



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

**A report on**

**Ysgol Gynradd Llanedi  
Heol Ebeneser  
Llanedi  
Pontardulais  
Swansea  
SA4 0FB**

**Date of inspection: May 2017**

**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 date: 19/07/2017**

## Context

Ysgol Llanedi is situated in the village of Llanedi in Carmarthenshire. It serves the village and surrounding rural areas.

There are 25 pupils on roll, including six full-time nursery pupils. The school has two mixed-age classes. Around 20% of pupils are eligible for free school meals, which is slightly above the national average of 19%. The school states that 32% of pupils have additional learning needs, which is above the national average. Very few pupils have a statement of special educational needs.

Nearly all pupils are white British. English is the day-to-day language of the school and most pupils are taught Welsh as a second language. Around 12% of pupils speak Welsh at home and the school states that around 12% learn Welsh as a first language. No pupils have English as an additional language.

The acting headteacher was appointed to the post in September 2015 and the school was last inspected in January 2011.

The individual school budget per pupil for Ysgol Llanedi in 2016-2017 means that the budget is £7,248 per pupil. The maximum per pupil in the primary schools in Carmarthenshire is £9,689 and the minimum is £3,083. Ysgol Llanedi is fourth out of the 100 primary schools in Carmarthenshire in terms of its school budget per pupil.

## Summary

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

### Current performance

The current performance of the school is good because:

- Most pupils make good progress as they move through the school and achieve well by the end of key stage 2
- Pupils with additional learning needs and those who are eligible for free school meals make good progress
- Standards of speaking and listening are good throughout the school
- Most pupils make good progress in developing their reading and writing skills
- There are effective opportunities to develop the skills of pupils learning Welsh as a first or second language
- Pupils' behaviour in classes and around the school is very good
- Teachers prepare lessons thoroughly and have effective, up-to-date subject knowledge

### Prospects for improvement

The school's prospects for improvement are good because:

- The acting headteacher provides effective strategic leadership and has a clear vision for the school
- The acting headteacher communicates high expectations and supports staff at all levels to give of their best and to reach their full potential
- Governors have a strategic role in the preparation of the self-evaluation report and school development planning
- The acting headteacher has established robust practices and procedures to promote a reflective culture of self-evaluation in the school
- The findings of the self-evaluation process effectively inform priorities in the school development plan
- The school has a wide range of partnerships that have a beneficial effect on pupils' learning and wellbeing
- Arrangements for spending the Pupil Deprivation Grant focus effectively on enriching vulnerable pupils' learning

## Recommendations

- R1 Provide more opportunities for pupils to apply their numeracy and information and communication technology skills across the curriculum
- R2 Ensure that teaching promotes pupils' independent learning so that they reach their full potential
- R3 Ensure consistency in teachers' feedback to enable pupils to identify the next steps in their learning
- R4 Address the health and safety issues raised during the inspection

### **What happens next?**

The school will draw up an action plan that shows how it is going to address the recommendations.

## Main findings

<b>Key Question 1: How good are outcomes?</b>
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<b>Good</b>
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### Standards: Good

On entry to the school, most pupils are working at the level expected for their age. From their starting points, most pupils make good progress as they move through the school and achieve well by the end of key stage 2. Most pupils with additional learning needs and those who are eligible for free school meals make good progress. However, more able pupils do not always reach their full potential.

Standards of speaking and listening are good throughout the school. Most younger pupils speak clearly and confidently to adults, visitors and each other. Older pupils talk articulately and express their views effectively. They listen attentively in classes and contribute well to group and class discussions.

Most pupils make good progress in developing their reading skills. In the Foundation Phase, pupils understand the relationship between letters and sounds. They read confidently and are beginning to use a suitable range of strategies to tackle unfamiliar words. By the end of key stage 2, most pupils are enthusiastic readers. They are eager to talk about their favourite authors and the books they enjoy reading. Most read clearly and accurately and they extract relevant information, for example when they research the topic of deforestation. Those learning Welsh as a first language read fluently and confidently in both key stages.

