



Rhagoriaeth i bawb – Excellence for all

Arolygiaeth Ei Mawrhydi dros Addysg
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate
for Education and Training in Wales

A report on

**Ysgol Gynradd Cilcennin
Cilcennin
Lampeter
Ceredigion
SA48 8RH**

Date of inspection: November 2013

by

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

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

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

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

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

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

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

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Context

This rural school is situated in the village of Cilcennin, near Aberaeron in Ceredigion. There are 36 pupils between the ages of four and 11 on roll. Numbers have fallen slightly over the last three years. Pupils are admitted on a full-time basis at the beginning of the term following their fourth birthday. Pupils come from the village and the surrounding rural area.

Pupils are taught in two mixed-age classes by one full-time teacher and three part-time teachers. Approximately 20% of pupils have additional learning needs, including a very small number of pupils who have statements of special educational needs. About 14% of pupils are entitled to free school meals, which is lower than the county and national figure.

In line with the local authority's policy, Welsh is the main medium of the school's life and work. The school aims to teach every pupil to be able to communicate fluently in Welsh and English by the time they transfer to the secondary sector. Welsh is the main home language for 11% of pupils. There are no pupils from ethnic minority backgrounds at the school at present.

The headteacher has been in post since 2006. He also has responsibility for another primary school in the area.

The school was last inspected in September 2007.

The individual school budget per pupil for Ysgol Cilcennin in 2013-2014 is £4,458. The maximum per pupil in primary schools in Ceredigion is £9,062 and the minimum is £3,119. Ysgol Cilcennin is in 23rd position of the 51 primary schools in Ceredigion in terms of its school budget per pupil.

Summary

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

Current performance

The school's current performance is adequate because:

- most pupils make appropriate progress from their starting points;
- most pupils make effective use of their number skills in their activities;
- on the whole, the standard of teaching is good;
- pupils behave well, are courteous and have good attitudes towards learning;
- pupils benefit from the additional support sessions; and
- the school is a happy community, with a warm and welcoming ethos.

However:

- pupils' results at the end of key stage 2 over time do not compare favourably with the performance of similar schools in most years;
- the development of pupils' oral, reading and writing skills in Welsh is uneven;
- more able pupils are not extended fully;
- short-term planning is not robust enough in key stage 2 to ensure consistent provision across all aspects of the curriculum;
- attendance rates have placed the school in the bottom 25% in comparison with similar schools in most years; and
- health and safety procedures are not robust enough in all cases.

Prospects for improvement

The school's prospects for improvement are adequate because:

- the headteacher's conscientious leadership gains the full co-operation of the governing body, parents and other partners;
- all staff share the same values and co-operate well as a team;
- the improvement plan includes correct areas for development;
- new initiatives promote progress in pupils' literacy skills; and
- results of pupils' assessments at the end of key stage 2 show an upward trend.

However:

- the improvement plans that are in place have not developed sufficiently to have a full effect on the quality of provision and standards of achievement;
- there is not enough of a link between the outcomes of evaluation and curriculum planning to guide teaching and learning regularly;
- procedures to improve pupils' attendance are a recent development; and
- there is not always a sufficiently robust structure to leadership and planning processes to promote consistent improvements.

Recommendations

- R1 Improve more able pupils' achievement at the end of the Foundation Phase and key stage 2
- R2 Strengthen pupils' literacy skills in Welsh
- R3 Improve short-term planning in key stage 2 to ensure consistent provision across all aspects of the curriculum
- R4 Improve pupils' attendance rates
- R5 Formalise aspects of the arrangements to ensure health and safety
- R6 Strengthen the leadership and planning of provision to ensure consistent improvements

What happens next?

The school will produce an action plan that shows how it will address the recommendations. Estyn will monitor the school's progress.

Main findings

Key Question 1: How good are outcomes?

Adequate

Standards: Adequate

Across the school, most pupils listen well and can recall previous learning appropriately. A minority of pupils talk about their work confidently in Welsh and express themselves clearly and accurately. However, mainly in key stage 2, pupils' range of vocabulary, accuracy of expression and confidence in discussing their work varies considerably. In general, pupils do not contribute in sufficient length when answering questions in Welsh. Most pupils in key stage 2 communicate clearly in English and use appropriate vocabulary.

