



*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**

**Llandogo C.P. School  
Holmfield Drive  
Llandogo  
Monmouthshire  
NP25 4TJ**

**Date of inspection: October 2013**

**by**

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

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

**Key Question 1: How good are the outcomes?**

**Key Question 2: How good is provision?**

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

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

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

<b>Judgement</b>	<b>What the judgement means</b>
<b>Excellent</b>	Many strengths, including significant examples of sector-leading practice
<b>Good</b>	Many strengths and no important areas requiring significant improvement
<b>Adequate</b>	Strengths outweigh areas for improvement
<b>Unsatisfactory</b>	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 Section  
Estyn  
Anchor Court, Keen Road  
Cardiff  
CF24 5JW or by email to [publications@estyn.gov.uk](mailto:publications@estyn.gov.uk)

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## Context

Llandogo Primary School is situated in the Wye Valley about half way between Monmouth and Chepstow. It serves the villages of Llandogo and Tintern and the surrounding rural area. A few pupils choose to cross the border from the villages of Brockweir and St. Briavels in Gloucestershire. Many travel to school by bus or car.

The school was originally constructed in 1975 for two classrooms and remodelled in 1985 to accommodate five classrooms together with a school hall and administrative facilities. The attractive and extensive grounds include a playing field and a community multi-purpose sports facility. There is a village hall adjacent to the school, which pupils use for various functions and which houses a playgroup.

The school currently caters for 86 pupils from reception to Year 6, taught in four mixed age classes. The number on roll has fluctuated a little over the last few years, but is currently similar to the figure at the time of the last inspection. Very few pupils are eligible to receive free school meals and the school's percentage is much lower than the local authority and national averages.

The school has identified around 22% of pupils as having additional learning needs, which is similar to the national average. Very few have a statement of special educational needs. Nearly all pupils are white British and all speak English as their first language.

The school was last inspected in November 2007, since when there have been four headteachers. The current headteacher was appointed in January 2013.

The individual school budget per pupil for Llandogo Primary School in 2013-2014 means that the budget is £3,834 per pupil. The maximum per pupil in the primary schools in Monmouthshire is £5,444 and the minimum is £2,856. Llandogo Primary School is seventh out of the 31 primary schools in Monmouthshire in terms of its school budget per pupil.

## Summary

<b>The school's current performance</b>	<b>Adequate</b>
<b>The school's prospects for improvement</b>	<b>Adequate</b>

### Current performance

The school's performance is adequate because:

- most pupils make steady progress in oracy, reading and numeracy;
- many pupils make good progress in their oral use of Welsh second language by the end of key stage 2;
- most pupils with additional learning needs make steady progress though the school;
- pupils behave well and attendance levels are rising; and
- teaching is mostly good.

However:

- in 2013, in both the Foundation Phase and key stage 2, pupils' attainment overall at both the expected and higher levels was lower than in previous years, below the family average and placing the school among the bottom 25% of similar schools;
- most pupils perform less well in writing;
- more able pupils do not always achieve their potential; and
- many pupils' reading and writing skills in Welsh second language are underdeveloped.

### Prospects for improvement

Prospects for improvement are adequate because:

- the school is developing an effective self-evaluation process;
- the new headteacher is keen to move the school forward and has introduced several new initiatives;
- the governing body is proactive, well informed and very supportive;
- teachers work well together and are beginning to participate more in whole-school issues and decision-making; and
- the school is responding appropriately to national and local priorities.

However:

- the self-evaluation process has yet to demonstrate a measurable impact;
- there are shortcomings in assessment for learning, marking and reporting to parents;
- new initiatives are in the early stages of development; and
- links with partners, especially parents, are relatively underdeveloped.

## Recommendations

- R1 Raise standards of achievement in the core areas of learning in both the Foundation Phase and key stage 2 to ensure that all pupils, especially the more able, reach their full potential
- R2 Improve standards in writing across the curriculum, particularly in relation to extended writing in key stage 2
- R3 Raise standards in Welsh second language
- R4 Ensure that planning procedures are rigorous and consistent, particularly in relation to the planning of key skills across the curriculum
- R5 Address the shortcomings identified in teaching
- R6 Improve procedures in assessment for learning, marking and reporting to parents
- R7 Develop self-evaluation procedures to ensure sustained improvement
- R8 Improve communication with all partners.

