



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

A report on

**Ysgol Llannon
Llannon
Aberystwyth
Ceredigion
SY23 5HX**

Date of inspection: April 2016

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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Publication date: 30/06/2016

Context

Ysgol Llannon is situated in the village of Llannon near Aberaeron and is maintained by Ceredigion local authority. There are 45 pupils aged between 4 and 11 years on roll and they are taught in two mixed-age classes. About 19% of pupils are eligible for free school meals. Many pupils come from the village and the nearby area.

About 35% of pupils are on the school's additional learning needs register, and none has a statement of special educational needs. A minority of pupils come from Welsh-speaking homes and nearly all of them are from white British backgrounds.

Since the last inspection, there has been considerable instability in the school's staffing situation. An acting headteacher has been in charge of the school since February 2016. A new headteacher will begin in the post in September 2016. The school was last inspected in April 2010.

The individual school budget per pupil for Ysgol Llannon in 2015-2016 is £4,113. The maximum per pupil in primary schools in Ceredigion is £7,464 and the minimum is £3,069. Ysgol Llannon is in 20th place of the 47 primary schools in Ceredigion in terms of the school budget per pupil.

Summary

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

Current performance

The school's current performance is unsatisfactory because:

- Many pupils do not make appropriate progress in their literacy, numeracy and information and communication technology skills across the curriculum
- Very few pupils who have additional learning needs make appropriate progress towards attaining their targets
- The ability of a majority of pupils to work independently and to take responsibility for their own learning has not developed fully
- Learning experiences do not challenge pupils, or provide enough opportunities for them to develop as independent learners
- The school does not provide a suitable curriculum that meets the requirements of the Foundation Phase, the National Curriculum and religious education in full
- Teaching is ineffective over a period of time
- Assessment procedures have not developed in full to ensure that all teachers track pupils' progress successfully enough

However:

- Many pupils' behaviour is good
- Pupils' attendance levels are good in comparison with those of similar schools

Prospects for improvement

The school's prospects for improvement are unsatisfactory because:

- The period of instability in terms of leadership and staff turnover has had a considerable effect on the school's strategic direction and on pupils' outcomes
- Leaders and governors have not addressed the low standards that are achieved by pupils or weaknesses in provision
- Arrangements for self-evaluation and ensuring improvement are not effective
- Governors do not fulfil their role robustly enough in terms of self-evaluation or planning for improvement
- The self-evaluation report is not evaluative enough in places and has not been based firmly enough on the findings of monitoring over an extended period

However:

- In a short time, the acting headteacher has shared appropriate objectives for developing the school with staff, pupils, governors and parents
- During the recent unstable period, the school has co-operated appropriately with the local authority

Recommendations

- R1 Strengthen pupils' literacy and numeracy skills so that they are able to use them confidently across the curriculum
- R2 Ensure that teachers' planning meets the requirements of the National Curriculum and religious education in full
- R3 Improve the quality and consistency of teaching in order to ensure an appropriate challenge for pupils
- R4 Improve assessment processes and track pupils' progress
- R5 Strengthen leadership procedures in order to ensure a clear strategic direction with a focus on improving provision and raising standards
- R6 Develop the role of governors in the school's self-evaluation procedures

What happens next?

In line with the Education Act 2005, HMCI is of the opinion that special measures are required in relation to this school. The school will produce an action plan that shows how it will address the recommendations. Estyn will monitor the school's progress every term.

Main findings

Key Question 1: How good are outcomes?

Unsatisfactory

Standards: Unsatisfactory

On entry to the school, the basic skills of the majority of pupils are below the expected level in comparison with their peers. During their time at the school, only a minority of pupils make appropriate progress in their learning.

In the Foundation Phase, a minority of pupils develop their oral and listening skills appropriately and develop an increasing range of basic vocabulary. They respond suitably to questions from teachers and adults. In key stage 2, many pupils communicate orally appropriately and develop a suitable range of subject vocabulary. However, they are less confident in their use of Welsh during lessons.

By the end of the Foundation Phase, the majority of pupils develop reading skills at a level that is appropriate to their age and ability. They discuss the content of books suitably and are able to describe their favourite characters and events appropriately. In key stage 2, the majority of pupils develop their reading skills satisfactorily. They use their phonic skills appropriately in order to read unfamiliar words. However, a minority of pupils do not acquire reading skills in line with their age and ability.

In the Foundation Phase, a minority of pupils write independently and are beginning to vary their sentences and use basic punctuation correctly. However, most the writing skills of the majority of pupils are weak and their spelling, punctuation and sentence syntax are inconsistent. In key stage 2, a minority of pupils do not have a firm grasp of basic punctuation skills or of spelling. A few higher ability pupils make suitable use of paragraphing in order to organise their work independently. However, they do not always use a full range of punctuation or use a wider range of vocabulary consistently in their work. Across key stage 2, pupils do not develop their writing skills in a variety of forms or across other areas of the curriculum effectively enough.

