacher. They share good practice and plan jointly, and add to the valuable experiences received by pupils. The school also co-operates closely with other schools in the local cluster in the process of moderating and standardising continuous assessments jointly. However, teachers'

knowledge of the requirements of higher levels is not always clear between sectors and this has a negative effect on the school's results.

Effective transition programmes exist to ensure that pupils transfer confidently and continue to make appropriate progress from primary school to secondary school.

Resource management: Good

The school's financial and staffing resources are managed effectively to support the work of raising standards. There is an appropriate number of teachers and teaching assistants at the school and they have been delegated appropriately as necessary. Good use is made of all their expertise and the sense of a team is a strong feature of the school's work. Effective support is given to teachers by classroom assistants who support pupils well in their work. There is a good range of resources that are managed efficiently to ensure full access to all aspects of the curriculum.

Following the detailed process of performance management, teaching and support staff have access to appropriate training. The use of professional learning communities and other aspects of training demonstrate strong evidence of the positive effect on the process of raising pupils' standards. Involvement in networks of professional practice within the school and externally is robust and leads to raising standards, especially in literacy and numeracy. Arrangements for management, planning, preparation and assessment time are effective. Teachers use their time efficiently for the benefit of pupils and to develop and monitor their areas of responsibility as necessary.

Governors monitor expenditure and the effect of funding thoroughly and funds are allocated appropriately for the school's priorities within the development plan.

High standards and the prudent use of funds testify that the school provides good value for money.

Appendix 1

Commentary on performance data

In 2013, the proportion of pupils who achieved the Foundation Phase indicator was lower than the averages for the family of similar schools but higher than the average for Wales. This shows improvement since 2012. The proportion of pupils who achieved the expected outcome (outcome 5) in language development, literacy, and communication and wellbeing development was lower than the average for the family and the whole of Wales. One hundred per cent of pupils achieved the expected outcome in mathematical development in 2013.

The proportion of pupils who achieved higher than the expected outcome (outcome 6) in language development, literacy and communication and mathematical development in 2013 was lower than the average for the family of similar schools and Wales. The proportion who achieved higher than expected in wellbeing development was lower than the family average but higher than the average for Wales.

When comparing the school's results for the expected outcomes in 2013 with those of similar schools, the school has been placed in the lower 50% for the Foundation Phase indicator, language development, literacy and communication and wellbeing development. It was in the top 25% for mathematical development. In 2012, the school's performance placed it in the bottom 25% for the Foundation Phase indicator, language development, literacy and communication and mathematical development but in the top 25% for wellbeing development.

At the end of key stage 2 in 2013, the proportion of pupils who achieved the core subject indicator was lower than the average for the family of similar schools and Wales. The pattern is the same for the expected levels (level 4) in Welsh, English and science separately. However, the proportion who achieved the expected level in mathematics was higher than the average for the family of similar schools and the average for the whole of Wales.

The percentage who achieved higher than expected levels (level 5) was lower than the average for the family and the whole of Wales in both languages, mathematics and science in 2013.

Trends in achievements have been generally uneven over the last four years for the proportions that have attained the expected levels and higher.

When comparing the school's results at the expected levels with the results of similar schools in 2013, the school was in the bottom 25% for the core subject indicator, English and science. It was in the upper 50% in Welsh and within the lower 50% for mathematics. In the previous four years, the school's performance has varied, moving it between the top 25% and the lower 50% of similar schools.

Over a period of four years, there is no obvious pattern of difference between boys' performance compared with that of girls, nor in comparing pupils who are entitled to free school meals with the remainder.

Appendix 2

Stakeholder satisfaction report

Responses to the learner questionnaire

Denotes the benchmark – this is a 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.	46	46 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	46	45 98%	1 2%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	46	46 100%	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	46	46 100%	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.	46	45 98%	1 2%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	46	44 96%	2 4%	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.	45	45 100%	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.	46	46 100%	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.	46	46 100%	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.	46	46 100%	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.	46	44 96%	2 4%	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	46	44 96%	2 4%	Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
		84%	16%	

Response to the parent questionnaire

Denotes the benchmark – this is a 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.	27	19 70%	7 26%	0 0%	0 0%	1	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	28	23 82%	5 18%	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.	27	20 74%	7 26%	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.	28	17 61%	10 36%	1 4%	0 0%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	28	14 50%	12 43%	0 0%	0 0%	2	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	46%	4%	1%		
Teaching is good.	28	15 54%	11 39%	1 4%	0 0%	1	Mae'r addysgu yn dda.
		60%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	28	15 54%	12 43%	1 4%	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.	27	11 41%	11 41%	1 4%	0 0%	4	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.	28	12 43%	14 50%	1 4%	0 0%	1	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.	28	17 61%	9 32%	0 0%	0 0%	2	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		59%	36%	2%	0%		
My child is safe at school.	28	17 61%	11 39%	0 0%	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'.	27	13 48%	7 26%	1 4%	1 4%	5	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.	28	10 36%	13 46%	5 18%	0 0%	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.	28	18 64%	8 29%	2 7%	0 0%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		62%	31%	4%	2%		
I understand the school's procedure for dealing with complaints.	28	10 36%	14 50%	0 0%	1 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.	27	11 41%	10 37%	2 7%	0 0%	4	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.	25	8 32%	8 32%	0 0%	1 4%	8	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.	28	20 71%	6 21%	0 0%	1 4%	1	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	38%	5%	1%		
The school is well run.	28	19 68%	7 25%	2 7%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	32%	3%	2%		

Appendix 3

The inspection team

Huw Watkins	Reporting Inspector
Margaret Owenna Davies	Team Inspector
Catrin Cray	Lay Inspector
Derfel Mon Griffiths	Peer Inspector
Enfys Howells	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.