### **What happens next?**

The school will draw up an action plan which shows how it is going to address the recommendations. Estyn will monitor the school's progress.

## Main findings

### Key Question 1: How good are outcomes?

Adequate

#### Standards: Adequate

Across the school most pupils make steady progress in oracy, reading and numeracy, but are less successful in writing.

In the Foundation Phase, nearly all pupils develop appropriate early reading skills. They show an interest in books and enjoy learning sounds and words. By the end of the Foundation Phase, many read with a good level of accuracy and understanding. Most pupils produce short pieces of writing independently, but handwriting and presentation are generally underdeveloped.

In key stage 2, most pupils read with fluency and expression and show a good understanding of what they have read. They write for a range of purposes and with appropriate competence. However, they do not always take sufficient care over spelling and generally do not write extended pieces of work. By the end of the key stage, nearly all pupils' handwriting and presentation have improved to a good standard.

Most pupils make good progress in numeracy through the school. By the end of key stage 2, they have good knowledge of number facts and relationships, different forms of measurement and data handling. Most are able to use their numerical skills confidently to calculate and solve problems quickly and accurately.

In Welsh second language, many pupils acquire a range of sentence patterns and new vocabulary. They ask questions confidently, take care with their pronunciation and engage readily in a simple dialogue. However, they are less confident in using familiar words and phrases in different contexts. In reading they make slower progress. In writing they develop appropriate skills, but are still dependent on the use of word and sentence prompts. Their awareness of Welsh heritage and culture is limited.

Most pupils enter the school with above average abilities, but year-on-year performance varies because cohorts are small. In 2013, at the end of the Foundation Phase, pupils' attainment overall at both the expected and higher levels was below the family average and placed the school among the bottom 25% of similar schools.

In 2013, at the end of key stage 2, pupils' attainment at the expected and higher levels overall was below the family average, although it was above in mathematics and similar in science at the expected level. This placed the school among the bottom 25% of similar schools overall, except in mathematics at the higher level. Results were lower than in all of the previous four years at both levels.

Most pupils with additional learning needs make steady progress though the school and achieve their targets. However, the more able do not always reach their potential. There is no discernible trend of underachievement among any specific groups.

## **Wellbeing: Good**

Most pupils enjoy their work and concentrate appropriately in class. They behave well, show high levels of respect, care and concern for others and take on responsibilities readily. They work together effectively in pairs and groups.

Most pupils show a good understanding of the importance of fitness and healthy living and many take part in extra-curricular activities that promote these aspects.

Attendance rates are currently rising, having been in the bottom 25% for the previous three years when compared with those of similar schools. At around 95% for the last year, they are now in the upper 50%. Most pupils arrive punctually.

Pupils enjoy taking on a variety of roles and responsibilities. They are actively involved in decision-making. In particular, the school and eco councils undertake a number of useful activities, for example leading the weekly celebration assembly. The school has appointed 'super ambassadors' as its representatives, following a visit from the Children's Commissioner for Wales. They are beginning to promote the school effectively.

Pupils participate in a range of appropriate community activities. They develop their life and social skills successfully, for example by looking after those younger than themselves.

<b>Key Question 2: How good is provision?</b>
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<b>Adequate</b>
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## **Learning experiences: Adequate**

Teachers provide a wide range of interesting learning experiences, which meet statutory requirements.

Teachers in the Foundation Phase plan thoroughly and give appropriate attention to the development of pupils' literacy and numeracy skills. In key stage 2, planning is less consistent and still in the process of development. Plans are not sufficiently detailed and do not pay enough attention to the development of key skills across the curriculum.

The school has a number of successful intervention programmes for pupils who underachieve in specific areas, such as reading and numeracy, and these are beginning to have a positive impact on performance.

The school provides a range of extra-curricular activities, including after school clubs, visits and visitors, which enrich pupils' learning experiences.