Most pupils make good progress in their writing skills. In the Foundation Phase, younger pupils develop mark-making skills well. In Year 1, they make consistent progress in developing the quality of their writing. They write simple stories and use an increasing range of descriptive words. In key stage 2, most pupils produce neat work that is engaging, for example when writing about their own village. Most pupils use a wide range of punctuation and they spell accurately. However, on occasions, the extensive use of worksheets limits pupils' independent skills and their ability to reach their full potential. Most pupils make good use of their reading and writing skills in other areas of the curriculum, for example when researching and writing about the Aberfan disaster. Most pupils learning Welsh as a first language develop their writing skills successfully in both key stages.

Throughout the school, many pupils display enthusiasm for learning Welsh as a second language. They make good progress and are confident in their oral skills. Many ask and respond well to simple questions. They develop their reading skills well and they demonstrate a sound understanding of the texts. Many pupils also make good progress in writing and they demonstrate a sound understanding of sentence structures.

In the Foundation Phase, nearly all pupils develop their number skills successfully. They solve simple money problems accurately and order numbers correctly up to 100. They apply their skills appropriately, for example when they use simple addition and subtraction in their work on minibeads. In key stage 2, most pupils show a good

understanding of a range of mathematical concepts and use mathematical vocabulary correctly when discussing their work. Many pupils use a range of data-handling skills well, for example to present the findings of their investigation into fairground rides. Most pupils have a good understanding of place value and develop a range of mental techniques to solve problems effectively. However, pupils in both key stages do not always apply their numeracy skills well enough across the curriculum.

Most pupils develop their information and communication technology (ICT) skills well. In the Foundation Phase, most pupils use simple word-processing programs and data-handling packages competently, for example when they undertake a survey of pupils' favourite pizzas. In key stage 2, most pupils use the internet effectively to research information as part of their topic work on local houses and rain forests. Pupils do not always apply their ICT skills well enough in other subjects. Most pupils' understanding of e-safety is secure.

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

At the end of the Foundation Phase over the last four years, pupils' performance at the expected and higher outcomes in literacy has generally placed the school in the bottom 25% compared with that of similar schools. In mathematical development, pupils' performance at the expected outcome has varied, moving the school between the top 25% and bottom 25%, while at the higher outcome it has generally placed the school in the top 25% of similar schools.

At the end of key stage 2, over the same period, pupils' performance at the expected and higher levels in English and mathematics has varied when compared to that of similar schools, although it has usually placed the school in the top 25% or bottom 25% of similar schools. In science, pupils' performance has usually placed the school in the top 25% at both outcomes.

### **Wellbeing: Good**

Nearly all pupils have a positive attitude to healthy living and eating and understand the importance of taking regular exercise.

Most pupils enjoy their learning, engage well with classroom activities and display a desire to improve their work. Many older pupils contribute effectively to planning their lesson topics. Pupils' behaviour in classes and around the school is very good. Nearly all pupils are very polite and show respect, care and concern for others. Nearly all pupils play together happily at break times.

Nearly all pupils make good progress in developing their social skills. They collaborate effectively with one another in groups and work well in pairs. All pupils have a strong attachment to the school and they enthusiastically shoulder various responsibilities. The school council and eco committee fulfil their work

conscientiously and members have an influential role in the school. For example, the school council contributed to improvements in the outside learning environment.

Pupils actively take part in a range of community activities, such as the annual Remembrance Sunday service held at the local church. This reinforces pupils' understanding of spiritual and moral principles.

The school's average attendance for the last four years has varied, moving the school between the top 25% and lower 50% when compared with similar schools. Over the last year, the attendance rate placed the school in the higher 50%. Most pupils are punctual.

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

The school provides a broad and balanced curriculum that stimulates and engages pupils effectively. Teachers plan activities that fully meet the requirements of the National Curriculum, the Foundation Phase and the teaching of religious education. The school offers a range of extra-curricular activities and visits, which develops pupils' skills well and supports the curriculum effectively. For example, visits to Castell Henllys enhance pupils' understanding of the Celts, while visits to Morryston Fire station support younger pupils' work on the theme 'people who help them'.

The school has effectively adapted its schemes of work to incorporate the requirements of the Literacy and Numeracy Framework. Teachers provide purposeful opportunities for pupils to develop their literacy skills in various subjects across the curriculum. Opportunities for pupils to extend their numeracy and ICT skills across the curriculum are more limited. The school provides a very effective range of intervention and support programmes to meet the needs of individual pupils.

