Report on

**Ysgol Gynradd Llangadog
Llangadog
Carmarthenshire
SA19 9HP**

Date of inspection: November 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.

Context

Ysgol Llangadog is a Welsh-medium primary school. It is located in the village of Llangadog in Carmarthenshire. It serves the village and the rural area nearby, which includes the villages of Llanddeusant, Bethlehem and Gwynfe.

There is a total of 89 pupils on roll, including five nursery age pupils. Pupil numbers have decreased over recent years. The school admits pupils on a full-time basis at the beginning of the term following their fourth birthday. A little over half of pupils come from Welsh-speaking households. Very few pupils come from an ethnic minority or mixed background.

Welsh is used as a teaching medium in the Foundation Phase. In key stage 2, pupils are taught through the medium of Welsh and English with the intention of ensuring that pupils develop to be completely bilingual by the end of their time at the school.

Very few pupils are eligible for free school meals. Twenty-two per cent of pupils are on the school's additional learning needs register, which is higher than the national figure. Very few pupils have a statement of special educational needs.

The school was last inspected in November 2008. The headteacher has been in post since December 2011.

The individual school budget per pupil for Ysgol Llangadog in 2014-2015 is £3,235. The maximum per pupil in primary schools in Carmarthenshire is £9,977 and the minimum is £3,098. Ysgol Llangadog is in 99th position of the 103 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

Ysgol Llangadog's performance is good because:

- most pupils make good progress and achieve well;
- nearly all pupils are confidently bilingual by the end of key stage 2;
- levels of attendance and behaviour are high, and pupils show positive attitudes to their work;
- learning experiences are stimulating, the quality of teaching is good and support staff assist learning effectively; and
- there is effective provision to promote wellbeing and an inclusive and homely ethos in which pupils feel happy and safe.

Prospects for improvement

Prospects for improvement are good because:

- the headteacher gives robust and purposeful leadership, which has a positive effect on developing the school;
- the governing body has a sound understanding of the school and its performance, which enables it to give support and a robust strategic direction to the school;
- all members of the school's staff co-operate effectively as a team;
- the school has developed thorough self-evaluation processes and clear plans for improvement that focus on raising standards; and
- a good range of partnerships have a positive effect on pupils' wellbeing and achievement.

Recommendations

R1 Extend further the level of challenge for pupils of higher ability across the curriculum

R2 Ensure that all pupils in key stage 2 make full use of their information technology skills to support their work across the curriculum

R3 Improve the use of assessment for learning practices in order to ensure that pupils in key stage 2 are more aware of what needs to be done improve their own work

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

Most pupils make sound progress in their learning and achieve well during their time at the school. They use their skills effectively and show interest and perseverance in lessons.

Across the school, most pupils listen well and are able to recall previous learning appropriately. In the Foundation Phase, most pupils develop their oral skills effectively and use an increasing range of vocabulary confidently in different situations. By the end of the phase, most are able to converse clearly in Welsh and discuss familiar experiences and events confidently. In key stage 2, most pupils communicate confidently in Welsh and express themselves clearly and correctly. Most pupils discuss fluently in Welsh and English and use an appropriate range of suitable vocabulary when expressing an opinion and talking about their work in the classroom. By the end of key stage 2, nearly all pupils attain a high standard of bilingualism and are able to change easily from one language to the other when discussing their work.

Most pupils' reading skills are developing well across the school. The standard of reading of most pupils in the Foundation Phase is appropriate to their age and ability. Most are familiar with a range of reading strategies and can use them effectively to read meaningfully. By the end of the Foundation Phase, most pupils read a varied range of books confidently, intelligently and with expression. In key stage 2, most pupils read increasingly correctly and confidently in Welsh. By the end of the key stage, most also read fluently with good expression and understanding in English. They apply their reading skills well to support their work in a range of subjects, for example when gleaning information about the function of the heart as part of themes on the body.

By the end of the Foundation Phase, most pupils write independently, vary their sentences and use basic punctuation accurately. Most pupils of higher ability use adjectives and similes effectively to enrich their written work. Many pupils write at length creatively and when recording their learning experiences across the curriculum. By the end of key stage 2, most use their writing skills for various purposes effectively. They use paragraphs and punctuate accurately in both languages. By the end of key stage 2, most are able to write at length to a high standard in both languages in a range of contexts across the curriculum. Across the school, most pupils' standard of handwriting and presentation of work is good.