With the support of the peripatetic Welsh adviser, teachers in both the Foundation Phase and in key stage 2 plan for the development of Welsh language skills effectively. However, they give insufficient attention to the use of incidental Welsh in lessons and daily routines. Provision for the Welsh dimension is relatively underdeveloped.

Pupils participate in a range of sustainable development activities, led by the eco council. They understand why it is important to look after the environment, to recycle and to conserve energy.

The school has developed links with a range of other countries, particularly through its participation in an international project. This has benefited pupils considerably in their understanding of different cultures and lifestyles.

### **Teaching: Adequate**

All teachers prepare, organise and structure lessons effectively and set clear learning objectives. They manage behaviour well and use an appropriate range of resources.

Teachers and learning support assistants work closely together. They establish good working relationships with pupils and use praise to motivate them to succeed. They take good account of their different ability levels, although at times tasks are not challenging enough for the more able.

Teachers conduct sessions at a good pace, use skilful questioning techniques and intervene at appropriate times to promote effective learning. However, they do not provide enough opportunities for independent learning.

The school fulfils statutory requirements for assessment, recording and reporting. It uses standardised assessments appropriately and is developing its own tracking systems to ensure that teachers assess and record work accurately.

In the Foundation Phase, staff rigorously record their observations of pupils' learning and use this information in their planning to implement focused interventions. In key stage 2, teachers help pupils to evaluate their own progress against agreed individual targets.

The school is developing assessment for learning strategies, but teachers do not apply these processes consistently or progressively across the school.

All teachers mark pupils' work regularly, but there is variation between classes. Comments are not always diagnostic in order to challenge underachievement and to show pupils how to improve.

Annual reports meet statutory requirements and inform parents appropriately about their child's progress. However, they are not personalised well enough and contain large amounts of identical text across each key stage.

### **Care, support and guidance: Good**

The school has appropriate arrangements to promote healthy eating and drinking. For example, it provides a free fruit tuck shop and fresh water dispensers.

The provision for pupils' spiritual, moral, social and cultural development is good. Teachers schedule personal and social education sessions regularly, but they do not



plan this aspect sufficiently across the curriculum. The school's arrangements for safeguarding meet requirements and give no cause for concern.

The school monitors and manages behaviour very well, with the result that pupils have a clear understanding of expectations, rules and procedures. It has introduced a variety of new initiatives to reduce absences, which is having a positive impact on attendance levels.

The school has good systems to identify, at an early stage, any pupils who have additional learning needs. Staff prepare appropriately differentiated tasks for these pupils. The additional needs co-ordinator tracks their progress regularly and carefully. In the best practice, parents know their child's targets and the progress made against these.

The close working partnerships with a range of educational services and external agencies enable the school to ensure that specific support and resources are available when appropriate.

### **Learning environment: Good**

The school aims to make every pupil feel valued. It provides a happy, secure and welcoming learning environment. It actively promotes equal opportunities and caters well for any pupil or member of staff with a disability.

The school emphasises the importance of valuing diversity. It has worked with parents, governors and pupils in the past year to develop a strategic approach to ensure that the curriculum, visits, resources and displays reflect Britain's diverse and multicultural society.

Internally, although space is limited, the school is warm, bright, and welcoming. It maintains and uses its accommodation and classrooms effectively.

The school has extensive grounds, which provide an outstanding outdoor learning environment with large diverse areas for pupils to explore. For example, there is a forest school provision, a vegetable garden, a pond and a wildlife area, as well as a large playing field and use of the community's multi-purpose sports court. Pupils use these facilities well, although there is scope to extend the opportunities for outdoor learning in the Foundation Phase.

Resources are of appropriate quality and are well used to support pupils' learning needs. However, the range of information and communication technology provision is limited.

<b>Key Question 3: How good are leadership and management?</b>
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<b>Adequate</b>
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**Leadership: Adequate**

The school has experienced a number of changes in leadership over the last few years, which has hindered progress. The new headteacher is keen to move the school forward. She has introduced several initiatives since she has been in post, but there has been insufficient time for these to impact on outcomes.