The Welsh language is promoted well and there are effective opportunities to develop the skills of pupils learning Welsh as a first or second language. Staff create a positive Welsh ethos and promote the language consistently. Teachers successfully develop pupils' knowledge and appreciation of Welsh culture and heritage. For example, pupils study various aspects of local history, such as 'Merched Beca', and notable events such as the Aberfan disaster.

The eco committee is very proactive in raising pupils' awareness of sustainability issues, such as recycling, saving energy and looking after the environment. The school actively encourages fair trade projects through its links with another local school. In addition pupils sponsor the education of a pupil in the Philippines. As a result, pupils develop a good understanding of life in the wider world.

### **Teaching: Good**

Teachers prepare lessons thoroughly and have effective, up-to-date subject knowledge. They know pupils very well and establish strong working relationships with them. They manage pupils' behaviour successfully and usually conduct lessons at a brisk pace. Staff promote correct Welsh regularly and this contributes to the



school's positive Welsh ethos. Teachers use a range of purposeful questioning techniques and a variety of teaching and learning strategies well to engage pupils. Teaching assistants make a positive contribution to pupils' learning.

On a few occasions where teaching is less effective, over-direction by teachers limits pupils' ability to be independent learners. As a result, there is not enough challenge for more able pupils.

The school uses a wide range of assessments to track pupils' progress rigorously. Teachers record this information carefully and use it well to plan for individuals and groups of pupils. Staff use suitable strategies for assessment for learning. Teachers have clear expectations of what constitutes a good piece of work. They mark pupils' work regularly and praise pupils' efforts. However, the feedback for pupils does not always focus clearly on the areas for improvement in pupils' work.

Annual reports meet requirements and provide parents with valuable information about their children's progress and future learning objectives.

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

The school provides high levels of care, support and guidance for pupils. All pupils feel safe and secure in a supportive environment. The school makes appropriate arrangements for promoting healthy eating and drinking.

Provision for pupils' spiritual, moral, social and cultural development is effective. The emphasis on positive values and concern for others is a strong feature of the school. These values feature prominently in acts of collective worship and in the school's personal and social education curriculum.

The school's arrangements for safeguarding pupils meet requirements and give no cause for concern.

The school makes effective use of a range of external agencies and support services. For example, the local police liaison officer attends the school regularly to promote e-safety and drug awareness. Local authority specialists provide useful advice and help for pupils who need extra support with their learning.

The provision for pupils with additional learning needs is strong. There are comprehensive tracking procedures in place. The school identifies pupils' needs at an early stage and provides a wide range of beneficial intervention programmes that focus well on literacy and numeracy skills, as well as wellbeing and physical skills. Teachers agree detailed targets for development in individual education plans with pupils and parents in order to enable pupils to achieve their goals.

### **Learning environment: Good**

The school provides a warm and very welcoming environment where everyone is valued. Staff promote equal opportunities well and oppose any form of bullying or discrimination. As a result, nearly all pupils respect other people's beliefs and are very keen to help those less fortunate than themselves. A strong nurturing ethos encourages all pupils to succeed.

The school's accommodation meets the needs of pupils well. The site and buildings are well maintained. However, a very few health and safety concerns were raised by the team during the inspection. Classrooms are spacious and provide a suitable learning environment for the number of pupils on roll. Attractive displays give pupils a sense of pride in their work and achievements.

The site includes a large playground, a field and sufficient resources to encourage pupils to keep fit and healthy during break times. The school has developed its outdoor spaces, such as the vegetable and flower garden, a 'bug hotel' and a large summer house, to enhance pupils' learning and recreation successfully.

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

The acting headteacher provides effective strategic leadership and has a clear vision for the school. She shares this vision successfully with staff, pupils, governors and parents. The acting headteacher communicates high expectations and supports staff at all levels to give of their best and to reach their full potential. Since her appointment, she has taken decisive measures to strengthen the quality of teaching and learning. For example, a rigorous training programme supports staff's professional development and ensures accountability for the quality of the school's provision.

