Report on

**Ysgol Llanwenog
Llanwenog
Llanybydder
Carmarthenshire
SA40 9UU**

Date of report: March 2015

by

Estyn, Her Majesty's Inspectorate for Educational 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.

Publication date: 08/05/2015

Context

Llanwenog Voluntary Aided Primary School is situated in the village of Llanwenog, in the county of Ceredigion. The school serves the local area in addition to nearby villages.

The school is part of a partnership with two nearby schools, namely Cwrtnewydd and Llanwnnen schools. The three schools will close and merge during 2016 into a new school, which is being built in the village of Drefach.

There are 34 pupils aged between 4 and 11 on roll and they are admitted on a full-time basis in the September after they reach their fourth birthday. They are arranged into two mixed-age classes.

About 3% of pupils are eligible for free school meals, which is considerably lower than the county and national percentage. There are 15% of pupils with additional learning needs, which is lower than the national percentage. A very few pupils have a statement of special educational needs. Fifty-nine per cent of pupils come from homes in which Welsh is the main language of communication. Very few pupils are from an ethnic minority background.

The headteacher has been in post since April 2014. The school was last inspected in June 2009.

The individual school budget in 2014-2015 per pupil for Llanwenog Primary School is £5,299. The maximum per pupil in primary schools in Ceredigion is £8,697 and the minimum is £3,038. Llanwenog Primary School is in 11th place of the 51 primary schools in Ceredigion in terms of the school budget per pupil.

Summary

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

Current performance

The school's current performance is good because:

- Nearly all pupils show a keen interest in their tasks and they give of their best in lessons
- Most pupils make good progress in their learning
- Nearly all pupils feel safe and receive very good care and support from the school
- All pupils behave responsibly and show respect and care for each other
- The quality of teaching is good across the school

Prospects for improvement

The school's prospects for improvement are good because:

- The headteacher has set firm foundations for developing the school further
- Procedures for improving quality and self-evaluation are robust with a clear focus on improving all pupils' outcomes
- The school's development plan identifies clear priorities and detailed actions for completing them
- There is a strong culture of close co-operation, and sharing teaching and learning methods, within the schools in the federation

Recommendations

R1 Extend pupils' higher reading skills in English

R2 Increase the percentage of pupils who attain the higher outcomes and levels in the Foundation Phase and in key stage 2

R3 Ensure that teachers' feedback shows pupils clearly how to improve their 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

In general, pupils begin at the school with standards that are similar to those that are expected for pupils of the same age. Considering their starting point, most make good progress in their learning. Nearly all pupils have a keen interest in their tasks, give of their best in lessons and co-operate diligently over extended periods. Most pupils concentrate well and ask and respond to questions confidently. Pupils of all ages recall previous learning easily and apply it successfully in new situations. When addressing problem-solving tasks, most pupils make effective use of their thinking skills.

Most pupils in the Foundation Phase communicate easily orally and use an increasing range of vocabulary when they discuss their work. By the end of the phase, nearly all pupils' oral skills are of a good standard and they converse confidently with adults. Many pupils turn voluntarily to books, and most read fluently and meaningfully in Welsh, and at a level that is appropriately to their age and ability. They are able to discuss the content of their books in detail and express an opinion about their favourite characters and events, showing good understanding. By the end of the phase, most pupils write effectively for a range of purposes and with increasing accuracy. Many pupils write at length and creatively and record their learning experiences across the curriculum. The written work in the three school plan book is a good example of this.

Nearly all pupils in key stage 2 listen attentively to presentations and other pupils' contributions and contribute purposefully to group discussions.

Most pupils in key stage 2 read confidently in Welsh. They make effective use of various strategies to understand the meaning of words and deal confidently with unfamiliar words. Nearly all enjoy reading and show a good understanding of the main points and significant details in texts such as fiction and information books. By the top end of key stage 2, they use a variety of sources, such as books, pamphlets and websites, in order to glean information effectively. Most pupils read increasingly accurately in English, but a minority of them do not use all the higher reading skills confidently; for example, they do not predict and respond in a mature way to fiction. A few read without appropriate expression and they are not confident enough to discuss the content of their reading books at length.