In the Foundation Phase, most pupils read at a level that is appropriate to their age and ability. A few pupils read aloud with clear expression. In key stage 2, many older pupils read accurately and meaningfully in Welsh and English. Pupils' reading skills in lower key stage 2 are more uneven, especially in Welsh. In general, pupils do not read with enough fluency and understanding. The majority of older pupils discuss the content of their books effectively in English, including expressing an opinion about their favourite authors. Across the school, pupils' ability to discuss the content of their Welsh books has not developed as well.

In the Foundation Phase, most pupils write independently in a range of forms and begin to vary their sentences and use basic punctuation. In key stage 2, the majority of pupils write appropriately for various purposes in Welsh and English. A minority of pupils show a good awareness of the characteristics of different forms of writing and they use punctuation and spelling skills correctly on the whole. Many pupils' written work in Welsh contains errors in expression and spelling. Pupils' ability, especially the more able pupils, to write at length across the subjects has not developed fully. Across the school, the majority of pupils' standards of handwriting and presentation are developing well.

In the Foundation Phase, most pupils identify, order and use number effectively in their activities. They handle different measurements confidently and use mathematical vocabulary correctly. They have a good knowledge of the characteristics of shapes. They can collect, record and interpret data effectively and use an increasing range of sources.

In key stage 2, most pupils develop a firm understanding of number facts. The majority make mental calculations and explain the strategies that they use effectively. They use different forms of measurement and correct terms when discussing and recording their work. Most pupils can collect and represent data in number tasks and in their work across the curriculum. In their science lessons, for example, older pupils make effective use of their number and measuring skills to present their conclusions.

The majority of pupils co-operate constructively within their groups and respond appropriately to the tasks that are set. In key stage 2, pupils' ability to work independently and take responsibility for their own learning has not developed as well. Across the school, pupils who have additional learning needs make good progress and achieve their targets.

The results of teachers' assessments must be treated with care because the small numbers of pupils in a year group and the percentage of pupils who have additional learning needs can have a considerable effect on the school's performance from one year to the next.

At the end of the Foundation Phase, the percentage of pupils who have achieved the expected outcome, namely outcome 5, over the last two years has been higher than the averages for the family of similar schools in language, literacy and communication skills, mathematical development, and personal and social development.

At the end of key stage 2 over time, the percentage of pupils achieving the expected level, namely level 4, in the core subjects has been lower than the averages for the family of schools in most years but shows an upward trend. Pupils' results in 2013 when combined are higher than the averages for the family of similar schools and for Wales.

In comparison with schools that have similar levels of entitlement to free school meals, the school's performance places it in the top 25% in the Foundation Phase. In key stage 2, the school's performance over time varies between the bottom 25% and lower 50%.

In comparison with average performance levels for other schools in the same family, the percentage of pupils at the end of the Foundation Phase achieving the higher outcome, namely outcome 6, varies between the bottom 25% and lower 50%. In key stage 2, the percentage of pupils achieving the higher level, namely level 5, is consistently in the bottom 25%.

Wellbeing: Adequate

Pupils feel happy and very safe in their school and know to whom to turn at any time of anxiety. They are aware of the importance of eating healthily and taking regular physical exercise.

Pupils' behaviour is good and everyone is courteous towards each other and towards visitors. Most pupils take an interest in their work and work diligently to complete their tasks.

The school's attendance percentage has placed it in the bottom 25% of similar schools in three out of the last four years.

Members of the school council take pride in their duties to help fellow pupils, and in their efforts to raise money for the benefit of others. They contribute to decisions that involve developing the school garden and ensure that the outdoor areas are neat and

tidy. Their role in contributing specifically to decisions about school activities and their education has not developed fully.

The school's ethos and opportunities to contribute to activities in the community, such as the harvest festival, develop pupils' social and life skills effectively. The school's 'buddy' system promotes friendship successfully and older pupils are especially caring towards younger pupils.

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

The school plans learning experiences across the school which, on the whole, respond to pupils' interests. Provision meets the statutory requirements of the National Curriculum, religious education and the Foundation Phase curriculum.

The quality of planning is uneven. Curriculum planning in the Foundation Phase is effective, and relevant learning experiences ensure that pupils are challenged appropriately. However, short-term plans in key stage 2 are not detailed enough to ensure consistent provision across all aspects of the curriculum. In addition, the planning does not always ensure that tasks provide the appropriate challenge to pupils of a wide age and ability range, including more able pupils.

