A report on

Ysgol Llanilar
Llanilar
Aberystwyth
Ceredigion
SY23 4PA

Date of inspection: January 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:

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: 14/03/2017

Context

Ysgol Gynradd Llanilar serves the village and the surrounding area. There are currently 114 pupils on roll between 4 and 11 years old. The school has five classes, four of which are mixed-age classes.

Approximately 4% of pupils are eligible for free school meals, which is much lower than the national average. Approximately 15% of pupils are on the additional learning needs register, which is lower than the national figure. There are no pupils with a statement of special educational needs.

Approximately 25% of pupils come from homes in which Welsh is the main language. Welsh is the medium of teaching and learning across the school and English is introduced to pupils in key stage 2. There are currently very few pupils from ethnic minority backgrounds at the school.

The school was last inspected in December 2010. The headteacher was appointed to the post in May 2014.

The individual school budget per pupil for Ysgol Gynradd Llanilar in 2016-2017 is £3,210. The maximum per pupil in primary schools in Ceredigion is £8,440 and the minimum is £3,123. Ysgol Gynradd Llanilar is in 44th place of the 47 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:

- Most pupils make sound progress in their learning and achieve well over time
- Nearly all pupils show enthusiasm and perseverance in lessons
- Most pupils with additional learning needs make good progress
- Nearly all pupils who are eligible for free school meals make purposeful progress in line with their ability
- Nearly all pupils are very well-behaved
- The quality of teaching is good in all classes
- The school is an extremely caring community in which pupils feel completely safe

Prospects for improvement

The school's prospects for improvement are good because:

- The headteacher has a clear and purposeful vision for improving the school
- Members of the senior management team support the headteacher very successfully and their role in the monitoring and quality assurance process is effective
- The headteacher and staff work well as a team
- The governing body has a sound understanding of standards and how the school is performing in comparison with similar schools
- A culture of self-evaluation is rooted well in school life
- The self-evaluation document offers a balanced and honest picture of provision and identifies appropriate aspects for development
- The school development plan focuses firmly on raising standards and expanding provision
- There is a range of very valuable partnerships that have a positive effect on raising standards and supporting pupils' wellbeing

Recommendations

R1 Improve standards of pupils' English spelling

R2 Raise standards of information and communication technology in key stage 2

R3 Strengthen the challenge for more able pupils

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

On entry to the school, most pupils have skills that are lower than expected for their age. During their time at the school, most make sound progress in their learning and achieve well over time. Nearly all pupils show enthusiasm and perseverance in lessons. Most pupils work diligently and concentrate on tasks for appropriate periods of time.

Most pupils across the school listen attentively to adults and their peers. They are very keen to contribute orally in discussions. By the end of the Foundation Phase, most pupils are able to converse clearly and use the Welsh language naturally. In key stage 2, nearly all pupils have a wide vocabulary and communicate confidently in both languages.

In the Foundation Phase, most pupils have a clear interest in books. They choose books independently and use a range of ways to enable them to read unfamiliar words. Many discuss their books sensibly. In key stage 2, most pupils read in Welsh and English accurately with appropriate understanding. They discuss characters and events successfully and answer questions about the content of books effectively. Many pupils use higher order reading skills suitably in both languages when gleaning specific information from text.

In the Foundation Phase, most pupils develop their early writing skills well in Welsh. They vary sentences and use punctuation confidently when writing in various forms. They use vocabulary and phrases with increasing accuracy, for example when writing about autumn leaves. In key stage 2, most pupils write extended pieces in a variety of styles effectively in both languages. They present information successfully and show a secure grasp of paragraphing and punctuation. However, the standard of spelling of a minority of pupils in English is not always robust enough. Most pupils present work neatly and use their writing skills successfully in subjects across the curriculum.

In the Foundation Phase, most pupils show a good grasp of mental mathematics and use their knowledge effectively to solve number problems in their activities; for example, they discover how much money is needed to buy goods in a shop. They have a good knowledge of the characteristics of different shapes, and many pupils use mathematical vocabulary correctly to discuss their work. They are able to collect, record and present data effectively to create charts and display the measurements of different objects.