Most pupils in key stage 2 make good progress in their ability to produce various types of written pieces such as stories, letters and character portraits. They use a number of techniques, for example a mind map, when planning written work and use the full range of punctuation. By the top end of key stage 2, many pupils produce interesting pieces of writing across the curriculum. The project on the Stuarts is a good example of pupils' written research work.

Across the school, most pupils use information and communication technology (ICT) equipment and programs very well for various purposes.

In the Foundation Phase, most pupils develop their numeracy skills successfully in activities across the areas of learning. Many pupils add and subtract accurately and use tens and units, halve or double numbers and solve simple problems. The majority are strengthening their understanding of measure, money and time and are developing an understanding of shape effectively.

In key stage 2, standards in numeracy activities across a range of subjects are good. Most pupils use a good variety of strategies to solve increasingly challenging number problems. Many pupils use their understanding of number value to multiply and divide whole numbers and decimals, and read scales on simple maps and graphs. Across key stage 2, many pupils use the numeracy skills that they have learnt in mathematics lessons in other subjects, especially in science.

Over recent years, there was often a comparatively small number of pupils (ten or fewer) in the year groups at the end of the Foundation Phase and key stage 2. This can have a considerable effect on the school's benchmark performance in comparison with that of similar schools and in comparison with national averages.

In the Foundation Phase, over the last three years, in comparison with similar schools, the school's performance at the expected outcome 5 has placed it consistently in the top 25% for literacy skills and mathematical development. During the same period, pupils' performance at the higher outcome (outcome 6) in literacy skills and mathematics has varied, moving the school between the top 25% and the bottom 25%.

In key stage 2, performance at the expected level 4 has varied over the last four years, moving the school between the top 25% and the bottom 25% of similar schools in English and mathematics, and between the top 25% and the lower 50% in Welsh. Over the same period, pupils' performance at the higher level (level 5) has moved the school between the top 25% and the bottom 25% of similar schools in Welsh, English and mathematics.

There is no clear pattern to show whether the achievement of pupils who are eligible for free school meals is better or worse than that of their peers. Nearly all pupils who have additional learning needs achieve well and make progress against their personal targets.

Wellbeing: Good

Nearly all pupils feel safe at school and are confident that staff would deal effectively with any threats to their health and wellbeing. Pupils of all ages have a sound understanding of how to keep healthy and they appreciate that healthy foods and regular physical exercise have a beneficial effect on their health and development.

As pupils co-operate on tasks or move around the school, they all behave responsibly and show respect and care for each other and towards visitors. This leads to creating a positive learning environment that promotes effective learning.

Pupils have a strong commitment to the school and staff and, as they mature, they are willing to shoulder additional responsibilities, for example by looking after younger children in the playground. The school council is well-organised and has clear intentions, and duties and responsibilities are shared purposefully among members. It has had an effect on developing the school and has informed decisions about buying new equipment and improving outdoor resources. Members of the school council have a very good understanding of the procedures involved in conducting a committee and of the need to act in an inclusive way.

By taking part and contributing to a range of social events and activities, pupils have a strong awareness of their area and the local community; for example, they co-operate closely with churches and chapels in the area.

In comparison with similar schools, pupils' attendance has placed the school in the top 25% during the last three years. Nearly all pupils arrive at school punctually.

Key Question 2: How good is provision?	Good

Learning experiences: Good

The school provides a range of learning experiences that meet pupils' needs, including the needs of pupils who have additional learning needs. The school meets the requirements of the Foundation Phase and the National Curriculum successfully.

Planning for developing literacy, communication, numeracy and ICT skills is effective. The school gives opportunities for pupils to contribute their ideas to the process of planning themes. Teachers apply the Literacy and Numeracy Framework appropriately in their plans.

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 Welsh legends.

Provision for developing pupils' awareness of recycling and saving energy and their understanding of the wider world is successful. Teachers provide useful opportunities for pupils to develop their understanding of life in other countries and to develop into mature and responsible members of the community.