In the Foundation Phase, teachers plan purposefully for developing skills across the curriculum. In key stage 2, planning for the development of pupils' communication, numeracy and information and communication technology (ICT) skills progressively across the curriculum has not been embedded to the same extent.

Appropriate strategies are developing to improve pupils' standards of literacy in Welsh. Positive attitudes are fostered, but the developments that are in place are not sufficiently established to impact fully on improving standards, especially in key stage 2. The Welsh dimension receives suitable attention in history, geography, art and music lessons and through visits to places of historical interest in the area.

Pupils have a general awareness of issues related to sustainable development through activities such as planting and growing vegetables in the school garden and recycling plastic and paper. The project on Lesotho and co-operating with a visitor from Germany offer some opportunities for pupils to develop their knowledge of their role as global citizens. However, these aspects have not been developed fully.

Teaching: Good

Teachers have sound subject knowledge and they make suitable use of a range of teaching methods and resources to gain pupils' interest. There is a clear focus on building on previous work, lively presentations and regular opportunities for pupils to work in pairs and in groups. Close co-operation between teaching and support staff adds constructively to the learning experiences provided.

In a few lessons, tasks do not provide an appropriate challenge to extend pupils' learning and there is not enough support to assist the youngest pupils in key stage 2 with their work.

The school has appropriate arrangements for assessing and recording pupils' progress. Teachers make effective use of assessments to track pupils' progress and to provide additional support as necessary.

Pupils' work is marked regularly and teachers provide effective oral feedback in lessons. Where there are good examples of written responses, teachers' comments are helpful and there is constructive use of assessment for learning strategies. However, comments do not always identify clearly enough what pupils need to do to improve the quality of their work. Pupils' individual targets give them a valuable opportunity to identify the next steps in their learning.

Parents receive beneficial information about their children's progress and achievement through appropriate reports and regular meetings.

Care, support and guidance: Adequate

The school is a close community with a family atmosphere. There are regular opportunities to promote pupils' health and fitness through the school's play resources and physical education lessons in the school and in local centres. The school has appropriate arrangements for promoting healthy eating and drinking. The gardening and cookery clubs, which are led by parents, teach pupils effectively about growing and looking after food and how to prepare it, emphasising hygiene and safety.

There is effective provision for promoting pupils' spiritual, moral, social and cultural development. Collective worship sessions and the school's personal and social education programme contribute positively to these areas.

The school identifies pupils' different learning needs appropriately through regular observation, joint discussions with parents and conducting formal and informal assessments. The additional learning needs teacher provides good support and makes constructive use of a range of strategies to assist different groups of pupils in support sessions. Teachers provide individual education plans that set clear, specific and measurable targets. These are reviewed regularly and they have a positive effect on pupils' outcomes.

The school co-operates appropriately with external specialist services, including pupil support services, a nurse and the police, in order to ensure further support. With the co-operation of the welfare officer, suitable arrangements are being put in place to improve attendance levels.

The school has a safeguarding policy but procedures to ensure health and safety are not robust enough to meet requirements in full.

Learning environment: Good

The school has a friendly and happy ethos and ensures that pupils have full access to all activities. Staff consider and appreciate pupils' various backgrounds and take action effectively in line with this information. Pupils and staff show respect, care and concern for each other and other people.

The school makes full use of the buildings and site. Although parts of the buildings are old and need further maintenance work, they are clean and tidy. At times, there is not enough room or an appropriate environment for key stage 2 pupils to undertake their group activities in the main building.

Colourful displays of pupils' work and experiences contribute to creating an interesting environment. Staff and pupils make purposeful use of an appropriate range of resources to support learning.

The outdoor areas are extensive and provide an attractive environment for pupils.

The garden, the adventure park and the Foundation Phase learning area are developing into effective learning resources for promoting pupils' skills across the learning areas.

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

The headteacher's conscientious leadership has a positive effect on the school's development. Regular communication with staff, parents and governors is a strength. An ethos is created in which pupils and staff feel that they are appreciated.

The three members of teaching staff, who are on part-time contracts, co-operate closely with the headteacher and share the same values. They understand their roles and deliver them effectively. No whole-school leadership responsibilities have been shared among staff.

The headteacher undertakes a wide range of co-ordination responsibilities. Although there are regular staff meetings, leadership and planning procedures are not always structured sufficiently to have enough of an influence on improving provision and raising standards. For example, there is no clear structure for promoting consistent progression and continuity in pupils' skills across the school.