In the Foundation Phase, most pupils show a firm grasp of number facts and use this information effectively to solve number problems in their activities. Many pupils of all ability are able to explain the processes they have used to reach the correct answer or to come to a particular conclusion. They deal with different measurements and use mathematical vocabulary correctly to discuss their work. Most pupils collect, analyse and present information in the form of graphs effectively. In key stage 2,

most pupils have a good understanding of numeracy strategies. They apply their skills in measuring, shape and data handling tasks with good accuracy. They collect information in a variety of ways and present their conclusions accurately in the form of different tables and graphs, for example when measuring the effect of physical exercise on the heartbeat.

Nearly all pupils with additional learning needs make good progress in relation to the targets in their individual education plan. Pupils who are eligible for free school meals make sound progress according to their ability. Most pupils of higher ability make good progress in their literacy and numeracy skills but they are not always stretched across the learning activities.

The small numbers of pupils in all year groups can have a considerable effect on the school's overall performance in assessments at the end of the Foundation Phase and key stage 2 from one year to the next.

In the Foundation Phase, over the last three years, in comparison with schools who have similar percentages of pupils who are eligible for free school meals, the school's performance has varied, moving the school between the top 25% and the bottom 25% of similar schools. Performance at the expected outcome 5 in language skills in Welsh has moved the school from the upper 50% to the top 25% of similar schools. Performance in mathematical development has placed the school in the top 25% in two of those years. The school's performance at the higher outcome in language skills and in mathematical development has placed the school in the upper 50% of similar schools in two of the last three years.

In key stage 2 over a period of four years, in comparison with schools that have similar proportions or pupils who are eligible for free school meals, the school's performance at the expected level has moved the school from the bottom 25% to the upper 50%. The school's performance has moved the school from the bottom 25% to the top 25% in English and from the bottom 25% to the lower 50% in Welsh and mathematics. The school's performance in science has placed the school in the top 25% in three of the last four years. During the same period, pupils' performance at the higher level has mostly placed the school in the bottom 25% and the lower 50%.

Wellbeing: Good

Nearly all pupils feel safe at school. They have positive attitudes towards living, eating and drinking healthily. They enjoy a variety of physical activities, which contribute well to their wellbeing.

Nearly all pupils behave well and show high levels of motivation, interest and pride in their work. Across the school, the majority contribute their own ideas effectively about what they want to learn. However, their skills to improve their own learning are only just beginning to develop, and the ability of key stage 2 pupils to lead their own learning is inconsistent.

Pupils' attendance levels have placed the school among the top 25% of similar schools over the last three years. Punctuality is good.

Many pupils accept responsibilities conscientiously within the school community. They benefit directly from robust links between the school and visitors, along with visits to the local community. The pupil's voice receives good attention, and the school responds well to their ideas through the school council and the eco committee.

By contributing intelligently to an enterprise project to create T-shirts with pictures on them, older pupils in key stage 2 develop a good understanding of entrepreneurship and business. They also take a prominent part regularly in social activities in the area.

Key Question 2: How good is provision?	Good

Learning experiences: Good

The school provides a wide range of rich learning experiences that gain most pupils' interest. Lively and stimulating learning experiences in the Foundation Phase meet the needs of all pupils and contribute effectively to their development as independent learners. Learning experiences in key stage 2 build effectively on previous experiences for most pupils. However, pupils of higher ability are not always challenged sufficiently. Learning activities are enriched through extra-curricular activities and residential visits.

The school responds well to the requirements of the Foundation Phase and the Literacy and Numeracy Framework. Detailed plans for various activities in the Foundation Phase ensure that most pupils make good progress in skills. Key stage 2 teachers plan effectively for developing oral, reading, numeracy and writing skills in Welsh and English across the curriculum. However, they do not extend pupils' information and communication technology skills consistently across the subjects.

Provision for developing the Welsh language and the Welsh dimension is effective. Teachers ensure that pupils have valuable experiences to enrich their understanding of Welsh culture, including welcoming visitors and artists to discuss legends from the Mabinogi.

Education for sustainable development and global citizenship has developed well in lessons, as well as through the activity of the eco council. Many older pupils in key stage 2 benefit from visits abroad that enrich their understanding of life in other countries.