Staff have detailed job descriptions that link very closely to their individual responsibilities. All members of staff undertake their responsibilities diligently and work successfully together to create a warm and supportive whole-school ethos. They share a common understanding of the school's priorities for improvement and regular staff meetings focus effectively on improving standards and provision.

The school addresses national and local priorities well. For example, staff have implemented effective strategies to reduce the impact of deprivation on pupils' attainment.

Governors are conscientious and very supportive of the school. They have a very good understanding of how the school is performing and they analyse a range of performance data carefully in order to challenge leaders effectively about standards. The governors take a strategic role in the preparation of the self-evaluation report and school development planning. They visit the school regularly, conduct focused learning walks and take an active part in monitoring activities. The governing body fulfils its statutory responsibilities conscientiously.

### **Improving quality: Good**

The acting headteacher has established robust practices and procedures to promote a reflective culture of self-evaluation in the school. The effective procedures include rigorous analysis of data, monitoring of pupils' books, the purposeful use of learning walks and lesson observations. The self-evaluation arrangements also take note of the views of pupils, governors and parents. In addition, the school has responded positively to the advice of external advisers, for example in improving the

effectiveness of self-evaluation and improvement planning. This comprehensive range of information gives staff a very clear picture of the school's strengths and areas for improvement.

Staff use the findings of the self-evaluation process to inform priorities in the school development plan effectively. The plan provides a clear framework of action to address a manageable number of appropriate priorities that focus well on pupils' outcomes. The plan sets challenging targets for improvement and has specific responsibilities, which are distributed well amongst the staff. Staff and governors evaluate the progress they are making in addressing the priorities regularly. The school has a good track record of taking appropriate actions that lead to improvements. For example, developments in the teaching of English and Welsh have had a positive impact on pupils' standards across the curriculum.

### **Partnership working: Good**

The school has a wide range of partnerships that have a beneficial effect on pupils' wellbeing and enrich their learning opportunities substantially.

The partnership with parents is good and nearly all of them appreciate the school's open door policy. As a result, nearly all parents feel valued and consider that they have a voice in the development of the school. 'The Friends of the School' make important contributions, for example by raising funds to purchase resources, to improve the school environment and to provide educational visits to the local area.

There is a very close relationship with the local community. For example, there are strong links with the local parish church and the vicar regularly visits the school. Pupils also take part in various church activities, including the annual Christmas Carols service, which enrich pupils' learning experiences.

There are very strong links with other schools in the cluster and further afield, which have a positive impact on teaching and learning, for example in developing the school's provision for the Foundation Phase. Good transition links also exist with the receiving secondary schools. The school assures the accuracy of teacher assessments effectively by engaging in moderation and standardisation processes within the school and with its cluster of primary schools.

### **Resource management: Good**

The school has a suitable number of qualified and experienced teachers to deliver the curriculum. It also deploys teaching assistants appropriately. All staff make a valuable contribution to pupils' learning and wellbeing.

All staff participate in regular training events linked to their individual targets and school priorities. For example, they have undertaken purposeful training to improve the quality of writing across the school. This training has a positive impact on classroom practice. The arrangements for teachers' planning, preparation and assessment time are effective. The school's performance management processes contribute to improvements in pupils' learning, for example in the teaching of Welsh.

The school is developing as an effective learning community. The learning networks with various schools in the cluster have a positive impact on pupils' language skills and wellbeing.

The school manages its accommodation and resources well. The acting headteacher and governing body monitor the budget carefully and ensure that spending decisions reflect school priorities. Current arrangements for the use of the Pupil Deprivation Grant focus effectively on enriching vulnerable pupils' learning and tackling underachievement in literacy and numeracy through the strategic deployment of staff and resources. As a result, nearly all targeted pupils make good progress.

In view of pupils' standards of achievement and wellbeing and the quality of provision, the school provides good value for money.

## Appendix 1: Commentary on performance data

There are very small cohorts in many of the years of Foundation Phase and key stage 2 performance data available for this school. Where this is the case, we do not include a table of performance data.