Governors are very supportive of the school's work and understand their responsibilities. By considering relevant data, discussions with the headteacher and visits to the school, they have a sound understanding of how the school is performing in comparison with similar schools. They are beginning to challenge the school more as critical friends.

Governors ensure that the school has an appropriate range of policies. However, there is insufficient monitoring to ensure that all aspects related to ensuring health and safety are implemented in full.

The school responds appropriately to a number of local and national priorities. The Foundation Phase has been established successfully and intervention programmes provide good support for specific groups of pupils. Teachers are developing the use of the Literacy and Numeracy Framework in aspects of their planning. The aim to improve pupils' standards in Welsh is a valid priority for the school.

Improving quality: Adequate

The headteacher has a clear understanding of the school's strengths and the main areas for improvement. A range of appropriate processes are in place for evaluating the provision and pupils' progress, including considering data, observing lessons and scrutinising books. There are no formal arrangements to gather the opinions of parents and pupils.

Detailed monitoring records are kept and the follow-up action has resulted in improvements in aspects such as developing pupils' language and number skills. However, there is not enough of a link between the outcomes of monitoring programmes and planning to guide learning and teaching regularly.

The link between self-evaluation and planning the school's development has not been embedded completely. The self-evaluation report contains appropriate information on most aspects of the school's work. However, the priorities in the development plan are not always identified in the self-evaluation report as aspects that need attention.

The school development plan targets specific areas and includes clear objectives and actions. There is appropriate use of data to identify aspects for further development. To date, not all the action plans have been implemented sufficiently to have a full effect on the quality of provision and standards of achievement.

Partnership working: Good

The school works effectively with a range of partners to promote pupils' wellbeing and development. There is a very strong partnership with parents and the school benefits from the financial contributions and the commitment to improve resources, for example developing the school garden and establishing an adventure park.

A constructive partnership exists between the school and the local community. Pupils' contribution towards community activities, along with the use of the facilities at the secondary school and the sports centre, enriches their learning experiences further.

Suitable transition arrangements are in place for pupils who are about to transfer to the secondary school. They help pupils to settle in quickly in their new environment. The school benefits from the secondary school's specialist support and resources to promote pupils' design and technology, ICT and art skills.

The school takes full advantage of the support of the local authority's school improvement officers to help it to develop further.

The school works appropriately with schools in the catchment area through standardising and moderating activities. This co-operation has helped teachers to develop their understanding of processes and expectations at the end of key stages. Links with a university in terms of placing and supporting students have resulted in a beneficial partnership when developing aspects of Foundation Phase provision.

Resource management: Adequate

The school is staffed appropriately. It is organised into two classes, but numbers in the classes are very uneven.

The school has an established procedure for performance management. Teachers benefit from the training that is arranged according to individual needs and the school's priorities. The staff have begun to discuss and share professional practice with other schools in order to develop improvement and learning methods jointly. Staff have visited a local school to observe good practice. This has had a positive effect on provision in the Foundation Phase.

All teachers are allocated the appropriate time to prepare, assess and evaluate pupils' progress. Good use is made of assistants to support learning in the classroom and to assist pupils who have additional learning needs.

The school has sufficient resources, which are managed carefully to ensure that they meet pupils' learning needs and curriculum requirements.

The school's expenditure is monitored regularly by the headteacher and governors. The school budget is used carefully and contributes appropriately to improving standards and addressing priorities. Good use of grants, and the contribution of friends of the school and parents add considerably to finances and enrich the range of resources.

The school provides adequate value for money.

Appendix 1

Commentary on performance data

The results of teachers' assessments must be treated carefully because the small numbers of pupils in a year group and the percentage of pupils who have additional learning needs can have a considerable effect on the school's performance from one year to the next. There were no pupils to assess in Year 6 in 2012.

At the end of the Foundation Phase over a period of two years, the percentage of pupils achieving outcome 5 has been higher than the averages for the family of similar schools in language, literacy and communication skills, mathematical development, and personal and social development. In comparison with similar schools in terms of the percentage of pupils who are entitled to free school meals, results place the school in the top 25% in all areas.

At the end of key stage 2 over a period of four years, the percentage of pupils achieving the expected level, namely level 4 in the core subjects, has been lower than the averages for the family of schools in most years but shows an upward trend. Results for pupils in 2013 in terms of the core subject indicator (level 4 in a combination of English or Welsh, mathematics and science) are higher than the averages for the family of similar schools and Wales.