Teaching: Good

The quality of teaching is good across the school. Teachers plan lessons effectively and arrange them skilfully with clear learning objectives, purposeful resources and an appropriate emphasis on the key skills. On the whole, presentations are lively, with beneficial use of varied and purposeful questioning.

Teachers and teaching assistants co-operate effectively and there is successful communication between adults and pupils. The practice of sharing lesson aims as well as success criteria with pupils leads to clear expectations and productive working. The regular opportunities that pupils have to take responsibility for their work during sessions are a strong feature of teaching. In the few lessons in which teaching is less effective, activities do not always provide enough challenge for more able pupils.

There is an effective system for tracking progress in place across the school. Effective use is made of standardised assessments in order to target appropriate intervention for pupils who need support. All teachers mark pupils' work regularly, but they do not always focus consistently on helping pupils to know how to improve their work. The regular opportunities that pupils have to self-assess, to be assessed by peers and to set personal targets contribute successfully to their progress and wellbeing.

Annual reports to parents on their children's progress are of good quality and include comprehensive and personal comments about achievement and progress.

Care, support and guidance: Good

The school is a very happy community with a caring and friendly ethos. The whole staff's care creates a family atmosphere that promotes pupils' health and wellbeing successfully. The school has appropriate arrangements for promoting eating and drinking healthily. It promotes pupils' spiritual, moral, social and cultural aspects well; for example, in assemblies, pupils have suitable opportunities to reflect.

The school has established pastoral support of a good standard for pupils. Effective use is made of specialist services, such as the school nurse and medical services. There is appropriate provision for developing personal and social education.

The school identifies pupils' additional learning needs well through regular observations, conducting formal assessments and through regular discussions with parents. Teachers track pupils' progress effectively and plan suitable work to respond to pupils' needs.

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

Learning environment: Good

Pupils receive good care, support and guidance in a friendly, supportive and happy school. The school has effective equality and equal opportunities policies and pupils are integrated successfully. All staff recognise the diversity of pupils' background and support them well, whatever their social, linguistic or academic needs.

Purposeful use is made of the school building and grounds for play and learning. The outdoor area for the Foundation Phase is used creatively to promote learning. The outdoor area has been developed effectively over recent years, following some recommendations by the school council. For example, a nature area has been created for growing plants and to attract wild birds in the area.

There are colourful classrooms with rich resources for the purposes of the curriculum. Polished displays of a high standard across the school stimulate learning. They show good examples of pupils' work and successes. The site and building are kept clean and in good condition.

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

Leadership: Good

In a short time, the headteacher has included staff, pupils and parents successfully in creating a clear and agreed vision for the school. She has set firm foundations to develop the school further. The assistant headteacher also provides clear leadership for the school. This has created a strong and inclusive ethos in which all pupils are equal.

Regular staff and leadership team meetings focus thoroughly on issues to improve the school. There is a clear management structure and staff roles and responsibilities are well defined.

Governors are very supportive of the school's work. They are aware of their responsibilities and respond to statutory requirements clearly. Governors show an understanding of the school's performance in comparison with that of other schools in the family, the authority and nationally. They visit the school as individuals regularly and their role in challenging the school as critical friends has been developed fully.

The school responds positively to a number of local and national priorities. For example, the principles of the Foundation Phase are being implemented successfully and teachers plan purposefully for the requirements of the Literacy and Numeracy Framework.

Improving quality: Good

Self-evaluation processes place a clear focus on the quality of provision and outcomes. They have been embedded successfully in strategic planning and draw upon direct evidence from a number of sources, which include pupils' work, lesson observations and recent assessments.

The management team, teaching staff, governors, parents and pupils contribute appropriately to the self-evaluation process. Leaders have an effective overview of the school's strengths and shortcomings and they use the information to plan for the future.

The self-evaluation report is of good quality. It places a clear focus on pupils' standards of achievement, and those aspects that need to be developed further. However, at times, it is descriptive.

The school's development plan includes appropriate priorities for improvement. The actions for achieving intentions are detailed, and the action timetable and staff responsibilities are clear. The plan also makes extensive use of success indicators to measure achievement, including quantitative, challenging targets.