Teaching: Good

The quality of teaching is effective across the school. Teachers have good subject knowledge and explain new concepts well. All staff provide a good linguistic model. They question probingly and use a range of methods skilfully to ensure that classroom activities gain most pupils' interest and enthusiasm. However, in a few lessons, over-direction limits opportunities for pupils in key stage 2 to develop as independent learners.

Adults maintain a positive working relationship that ensures a supportive ethos and effective support for most pupils. Support staff play an effective role in supporting learning across the school.

In lessons, all teachers give valuable oral feedback to pupils. They mark their work regularly and in many books they include constructive comments on how to improve work that are linked to the success criteria. Opportunities given to key stage 2 pupils to reflect on their own work and that of their peers are inconsistent. As a result, pupils' role in the process of setting targets and improving their work has not been established consistently throughout the school.

The school has thorough procedures for assessing and tracking pupils' progress. Procedures for levelling and moderating pupils' work over time ensure that teachers' assessments are robust. Parents receive beneficial information about their children's achievements and development.

Care, support and guidance: Good

The school promotes pupils' health and wellbeing well and makes appropriate arrangements to promote healthy eating and drinking. Teachers provide valuable opportunities to promote pupils' spiritual, moral, social and cultural development. Regular opportunities are also provided for pupils to understand the importance of caring for those who are less fortunate than themselves.

The school provides good individual support to individual pupils on educational, social and personal issues. It co-operates closely with external agencies and ensures that pupils benefit from the relevant support that is available to them.

Provision for pupils who have additional learning needs is effective. Teachers identify these pupils' needs at an early stage and ensure appropriate support for them within classrooms. Individual education plans for pupils include clear targets and there are appropriate arrangements for discussing progress with parents. Through regular assessments, the school follows their progress carefully to ensure that they achieve in line with their targets.

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

Learning environment: Good

There is a family atmosphere in the school, and a very homely feel. It is a happy and welcoming community and there is a friendly atmosphere among staff and pupils. The inclusive ethos ensures that all pupils have an equal right to all provision at the school. The school successfully encourages co-operation, care and tolerance between adults and children and between children, and pays attention to the contribution of all individuals and their views.

The building and site provide an appropriate learning environment for pupils. They are kept clean and tidy, although the standard of maintenance is only adequate. Staff make good use of the space that is available. There is a good range of learning resources in the school that are suitable for the needs of all pupils in every area of learning, except for information and communication technology equipment.

Classrooms are colourful and include polished displays of pupils' work and successes, which stimulate learning. The outdoor area has been developed as a useful resource to support pupils' learning experiences in the Foundation Phase. The adventure course contributes well to promoting pupils' fitness, and the eco garden that was designed by one of the parents is a valuable resource to encourage learning. These activities encourage pupils' understanding of eating and drinking healthily.

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

Leadership: Good

The headteacher gives firm and purposeful guidance that has a positive effect on developing the school. He works closely with all staff to create a whole-school, inclusive ethos that provides stimulating experiences for most pupils. As a result, there is a strong commitment across the school to developing and promoting continuous improvements that strengthen provision and raise standards.

All staff have job descriptions that identify appropriate responsibilities clearly. Staff meetings and governors' meetings are used to discuss priorities and progress regularly, with clear attention paid to raising standards. Thorough performance management arrangements contribute to improvements in teaching and learning and provide opportunities to promote staff's professional development through a comprehensive training programme.

The school is making good progress in introducing initiatives that meet local and national priorities. These have a positive effect on pupils' standards and achievement, especially in literacy and numeracy.

The governing body is conscientious and dedicated. Governors' understanding of data enables them to provide a probing overview of the school's performance and the areas that need to be developed. Their regular visits to the school help them to give support and a strategic direction, and enable them to challenge the school and hold it to account for its performance effectively.

Improving quality: Good

The headteacher, staff and governors have developed thorough self-evaluation procedures that use a wide range of direct evidence, including pupils' performance data, classroom observations and the regular views of pupils and parents. Older pupils contribute intelligently to the process of analysing data. The contribution of all leaders to self-evaluation processes helps to give robust strategic leadership to the school, which focuses on raising standards. The outcomes of these processes provide an appropriate assessment of the school's strengths and the areas to be developed, and, as a result, leaders know the school well. This contributes well to the self-evaluation report, which provides an accurate picture of the school.

The school uses the information that is collected through the self-evaluation process to set priorities and focus areas for improving the school. The development plan is comprehensive and identifies relevant and specific targets, and it includes success criteria that focus well on pupils' outcomes. It provides a clear outline of staff responsibilities, financial requirements and methods of monitoring progress.