In key stage 2, most pupils develop a sound understanding of number facts. They are very willing to offer answers and share their findings, and use correct mathematical terms. Most apply their understanding of division, multiplication, measuring, rounding off and estimation effectively in different contexts. Many pupils are able to collect and represent data correctly; for example, they calculate the cost of visiting tourist attractions in Paris. In both key stages, pupils apply their numeracy skills successfully in enough contexts across the curriculum.

In the Foundation Phase, most pupils develop their information and communication technology (ICT) skills well across the curriculum. They are able to combine pictures and text and use drawing software successfully to present their ideas and drawings. In key stage 2, many pupils develop their computer skills appropriately. By the end of the stage, many are able to combine texts and graphs, and create interesting videos and animations. However, in general, older pupils do not have a competent understanding of how to use spreadsheets, and they do not produce and use databases successfully. Most pupils share information safely with others and understand the importance of not disclosing personal details to strangers. Across the schools, most pupils use a range of computer equipment appropriately, including tablet computers and desktop machines.

Over recent years, there has often been a relatively small number of pupils (ten or fewer) in the year groups at the end of the Foundation Phase and key stage 2. As a result, trends in the school's benchmark performance in comparison with similar schools and in comparison with national average are not reliable.

In general, over the last four years, pupils' performance at the end of the Foundation Phase in the expected outcomes and the higher outcomes in literacy and mathematical development has placed the school in the top 25% or the upper 50% in comparison with similar schools.

At the end of key stage 2, pupils' performance at the expected level in Welsh, English, mathematics and science over the same period has varied, moving the school between the top 25% and the bottom 25% in comparison with similar schools. At the higher level, in general, performance has placed the school in the top 25% or the upper 50% of similar schools.

Most pupils with additional learning needs make good progress. However, more able pupils do not always achieve as well as they could.

Nearly all pupils who are eligible for free school meals make purposeful progress in line with their ability.

Wellbeing: Good

Nearly all pupils feel very safe at school and comfortable to approach any member of staff for support, or older pupils at play time when necessary. They are very aware of the importance of keeping healthy and eating healthily. Many pupils keep fit regularly through a variety of extra-curricular activities, such as swimming and sports clubs.

Nearly all pupils are very well-behaved. They are caring towards each other and treat adults and other pupils with great respect. Nearly all pupils are pleasant and are willing to speak with peers, staff and visitors. Most pupils work effectively in pairs and groups, and show a very good level of perseverance in lessons. Many pupils' ability to work independently is developing well.

One of the school's strengths is the way in which many pupils are very willing to take responsibility and offer ideas about issues relating to the school. A good example is the suggestion to change the parking arrangements at the beginning and end of the

day, and this has strengthened safety outside the school. The school council is very active and its decisions have a positive effect on pupils' wellbeing. The school's older pupils run a fruit shop successfully and use the profit to buy playtime equipment.

Pupils play an important part in the local community. By participating and contributing to a range of events, such as the village show and carnival, concerts and local activities, pupils have a strong awareness of their area; for example, they support efforts to tidy the village, and this develops their awareness of being responsible citizens.

Over the last four years, the school's average attendance has placed it in the upper 50% or the top 25% in comparison with similar schools. Nearly all pupils arrive at the school punctually.

Key Question 2: How good is provision?	Good

Learning experiences: Good

The school provides comprehensive and interesting experiences that meet the requirements of the Foundation Phase, the National Curriculum, the Literacy and Numeracy Framework and religious education in full. A good range of extra-curricular activities, including the Urdd, sports clubs, and an ICT coding club, enrich the curriculum and pupils' learning experiences successfully.

The school plans effectively to deliver skills across the curriculum. Provision ensures that pupils are given regular opportunities to develop their literacy, communication and numeracy skills within lessons. The ICT scheme of work, which is relatively new, is incorporated appropriately in the experiences that pupils receive.