Over a period of four years, pupils' results in English and mathematics have been lower than the averages for the family and Wales in three of the years, but show improvement in the 2013 assessments, as the results are similar to the averages for Wales. In science, pupils' results have been higher than the family and Wales averages in two out of four years, but are lower in recent years. In Welsh, pupils' results are consistently lower than the averages for the family and Wales.

In comparison with those of similar schools in terms of the percentage of pupils who are entitled to free school meals, results over time in science and mathematics have varied between the top 25% and the bottom 25%. In Welsh and English, results have placed the school in the bottom 25% in the majority of years, but show improvement in English in 2013.

In comparison with the average performance levels for other schools in the same family, the percentage of pupils at the end of the Foundation Phase achieving the higher outcome, namely outcome 6, in language and communication skills and mathematical development is in the bottom 25%, and varies between the bottom 25% and lower 50% in personal and social development. In key stage 2, the percentage of pupils achieving the higher level, namely level 5, is consistently in the bottom 25%.

Appendix 2

Stakeholder satisfaction report

Responses to learner questionnaires

Primary Survey (All pupils)

Designating the benchmark – this is the 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.	22	21 95%	1 5%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	21	13 62%	8 38%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	21	21 100%	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	21	20 95%	1 5%	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
		98%	2%	
There are lots of chances at school for me to get regular exercise.	22	22 100%	0 0%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	22	20 91%	2 9%	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.	22	22 100%	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.	21	20 95%	1 5%	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.	22	19 86%	3 14%	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.	21	21 100%	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.	21	6 29%	15 71%	Mae plant eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
		78%	22%	
Nearly all children behave well at playtime and lunch time	21	9 43%	12 57%	Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
		84%	16%	

Responses to parent questionnaires

Designating the benchmark – this is the 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.	21	11 52%	9 43%	0 0%	0 0%	1	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	21	17 81%	4 19%	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.	20	16 80%	4 20%	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.	21	12 57%	7 33%	1 5%	0 0%	1	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	0%		
Pupils behave well in school.	21	9 43%	11 52%	0 0%	0 0%	1	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	46%	4%	1%		
Teaching is good.	21	15 71%	5 24%	1 5%	0 0%	0	Mae'r addysgu yn dda.
		60%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	21	16 76%	5 24%	0 0%	0 0%	0	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		63%	34%	1%	0%		
The homework that is given builds well on what my child learns in school.	21	16 76%	3 14%	1 5%	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.
		47%	40%	6%	1%		
Staff treat all children fairly and with respect.	21	18 86%	2 10%	0 0%	0 0%	1	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		58%	34%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	21	11 52%	10 48%	0 0%	0 0%	0	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		59%	36%	2%	0%		
My child is safe at school.	20	11 55%	8 40%	1 5%	0 0%	0	Mae fy mhentyn yn ddiogel yn yr ysgol.
		66%	31%	1%	0%		
My child receives appropriate additional support in relation to any particular individual needs.	20	10 50%	6 30%	2 10%	0 0%	2	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		50%	34%	4%	1%		
I am kept well informed about my child's progress.	21	14 67%	6 29%	1 5%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		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.	21	17 81%	3 14%	0 0%	0 0%	1	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.	21	11 52%	5 24%	0 0%	0 0%	5	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		44%	39%	7%	2%		
The school helps my child to become more mature and take on responsibility.	20	8 40%	11 55%	0 0%	0 0%	1	Mae'r ysgol yn helpu fy mhentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		55%	39%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	19	8 42%	8 42%	0 0%	0 0%	3	Mae fy mhentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		42%	34%	4%	1%		
There is a good range of activities including trips or visits.	21	14 67%	6 29%	0 0%	0 0%	1	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	38%	5%	1%		
The school is well run.	21	12 57%	7 33%	1 5%	0 0%	1	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	33%	3%	1%		

Appendix 3

The inspection team

Dorothy Morris	Reporting Inspector
Glyn Griffiths	Team Inspector
Glenda Jones	Lay Inspector
Meinir Jones	Peer Inspector
Geoff 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; and
- personal and social development, wellbeing and cultural diversity.

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

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

The core subject indicator (CSI)

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

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

- English or Welsh first language
- mathematics; and
- science

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

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

All-Wales Core Data sets

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

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

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