Teachers work well together and meet regularly on a formal basis. All have a range of curriculum responsibilities. They are beginning to participate more in whole-school issues and decision-making, but their involvement is relatively underdeveloped.

The governing body and staff have a shared vision for the school. Governors are proactive and very supportive. They hold the school to account well and help to determine its strategic direction. They monitor the school's progress carefully and evaluate their own effectiveness purposefully.

Governors are well informed and have subject interests. Most regularly visit the school and undertake training. They ensure that the school fully meets statutory requirements.

The school is responding appropriately to national and local priorities. For example, it is starting to take account of the Literacy and Numeracy Framework and is implementing the Foundation Phase successfully.

**Improving quality: Adequate**

The school is developing its self-evaluation processes. In a short time, the headteacher has successfully acquired a good oversight of the school's strengths and areas for development and, with the support of staff and the governing body, is implementing a number of important improvements. However, these have yet to demonstrate a measurable impact.

Through questionnaires, the school has sought and responded to the opinions of parents and pupils. It is introducing a more systematic approach to the monitoring of standards and teaching through lesson observations, looking at pupils' work and listening to learners.

By paying attention to more accurate data analysis, tracking procedures and the moderation of standards, the school has set relevant targets for improvement. It is implementing appropriate initiatives to achieve these targets.

The self-evaluation report is clear and concise and provides a very honest picture of the school. However, it lacks analysis and explanation. The school development plan outlines suitable priorities, which focus on the raising of standards, but links with the self-evaluation process are not always apparent.

Progress since the last inspection has been variable. Two of the four recommendations, namely improving bilingualism and developing the role of the subject co-ordinator, have not been fully addressed.

### **Partnership working: Adequate**

Links with partners, especially parents, are relatively underdeveloped. The school is introducing procedures to improve forms of communication in order to keep stakeholders better informed. It regularly distributes newsletters and holds parent consultation evenings. However, it does not always provide parents with timely information about events.

A minority of parents express concerns about the school, particularly in relation to recent changes. However, a majority say they are encouraged to act as partners in their children's learning, for example through homework, classroom activities and the parent-teacher association.

The school makes an effective contribution to the life of the community. Productive links exist, for example, with community police officers and local organisations in the village. These partnerships enrich pupils' learning experiences. There is close liaison with the neighbouring pre-school playgroup and parents are invited to visit the school before enrolling their children.

The school has suitable partnerships with its cluster of schools and the receiving secondary schools. These arrangements are generally successful in ensuring a smooth transition to secondary education. However, the arrangements for the standardisation and moderation of pupils' work are relatively underdeveloped.

### **Resource management: Adequate**

The school has an appropriate number of staff, who have relevant experience and expertise. Many teachers are in the process of taking on new responsibilities. Support staff play an important role in the school and work well alongside teachers.

Staff have regular opportunities for continuing professional development, linked to priorities in the school development plan and their annual reviews. They feed back what they have learnt, which has a positive impact on teaching and pupils' achievement. However, there are currently no active networks of professional practice within the school or the local cluster.

Performance management procedures, led exclusively by the headteacher, meet statutory requirements. All teachers are involved and have relevant targets. Support staff are now being included through annual professional interviews.

The school meets all requirements of the national workload agreement and teachers' planning, preparation and assessment time is appropriately covered by qualified teachers internally and from an external sports agency.

The school manages its resources and accommodation well. It also oversees its budget efficiently, but aspects of its financial controls are weak. The amount spent on materials for pupils is appropriate and linked to identified priority areas.

Due to the identified shortcomings in standards, provision and management, the school gives adequate value for money.

## Appendix 1

### Commentary on performance data

In 2013, at the end of the Foundation Phase, pupils' attainment of the expected outcome 5 in language, literacy and communication skills was similar to the family and Wales averages, but below the local authority average. It was above all three comparators in personal and social development, wellbeing and cultural diversity, but below them all in mathematical development. These results were considerably lower overall than in 2012 and placed the school among the bottom 25% of similar schools. At the higher outcome 6, pupils' attainment in all three areas of learning was lower than the family, local authority and Wales averages and below the results for 2012. These results placed the school in the bottom 25% of similar schools.