The school has a robust Welsh ethos that offers various opportunities for pupils to develop positive attitudes towards the Welsh language. Provision encourages pupils to make full use of the Welsh language in all aspects of school life. There are beneficial opportunities for pupils to study local history, Welsh poets, myths and famous Welsh people. Visits to places of interest, such as the National Library, Castell Henllys and Glan-llyn, help pupils to develop their awareness of the culture and heritage of Wales.

Through a range of rich activities, pupils are given an opportunity to learn how to live sustainably. The eco council works with pupils to ensure that the school recycles as much as possible and saves energy and water. Pupils are given good opportunities to develop their awareness and knowledge of other parts of the world, for example by promoting fair trade activities and learning about people in countries such as Lesotho.

Teaching: Good

The quality of teaching is good in every class. Teachers use a variety of teaching methods that engage pupils' interest successfully. They plan rigorously, share learning objectives clearly and discuss success criteria with pupils regularly during lessons.

Teachers create a purposeful learning environment and model language very effectively. The pace of lessons is good, and teachers question pupils effectively in a way that encourages them to give extended answers. They establish a successful working relationship with pupils and other adults who provide support in lessons. Support staff make a significant contribution to the quality of teaching.

However, in the few lessons in which teaching is less effective, over-direction limits pupils' ability to become independent learners. As a result, there is not enough challenge to ensure that pupils of higher ability make good enough progress.

The school has suitable procedures for tracking pupils' progress. Teachers make good use of assessment strategies and offer useful oral feedback during lessons. Teachers mark pupils' work regularly and encourage them to take advantage of the opportunity to improve their work by responding to the comments. There are good procedures in place to provide opportunities for pupils to evaluate their own work and that of their peers.

There are effective arrangements for reporting to parents about their children's progress and achievement, and they meet statutory requirements in full.

Care, support and guidance: Good

The school promotes eating and drinking healthily, in addition to pupils' wellbeing, very successfully. Health and fitness are developed well through a variety of extra-curricular activities and clubs.

The school has very strong and supportive links with a number of specialist services and external agencies, which ensure high quality support and guidance for pupils and parents. For example, a 999 day is held regularly to provide opportunities for pupils to learn about the work and contribution of the emergency services.

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

Provision for pupils with additional learning needs is good and enables them to make good progress. Teachers identify any additional learning needs at an early stage, provide effective support and monitor pupils' progress regularly. Staff ensure that individual education plans are detailed and rigorous, and include the views of parents and pupils when they are reviewed.

Learning environment: Good

The homely ethos is a particularly strong feature of the school. The school is an inclusive and welcoming community in which pupils feel very happy and safe. There is a strong emphasis on ensuring equal opportunities for all pupils and treating everyone with respect and courtesy. The school provides good access arrangements for pupils with disabilities. Racial equality is promoted effectively through various activities, for example studying other countries and religions.

The school has a range of good equipment and resources, including equipment for ICT. Attractive displays in the classrooms and around the school create a colourful learning environment and celebrate pupils' successes and work effectively. Noticeboards celebrating pupils' 'excellent work' ('gwaith gwych') in the classrooms are a good example.

The school building and grounds are used purposefully for learning and play. The outdoor areas help staff to meet the principles of the Foundation Phase and enrich pupils' experiences. There is a high standard of hygiene and the school building and grounds are maintained appropriately. The school site is safe for pupils.

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

Leadership: Good

The headteacher has a clear and purposeful vision for improving the school. He has high expectations and good knowledge of the standards of teaching and learning. Members of the senior management team support him very successfully, and their role in the process of monitoring and quality assurance is effective. They show a strong commitment to promoting improvements by implementing a number of suitable strategies, such as improving provision for standards in English.