Partnership working: Good

The school co-operates effectively with a range of partners in order to support pupils' wellbeing and achievement. The partnership with parents is robust. Parents feel that they are welcome at the school, and that their views are appreciated. The parents' association is very supportive through fund-raising activities and projects, such as organising the school's 140th anniversary celebration recently.

The school has a very beneficial relationship with the nursery group. The weekly arrangement for children in the group to integrate into the school helps them to settle in well in the Foundation Phase. There are robust links and effective transfer arrangements between the school and the secondary schools, and there is a variety of purposeful transition activities for pupils.

The school has worked purposefully with schools in the cluster and the secondary school as part of the local authority's arrangements to standardise and moderate pupils' work. These processes help teachers to understand better the expected standards at the end of the key stages.

There is a robust partnership with the local community. Pupils' contribution to community activities, along with the number of visitors who come to the school, expands and enriches learning experiences. The school also promotes pupils' sense of the importance of community and their pride in their local area.

Resource management: Good

The headteacher and governors manage the school's finances well. They prioritise and monitor expenditure carefully and provide appropriate resources for the school's priorities. The school makes good use of the pupil deprivation grant to support pupils who are eligible for free school meals.

There are sufficient members of staff who have suitable qualifications and experience at the school to deliver the curriculum successfully. There is a close link between staff professional development, the school's development plans and performance management system. Teachers make effective use of planning, preparation and assessment time, and the arrangements for this are managed well.

The school is part of a number of professional learning communities that provide a wide range of opportunities for staff to improve their skills and professional knowledge, and this has a positive effect on raising standards. It fosters links with other schools in the area to enrich entrepreneurial skills, and this has an effect on standards in literacy and numeracy.

Considering pupils' good achievements, the school provides good value for money.

Appendix 1: Commentary on performance data

6692080 - Ysgol Gynradd Llangadog

Number of pupils on roll	100
Pupils eligible for free school meals (FSM) - 3 year average	6.0
FSM band	1 (FSM<=8%)

Foundation Phase

	2012	2013	2014
Number of pupils in Year 2 cohort	18	11	15
Achieving the Foundation Phase indicator (FPI) (%)	94.4	81.8	100.0
Benchmark quartile	2	4	1
Language, literacy and communication skills - English (LCE)			
Number of pupils in cohort	*	*	*
Achieving outcome 5+ (%)	*	*	*
Benchmark quartile	*	*	*
Achieving outcome 6+ (%)	*	*	*
Benchmark quartile	*	*	*
Language, literacy and communication skills - Welsh (LCW)			
Number of pupils in cohort	18	11	15
Achieving outcome 5+ (%)	94.4	81.8	100.0
Benchmark quartile	2	4	1
Achieving outcome 6+ (%)	33.3	27.3	40.0
Benchmark quartile	2	3	2
Mathematical development (MDT)			
Number of pupils in cohort	18	11	15
Achieving outcome 5+ (%)	100.0	90.9	100.0
Benchmark quartile	1	3	1
Achieving outcome 6+ (%)	44.4	36.4	46.7
Benchmark quartile	1	2	2
Personal and social development, wellbeing and cultural diversity (PSD)			
Number of pupils in cohort	18	11	15
Achieving outcome 5+ (%)	100.0	90.9	100.0
Benchmark quartile	1	4	1
Achieving outcome 6+ (%)	88.9	72.7	100.0
Benchmark quartile	1	2	1

The Foundation Phase indicator (FPI) represents the percentage of pupils achieving outcome 5 or above in PSD, LCE/LCW, and MDT 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.

6692080 - Ysgol Gynradd Llangadog

Number of pupils on roll	100
Pupils eligible for free school meals (FSM) - 3 year average	6.0
FSM band	1 (FSM<=8%)