In 2013, at the end of key stage 2, pupil attainment at the expected level 4 in English was below the family, local authority and family averages. In mathematics, it was above the family and Wales averages, but below the local authority average. In science it was similar to the family and Wales averages, but below the local authority average. In all three subjects the results were lower than all previous four years and show a recent decline. This placed the school among the bottom 25% of similar schools overall. At the higher level 5, pupil attainment was consistently below the family, local authority and Wales averages in all three subjects and lower than in all previous years, again showing a recent decline. This placed the school among the bottom 25% of similar schools in English and science and in the lower 50% of similar schools in mathematics.

Although cohorts are small, most pupils with additional learning needs make steady progress though the school and achieve their targets. However, the more able do not always reach their potential. Pupils generally perform well in oracy and reading, but less successfully in writing. There is no discernible trend of underachievement among any specific groups, but girls do consistently better at the higher level in English.

## Appendix 2

### Stakeholder satisfaction report

#### Responses to learner questionnaires

##### Primary Questionnaire (Overall)

denotes the benchmark - this is a total of all responses since September 2010.

	Number of responses Nifer o ymatebion	Agree Cytuno	Disagree Anghytuno	
I feel safe in my school.	63	63 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	62	61 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.	63	62 98%	1 2%	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	63	63 100%	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.	63	60 95%	3 5%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	63	61 97%	2 3%	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.	63	62 98%	1 2%	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.	63	61 97%	2 3%	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.	61	58 95%	3 5%	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.	63	60 95%	3 5%	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.	59	46 78%	13 22%	Mae plant eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
		78%	22%	
Nearly all children behave well at playtime and lunch time	60	51 85%	9 15%	Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
		84%	16%	

## Responses to parent questionnaires

denotes the benchmark - this is a total of all responses since September 2010.

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
Overall I am satisfied with the school.	33	10 30%	16 48%	5 15%	2 6%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	32	14 44%	17 53%	1 3%	0 0%	0	Mae fy mhentyn yn hoffi'r ysgol hon.
		72%	26%	1%	0%		
My child was helped to settle in well when he or she started at the school.	33	18 55%	15 45%	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.	31	10 32%	15 48%	5 16%	0 0%	1	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	0%		
Pupils behave well in school.	32	6 19%	25 78%	0 0%	0 0%	1	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	46%	4%	1%		
Teaching is good.	33	10 30%	15 45%	5 15%	0 0%	3	Mae'r addysgu yn dda.
		60%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	33	13 39%	17 52%	2 6%	0 0%	1	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		63%	34%	1%	0%		
The homework that is given builds well on what my child learns in school.	31	3 10%	14 45%	9 29%	3 10%	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.	33	13 39%	13 39%	3 9%	0 0%	4	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.	33	13 39%	16 48%	2 6%	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.	33	17 52%	15 45%	1 3%	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'.	31	8 26%	11 35%	7 23%	0 0%	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.	33	10 30%	16 48%	3 9%	4 12%	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.	32	12 38%	9 28%	6 19%	3 9%	2	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.	33	6 18%	21 64%	3 9%	1 3%	2	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.	33	12 36%	17 52%	2 6%	0 0%	2	Mae'r ysgol yn helpu fy mhentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		55%	39%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	31	8 26%	13 42%	5 16%	1 3%	4	Mae fy mhentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		42%	34%	4%	1%		
There is a good range of activities including trips or visits.	33	9 27%	20 61%	3 9%	0 0%	1	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	38%	5%	1%		
The school is well run.	32	8 25%	10 31%	4 12%	5 16%	5	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	33%	3%	1%		



## Appendix 3

### The inspection team

Dr David Peter Ellis	Reporting Inspector
Mrs Rhiannon Harris	Team Inspector
Mrs Catherine Mary Jenkins	Lay Inspector
Mr Dean John Phillips	Peer Inspector
Ms Kate Pingree	School Nominee

## Copies of the report

Copies of this report are available from the school and from the Estyn website ([www.estyn.gov.uk](http://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.