The headteacher and staff work well as a team. Staff's roles and responsibilities are defined clearly and match the school's requirements well. Staff and senior management team meetings focus effectively on the school's development priorities and pupils' progress. Leaders analyse data well and share outcomes effectively with all members of staff to ensure that underperformance is challenged regularly.

The governing body has a sound understanding of standards and how the school is performing in comparison with similar schools. Governors use a range of information in order to identify strengths and areas for improvement; for example, they observe lessons, scrutinise books and receive comprehensive reports from the headteacher. They use this information well to challenge the school and to develop their role as critical friends.

The school gives detailed attention to national and local priorities. Leaders focus successfully on developing pupils' literacy and numeracy skills, and providing exciting learning areas outdoors. These initiatives have a positive effect on pupils' learning outcomes and standards of wellbeing.

Improving quality: Good

A culture of self-evaluation is rooted well in school life. The headteacher and senior management team have established robust and analytical self-evaluation procedures that use a wide range of direct evidence. Procedures include analysing pupils' performance data, rigorous monitoring evaluations, scrutinising pupils' work books, the regular views of parents and governors and termly reviews by external educational agencies. This information is used very successfully to identify the school's strengths and areas for improvement.

The self-evaluation document provides a balanced and honest picture of provision and identifies appropriate aspects for development. There is a suitable relationship between the outcomes of the self-evaluation procedures and the priorities in the school development plan. The school development plan focuses firmly on raising standards and expanding provision. It refers clearly to strategies to address what needs to be developed in order to raise standards. The plan includes an implementation timetable, staff responsibilities and sensible financial details. The development plan is monitored effectively by the headteacher and staff, and this ensures that good progress is made against priorities. Actions are already having a positive effect, for example in improving pupils' literacy skills.

Partnership working: Good

The school has a range of valuable partnerships which have a positive effect on raising standards and supporting pupils' wellbeing. There is a very close partnership between the school and parents. Communication with parents through different methods is successfully met; for example, parents state that they appreciate the opportunity at the beginning of the year to discuss the school's self-evaluation. The parent-teacher association is active and contributes significantly to provision by purchasing computer resources and a new stage for the school. The headteacher's focus on promoting an open and co-operative culture succeeds in ensuring parents' consistent commitment and support.

Transition arrangements between the school and the playgroup, which is situated on the school grounds, and with the secondary schools that admits its pupils, are effective. A transition plan between the school and secondary schools is particularly strong. Activities to ensure a joint understanding of pupils' attainment are very beneficial. In addition, parents are given beneficial opportunities to attend transition meetings between the Foundation Phase and key stage 2.

There is a strong partnership with the local community. Community activities enrich learning experiences effectively. For example, there is a strong link with the local church, and pupils are given opportunities to attend services and participate in a mock baptism. Pupils visit homes for the elderly in the village regularly and provide them with entertainment. Members of the community, such as local farmers, visit the school regularly to explain the nature of their work and to raise pupils' awareness of their area and heritage.

A close partnership with a number of local authority agencies and the health authority has a positive effect on developing pupils' wellbeing and attainment. For example, the headteacher works part-time as a challenge adviser for the education authority, and this has a positive effect on developing teachers' leadership skills.

Resource management: Good

The school has an appropriate number of teachers and support staff with suitable qualifications to teach the curriculum successfully. Through effective use of staff expertise in subjects such as Welsh, English, mathematics and science, the school enriches pupils' learning experiences well. Support staff make a very valuable contribution and support pupils with additional learning needs effectively.

The school has rigorous performance management procedures that contribute to improvements in teaching and learning, and offer valuable opportunities to promote staff's professional development through a programme of suitable training. These have already had a positive effect on developing pupils' reading and numeracy skills across the curriculum. Teachers make effective use of their non-contact time for planning, preparation and assessment.

The school is a successful learning community. There are effective networks with other schools, which offer a range of opportunities for teachers and support staff to develop professionally. For example, there is close co-operation with other schools to share good practice, such as developing strategies to improve pupils' reading skills.