Partnership working: Good

There are good partnerships with parents and carers and all of them appreciate the school's open door policy. The regular communication and newsletters give a good

picture of the school's work and pupils' achievements. The school seeks parents' views regularly. As a result of acting on these comments, the school provides beneficial feedback on what is achieved. Parents are confident that the school considers their views well.

Teachers co-operate closely with other schools in the federation to share experiences in terms of developing staff and assistants. Various ideas and teaching methods are shared in subjects such as literacy and numeracy and this has had a strong influence on raising standards. Effective moderation work takes place in the core subjects, and teachers at the school lead the work in aspects such as ICT.

Links with the nearby nursery group are working effectively. The relationship with the local secondary school is very strong, and pupils benefit considerably from various transition activities. There is an effective arrangement for standardising and moderating pupils' work with the secondary school and schools in the federation and the cluster.

The school has an extensive range of partnerships with community organisations. These have a good effect on expanding pupils' learning experiences. For example, visits to the local church promote pupils' moral and spiritual development well.

Resource management: Good

The school has a sufficient number of experienced teachers and assistants to teach subjects. A range of training opportunities and robust performance management arrangements ensure that teachers' needs and the school's priorities are met successfully. Arrangements for planning, preparation and assessment time for teachers are effective and contribute well towards raising standards throughout the school, for example in history and religious education.

A varied range of learning resources are managed carefully to ensure that they are suitable for the needs of all pupils. The Pupil Deprivation Grant is used purposefully in order to raise the numeracy and literacy standards of specific groups of pupils.

The school is developing as a professional learning community in order to enable staff to share their knowledge and expertise to support learning. Effective networks of professional practice with other schools have a positive effect on pupils' standards of work in mathematics.

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

Appendix 1: Commentary on performance data

6673317 - YSGOL GYMORTHEDIG LLANWENOG

Number of pupils on roll	34
Pupils eligible for free school meals (FSM) - 3 year average	8.2
FSM band	2 (8%<FSM<=16%)

Foundation Phase

	2012	2013	2014
Number of pupils in Year 2 cohort	5	*	6
Achieving the Foundation Phase indicator (FPI) (%)	100.0	*	100.0
Benchmark quartile	1	*	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	5	*	6
Achieving outcome 5+ (%)	100.0	*	100.0
Benchmark quartile	1	*	1
Achieving outcome 6+ (%)	0.0	*	83.3
Benchmark quartile	4	*	1
Mathematical development (MDT)			
Number of pupils in cohort	5	*	6
Achieving outcome 5+ (%)	100.0	*	100.0
Benchmark quartile	1	*	1
Achieving outcome 6+ (%)	0.0	*	16.7
Benchmark quartile	4	*	4
Personal and social development, wellbeing and cultural diversity (PSD)			
Number of pupils in cohort	5	*	6
Achieving outcome 5+ (%)	100.0	*	100.0
Benchmark quartile	1	*	1
Achieving outcome 6+ (%)	0.0	*	83.3
Benchmark quartile	4	*	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.