Key stage 2

	2011	2012	2013	2014
Number of pupils in Year 6 cohort	12	19	20	17
Achieving the core subject indicator (CSI) (%)	75.0	89.5	90.0	94.1
Benchmark quartile	4	3	3	2
English				
Number of pupils in cohort	12	19	20	17
Achieving level 4+ (%)	83.3	89.5	90.0	100.0
Benchmark quartile	4	3	3	1
Achieving level 5+ (%)	16.7	26.3	35.0	17.6
Benchmark quartile	4	4	3	4
Welsh first language				
Number of pupils in cohort	12	19	20	17
Achieving level 4+ (%)	75.0	78.9	85.0	94.1
Benchmark quartile	4	4	3	3
Achieving level 5+ (%)	25.0	21.1	30.0	11.8
Benchmark quartile	3	3	3	4
Mathematics				
Number of pupils in cohort	12	19	20	17
Achieving level 4+ (%)	75.0	89.5	90.0	94.1
Benchmark quartile	4	3	3	3
Achieving level 5+ (%)	33.3	26.3	35.0	41.2
Benchmark quartile	3	4	3	3
Science				
Number of pupils in cohort	12	19	20	17
Achieving level 4+ (%)	100.0	100.0	95.0	100.0
Benchmark quartile	1	1	3	1
Achieving level 5+ (%)	41.7	21.1	25.0	35.3
Benchmark quartile	2	4	4	3

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.

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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 questionnaire

Primary Survey (All pupils)
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.	57		57 100%	0 0%		Rwy'n teimlo'n ddiogel yn fy ysgol.
			98%	2%		
The school deals well with any bullying.	56		55 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.	57		57 100%	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	57		57 100%	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.	57		57 100%	0 0%		Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			96%	4%		
I am doing well at school	56		56 100%	0 0%		Rwy'n gwneud yn dda yn yr ysgol.
			96%	4%		
The teachers and other adults in the school help me to learn and make progress.	57		57 100%	0 0%		Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddysgu a gwneud cynnydd.
			99%	1%		
I know what to do and who to ask if I find my work hard.	57		56 98%	1 2%		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.	57		56 98%	1 2%		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.	57		57 100%	0 0%		Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
			95%	5%		
Other children behave well and I can get my work done.	56		46 82%	10 18%		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	55		50 91%	5 9%		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.	25	13 52%	10 40%	1 4%	0 0%	1	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	25	19 76%	6 24%	0 0%	0 0%	0	Mae fy mhlentyn yn hoffi'r ysgol hon.
		73%	25%	1%	0%		
My child was helped to settle in well when he or she started at the school.	25	16 64%	8 32%	1 4%	0 0%	0	Cafodd fy mhlentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		72%	26%	1%	0%		
My child is making good progress at school.	25	12 48%	9 36%	3 12%	1 4%	0	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	25	10 40%	13 52%	0 0%	0 0%	2	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	45%	4%	1%		
Teaching is good.	25	9 36%	12 48%	2 8%	0 0%	2	Mae'r addysgu yn dda.
		60%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	7	2 29%	4 57%	1 14%	0 0%	0	Mae'r staff yn disgwyl i fy mhlentyn weithio'n galed ac i wneud ei orau.
		63%	33%	1%	0%		
The homework that is given builds well on what my child learns in school.	7	1 14%	2 29%	3 43%	0 0%	1	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhlentyn yn ei ddysgu yn yr ysgol.
		47%	40%	6%	1%		
Staff treat all children fairly and with respect.	24	15 62%	7 29%	1 4%	0 0%	1	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		58%	33%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	25	15 60%	10 40%	0 0%	0 0%	0	Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		59%	36%	2%	0%		
My child is safe at school.	25	13 52%	10 40%	2 8%	0 0%	0	Mae fy mhlentyn yn ddiogel yn yr ysgol.
		66%	31%	1%	0%		
My child receives appropriate additional support in relation to any particular individual needs'.	25	10 40%	7 28%	2 8%	0 0%	6	Mae fy mhlentyn 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.	25	9 36%	14 56%	2 8%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		49%	40%	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.	25	13 52%	8 32%	4 16%	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.	25	11 44%	7 28%	4 16%	1 4%	2	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		45%	39%	7%	2%		
The school helps my child to become more mature and take on responsibility.	8	2 25%	5 62%	0 0%	0 0%	1	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		56%	38%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	25	8 32%	10 40%	2 8%	1 4%	4	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		42%	33%	4%	1%		
There is a good range of activities including trips or visits.	25	18 72%	7 28%	0 0%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	38%	5%	1%		
The school is well run.	25	8 32%	14 56%	1 4%	0 0%	2	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	32%	3%	2%		

Appendix 3

The inspection team

Goronwy Morris	Reporting Inspector
Hazel Hughes	Team Inspector
Michaela Leyshon	Lay Inspector
Olwen Corben	Peer Inspector
Aled Rees	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 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.