The school makes effective use of the Pupil Deprivation Grant to improve provision and outcomes for specific pupils, for example by developing their literacy and numeracy skills successfully.

Decisions on expenditure link closely with priorities for improvement. The headteacher and governors monitor expenditure carefully and thoroughly.

Considering pupils' standards and the quality of provision, the school provides good value for money.

Appendix 1: Commentary on performance data

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Number of pupils on roll	119	
Pupils eligible for free school meals (FSM) - 3 year average	4.6	
FSM band	1	(FSM<=8%)

Foundation Phase

	2013	2014	2015	2016
Number of pupils in Year 2 cohort	15	16	9	16
Achieving the Foundation Phase indicator (FPI) (%)	100.0	100.0	88.9	100.0
Benchmark quartile	1	1	3	1
Language, literacy and communication skills - English (LCE)				
Number of pupils in cohort	*	2	*	*
Achieving outcome 5+ (%)	*	100.0	*	*
Benchmark quartile	*	1	*	*
Achieving outcome 6+ (%)	*	0.0	*	*
Benchmark quartile	*	4	*	*
Language, literacy and communication skills - Welsh (LCW)				
Number of pupils in cohort	15	14	9	16
Achieving outcome 5+ (%)	100.0	100.0	88.9	100.0
Benchmark quartile	1	1	3	1
Achieving outcome 6+ (%)	40.0	50.0	33.3	56.3
Benchmark quartile	2	1	3	1
Mathematical development (MDT)				
Number of pupils in cohort	15	16	9	16
Achieving outcome 5+ (%)	100.0	100.0	88.9	100.0
Benchmark quartile	1	1	4	1
Achieving outcome 6+ (%)	33.3	43.8	44.4	68.8
Benchmark quartile	2	2	2	1
Personal and social development, wellbeing and cultural diversity (PSD)				
Number of pupils in cohort	15	16	9	16
Achieving outcome 5+ (%)	100.0	100.0	100.0	100.0
Benchmark quartile	1	1	1	1
Achieving outcome 6+ (%)	66.7	87.5	88.9	81.3
Benchmark quartile	2	1	1	2

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.

6672311 - YSGOL GYMUNEDOL LLANILAR

Number of pupils on roll   119
Pupils eligible for free school meals (FSM) - 3 year average   4.6
FSM band   1 (FSM<=8%)

Key stage 2

	2013	2014	2015	2016
Number of pupils in Year 6 cohort	7	14	17	22
Achieving the core subject indicator (CSI) (%)	100.0	92.9	88.2	100.0
Benchmark quartile	1	3	4	1
English				
Number of pupils in cohort	7	14	17	22
Achieving level 4+ (%)	100.0	92.9	88.2	95.5
Benchmark quartile	1	3	4	3
Achieving level 5+ (%)	71.4	57.1	47.1	63.6
Benchmark quartile	1	1	3	1
Welsh first language				
Number of pupils in cohort	7	14	17	22
Achieving level 4+ (%)	100.0	92.9	88.2	100.0
Benchmark quartile	1	3	3	1
Achieving level 5+ (%)	100.0	57.1	52.9	59.1
Benchmark quartile	1	1	2	1
Mathematics				
Number of pupils in cohort	7	14	17	22
Achieving level 4+ (%)	100.0	100.0	88.2	100.0
Benchmark quartile	1	1	4	1
Achieving level 5+ (%)	85.7	50.0	41.2	59.1
Benchmark quartile	1	2	3	2
Science				
Number of pupils in cohort	7	14	17	22
Achieving level 4+ (%)	100.0	92.9	88.2	100.0
Benchmark quartile	1	4	4	1
Achieving level 5+ (%)	85.7	57.1	41.2	72.7
Benchmark quartile	1	2	4	1

The core subject indicator (CSI) represents the percentage of pupils achieving level 4 or above in English or Welsh (first language), mathematics and science in combination.