Further information is available from the Welsh Government My Local School website at the link below.  
<http://mylocalschool.wales.gov.uk/index.html?lang=eng>

## Appendix 2

### Stakeholder satisfaction report

#### Responses to learner questionnaires

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

	Number of responses Nifer o ymatebion	Agree Cytuno	Disagree Anghytuno	
I feel safe in my school.	13	13 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	13	13 100%	0 0%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	13	13 100%	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	13	13 100%	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.	13	13 100%	0 0%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	13	13 100%	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.	13	13 100%	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.	13	13 100%	0 0%	Rwy'n gwybod beth I'w wneud a gyda phwy i siarad os ydw I'n gweld fy ngwaith yn anodd.
		98%	2%	
My homework helps me to understand and improve my work in school.	13	13 100%	0 0%	Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol.
		90%	10%	
I have enough books, equipment, and computers to do my work.	13	12 92%	1 8%	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.	13	13 100%	0 0%	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	12	12 100%	0 0%	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.	11	7 64%	3 27%	0 0%	0 0%	1	Rwy'n fodlon â'r ysgol yn gyffredinol.
		62%	34%	3%	1%		
My child likes this school.	11	10 91%	1 9%	0 0%	0 0%	0	Mae fy mhentyn yn hoffi'r ysgol hon.
		72%	26%	1%	0%		
My child was helped to settle in well when he or she started at the school.	11	9 82%	2 18%	0 0%	0 0%	0	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		72%	26%	1%	0%		
My child is making good progress at school.	10	6 60%	3 30%	1 10%	0 0%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	35%	3%	1%		
Pupils behave well in school.	11	8 73%	3 27%	0 0%	0 0%	0	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		47%	48%	4%	1%		
Teaching is good.	11	8 73%	1 9%	0 0%	0 0%	2	Mae'r addysgu yn dda.
		61%	37%	2%	0%		
Staff expect my child to work hard and do his or her best.	11	8 73%	3 27%	0 0%	0 0%	0	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		64%	34%	1%	0%		
The homework that is given builds well on what my child learns in school.	11	5 45%	4 36%	1 9%	0 0%	1	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhentyn yn ei ddysgu yn yr ysgol.
		49%	43%	7%	2%		
Staff treat all children fairly and with respect.	11	8 73%	2 18%	0 0%	0 0%	1	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		60%	35%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	11	8 73%	3 27%	0 0%	0 0%	0	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		59%	38%	2%	0%		
My child is safe at school.	11	8 73%	3 27%	0 0%	0 0%	0	Mae fy mhentyn yn ddiogel yn yr ysgol.
		66%	32%	2%	1%		
My child receives appropriate additional support in relation to any particular individual needs'.	11	7 64%	2 18%	0 0%	0 0%	2	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		55%	39%	5%	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 am kept well informed about my child's progress.	11	6 55%	4 36%	1 9%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		48%	41%	9%	2%		
I feel comfortable about approaching the school with questions, suggestions or a problem.	11	9 82%	2 18%	0 0%	0 0%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		62%	31%	5%	2%		
I understand the school's procedure for dealing with complaints.	11	6 55%	2 18%	1 9%	0 0%	2	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		48%	42%	8%	2%		
The school helps my child to become more mature and take on responsibility.	11	8 73%	2 18%	0 0%	0 0%	1	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		57%	40%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	10	6 60%	2 20%	0 0%	0 0%	2	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		52%	41%	5%	1%		
There is a good range of activities including trips or visits.	11	8 73%	3 27%	0 0%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	39%	6%	1%		
The school is well run.	10	6 60%	2 20%	1 10%	0 0%	1	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	34%	4%	2%		

## Appendix 3

### The inspection team

Dr David Gareth Evans	Reporting Inspector
Mr David Owen Jenkins	Lay Inspector
Mr Gruffydd Dylan Roberts	Peer Inspector
Miss Sian Rees (Headteacher)	Nominee



## Copies of the report

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

### Year groups, the Foundation Phase and key stages

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

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

Primary phase:

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

Secondary phase:

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

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

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

## **Glossary of terms – Primary**

### **Foundation Phase indicator (FPI)**

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

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

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

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

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

### **The core subject indicator (CSI)**

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

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

- English or Welsh first language
- mathematics
- science

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

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

### **All-Wales Core Data sets**

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

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

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