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Key stage 2

	2011	2012	2013	2014
Number of pupils in Year 6 cohort	5	6	6	6
Achieving the core subject indicator (CSI) (%)	100.0	100.0	83.3	83.3
Benchmark quartile	1	1	3	4
English				
Number of pupils in cohort	5	6	6	6
Achieving level 4+ (%)	100.0	100.0	83.3	83.3
Benchmark quartile	1	1	4	4
Achieving level 5+ (%)	80.0	16.7	33.3	16.7
Benchmark quartile	1	4	3	4
Welsh first language				
Number of pupils in cohort	5	6	6	6
Achieving level 4+ (%)	80.0	100.0	83.3	83.3
Benchmark quartile	3	1	3	3
Achieving level 5+ (%)	40.0	16.7	33.3	0.0
Benchmark quartile	1	3	2	4
Mathematics				
Number of pupils in cohort	5	6	6	6
Achieving level 4+ (%)	100.0	100.0	83.3	83.3
Benchmark quartile	1	1	4	4
Achieving level 5+ (%)	80.0	16.7	33.3	16.7
Benchmark quartile	1	4	3	4
Science				
Number of pupils in cohort	5	6	6	6
Achieving level 4+ (%)	100.0	100.0	83.3	83.3
Benchmark quartile	1	1	4	4
Achieving level 5+ (%)	80.0	50.0	50.0	33.3
Benchmark quartile	1	1	1	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 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.	14		14	0		Rwy'n teimlo'n ddiogel yn fy ysgol.
			100%	0%		
			98%	2%		
The school deals well with any bullying.	14		14	0		Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			100%	0%		
			92%	8%		
I know who to talk to if I am worried or upset.	14		14	0		Rwy'n gwybod pwy i siarad ag ef/â hi os ydw I'n poeni neu'n gofidio.
			100%	0%		
			97%	3%		
The school teaches me how to keep healthy	14		14	0		Mae'r ysgol yn fy nysgu i sut i aros yn iach.
			100%	0%		
			97%	3%		
There are lots of chances at school for me to get regular exercise.	14		12	2		Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			86%	14%		
			96%	4%		
I am doing well at school	14		14	0		Rwy'n gwneud yn dda yn yr ysgol.
			100%	0%		
			96%	4%		
The teachers and other adults in the school help me to learn and make progress.	14		14	0		Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddysgu a gwneud cynnydd.
			100%	0%		
			99%	1%		
I know what to do and who to ask if I find my work hard.	14		14	0		Rwy'n gwybod beth I'w wneud a gyda phwy i siarad os ydw I'n gweld fy ngwaith yn anodd.
			100%	0%		
			98%	2%		
My homework helps me to understand and improve my work in school.	14		14	0		Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol.
			100%	0%		
			91%	9%		
I have enough books, equipment, and computers to do my work.	14		13	1		Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
			93%	7%		
			95%	5%		
Other children behave well and I can get my work done.	14		14	0		Mae plant eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
			100%	0%		
			77%	23%		
Nearly all children behave well at playtime and lunch time	14		14	0		Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
			100%	0%		
			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.	17	11 / 65%	6 / 35%	0 / 0%	0 / 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	17	13 / 76%	4 / 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.	17	13 / 76%	4 / 24%	0 / 0%	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.	17	8 / 47%	9 / 53%	0 / 0%	0 / 0%	0	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	17	9 / 53%	7 / 41%	1 / 6%	0 / 0%	0	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	45%	4%	1%		
Teaching is good.	17	10 / 59%	5 / 29%	1 / 6%	1 / 6%	0	Mae'r addysgu yn dda.
		60%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	17	10 / 59%	6 / 35%	0 / 0%	0 / 0%	1	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.	17	7 / 41%	8 / 47%	2 / 12%	0 / 0%	0	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.	17	12 / 71%	4 / 24%	0 / 0%	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.	17	9 / 53%	5 / 29%	2 / 12%	0 / 0%	1	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.	17	13 / 76%	4 / 24%	0 / 0%	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'.	15	4 / 27%	7 / 47%	1 / 7%	0 / 0%	3	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.	17	10 / 59%	5 / 29%	2 / 12%	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.	17	11 65%	5 29%	1 6%	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.	17	6 35%	5 29%	1 6%	0 0%	5	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.	17	9 53%	7 41%	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.	14	6 43%	5 36%	1 7%	0 0%	2	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.	17	9 53%	6 35%	2 12%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		54%	38%	5%	1%		
The school is well run.	17	11 65%	5 29%	1 6%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	32%	3%	2%		

Appendix 3

The inspection team

David Evans	Reporting Inspector
Buddug Bates	Team Inspector
Deris Williams	Lay Inspector
Bethan Jones	Peer Inspector
Carol Davies	Nominee

Copies of the report

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

Year groups, the Foundation Phase and key stages

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

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

Primary phase:

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

Secondary phase:

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

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

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

Glossary of terms – Primary

Foundation Phase indicator (FPI)

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

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

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

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

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

The core subject indicator (CSI)

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

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

- English or Welsh first language
- mathematics
- science

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

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

All-Wales Core Data sets

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

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

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