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The benchmark quartile compares the performance of one school against others who have similar levels of pupils with free school meals (FSM). FSM is used as a proxy of social deprivation in schools. This allows a comparison of the performance of a school against others who are in the same FSM category, and who might therefore have a similar intake of pupils from deprived backgrounds.
A school in benchmark quartile 1 is in the highest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are higher than many other schools with similar levels of pupils from deprived backgrounds. A school in benchmark quartile 4 is in the lowest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are lower than many other schools with similar levels of pupils from deprived backgrounds.

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

Appendix 2

Stakeholder satisfaction report

Responses to learner questionnaires

Denotes 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.	59		59 100%	0 0%		Rwy'n teimlo'n ddiogel yn fy ysgol.
			98%	2%		
The school deals well with any bullying.	59		58 98%	1 2%		Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			92%	8%		
I know who to talk to if I am worried or upset.	59		59 100%	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	59		58 98%	1 2%		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.	59		57 97%	2 3%		Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			96%	4%		
I am doing well at school	59		57 97%	2 3%		Rwy'n gwneud yn dda yn yr ysgol.
			96%	4%		
The teachers and other adults in the school help me to learn and make progress.	59		59 100%	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.	59		59 100%	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.	59		51 86%	8 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.	59		55 93%	4 7%		Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
			95%	5%		
Other children behave well and I can get my work done.	59		55 93%	4 7%		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	59		53 90%	6 10%		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 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.	62	44 71%	18 29%	0 0%	0 0%	1		Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	34%	3%	1%			
My child likes this school.	63	47 75%	15 24%	1 2%	0 0%	0		Mae fy mhlentyn 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.	63	47 75%	15 24%	1 2%	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.	63	40 63%	21 33%	2 3%	0 0%	0		Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
		62%	35%	3%	1%			
Pupils behave well in school.	62	36 58%	26 42%	0 0%	0 0%	1		Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		47%	48%	4%	1%			
Teaching is good.	63	41 65%	21 33%	1 2%	0 0%	0		Mae'r addysgu yn dda.
		61%	36%	2%	0%			
Staff expect my child to work hard and do his or her best.	61	42 69%	18 30%	1 2%	0 0%	0		Mae'r staff yn disgwyl i fy mhlentyn 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.	55	24 44%	30 55%	1 2%	0 0%	8		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.
		49%	43%	6%	2%			
Staff treat all children fairly and with respect.	62	37 60%	24 39%	0 0%	1 2%	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.	63	34 54%	26 41%	3 5%	0 0%	0		Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		60%	38%	2%	0%			
My child is safe at school.	62	44 71%	18 29%	0 0%	0 0%	0		Mae fy mhlentyn yn ddiogel yn yr ysgol.
		66%	32%	2%	1%			
My child receives appropriate additional support in relation to any particular individual needs'.	57	28 49%	27 47%	1 2%	1 2%	6		Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		55%	39%	4%	1%			

	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.	63	26 41%	29 46%	8 13%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		49%	41%	8%	2%		
I feel comfortable about approaching the school with questions, suggestions or a problem.	62	42 68%	18 29%	2 3%	0 0%	1	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.	55	22 40%	29 53%	4 7%	0 0%	7	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.	61	37 61%	22 36%	2 3%	0 0%	2	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
			58%	40%	2%	0%	
My child is well prepared for moving on to the next school or college or work.	50	29 58%	19 38%	2 4%	0 0%	13	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.	63	28 44%	32 51%	3 5%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
			54%	39%	6%	1%	
The school is well run.	62	43 69%	19 31%	0 0%	0 0%	1	Mae'r ysgol yn cael ei rhedeg yn dda.
			61%	34%	3%	2%	

Appendix 3

The inspection team

David Gareth Evans	Reporting Inspector
David Kenneth Davies	Team Inspector
Jeffrey Wyn Davies	Lay Inspector
Buddug Mai Bates	Peer Inspector
Michael Carruthers	Nominee

Copies of the report

Copies of this report are available from the school and from the Estyn website (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.