The majority of pupils in the Foundation Phase use number facts suitably to solve number problems in their activities. They create simple graphs to present data, measure the length of objects and count money. In key stage 2, many pupils have a satisfactory grasp of an appropriate range of number skills. They use their skills suitably to analyse data appropriately, for example when discovering the average distance between Ysgol Llannon and other locations. However, across the school, pupils' ability to solve numeracy problems in different situations and their use of mental calculation strategies are weak.

Over recent years, the school has often had a comparatively small number of pupils in year groups at the end of the Foundation Phase and key stage 2. As a result, data is not reliable and can have a considerable effect on the school's benchmark performance in comparison with that of similar schools and in comparison with national averages.

In general, performance at the end of the Foundation Phase at the expected outcomes in literacy and mathematical development has placed the school in the top 25% in comparison with similar schools over the last four years. However, at the end of key stage 2, performance at the expected levels in Welsh, English, mathematics and science has placed the school overall in the bottom 25% in comparison with similar schools over the same period.

At the higher outcome, over a period of four years, the school's performance in literacy and mathematical development at the end of the Foundation Phase has varied, moving it between the top 25% and the bottom 25% in comparison with similar schools. At the end of key stage 2, performance at the higher level has generally moved the school between the top 25% and the bottom 25% in English in comparison with similar schools. However, performance at the higher level in mathematics, Welsh and science has placed the school in the bottom 25% over the last three years.

Most pupils who have additional learning needs do not make appropriate progress towards attaining their targets. In general, there is no significant difference between the achievement of pupils who are eligible for free school meals in comparison with their peers or between the performance of girls and boys.

Wellbeing: Adequate

Nearly all pupils feel safe at school and know to whom to turn if they have concerns. The majority of pupils across the school show courtesy and respect towards peers and adults. Many pupils' behaviour is good.

The majority of pupils co-operate suitably in their groups and respond appropriately to tasks that are set. However, across the school, the ability of the majority of pupils to work independently and to take responsibility for their learning has not developed fully. Their contribution in lessons and their commitment to learning are limited.

Most pupils arrive at school punctually. Pupils' attendance levels are good and consistently higher than the average in comparison with those of similar schools over the last four years.

Most pupils have positive attitudes towards living, eating and drinking healthily. They undertake various physical activities regularly, which contribute well towards their wellbeing. For example, many pupils take part in lessons and school clubs, including tennis and rugby.

Members of the school council take pride in their duties to help their fellow pupils with their efforts to raise money for the benefit of others. Although pupils have suitable procedures for cascading their ideas to the remainder of the school, they do not play a central part in the school's important decisions.

Pupils contribute appropriately in the local community and take part in annual activities, for example in the community's Christmas celebrations.

Key Question 2: How good is provision?

Unsatisfactory

Learning experiences: Unsatisfactory

Although teachers are beginning to use new planning methods, the school does not provide a suitable curriculum that meets the requirements of the Foundation Phase, the National Curriculum and religious education in full. Planning does not always ensure stimulating learning experiences that meet pupils' needs appropriately or build on previous learning successfully enough.

In key stage 2, pupils have limited opportunities to develop as investigative and independent learners. The school does not provide co-ordinated opportunities for pupils to practise and apply their literacy, numeracy and information and communication technology (ICT) skills across the curriculum. As a result, the requirements of the Literacy and Numeracy Framework are not met across the school.

The school provides suitable opportunities for pupils to develop an awareness of Welshness through curricular and extra-curricular activities, including the school eisteddfod to celebrate St David's Day. There are comparatively new activities in order to promote the use of Welsh, for example through a reward strategy for pupils for speaking Welsh through the 'Cool Welsh' scheme. However, it is too early to measure its effect on pupils' outcomes.

The school promotes sustainable development and global citizenship issues appropriately through practical exercises that include recycling and through educational visits to the local hydroelectric centre. Recently, the eco committee was re-established in order to promote pupils' understanding of environmental issues. However, there are very few opportunities within lessons to promote pupils' understanding of these matters further.

Teaching: Unsatisfactory

The quality of teaching over time is ineffective. Tasks do not always respond to all pupils' needs and teachers' expectations are too low, especially in terms of challenging more able pupils. Teaching methods do not always provide enough opportunities for pupils to develop as independent learners or develop their thinking skills sufficiently.

There is a satisfactory working relationship between staff and pupils. However, teachers do not succeed in providing regular experiences that gain pupils' interest and meet their needs. They do not take advantage of opportunities to develop pupils' literacy, numeracy and ICT skills across the curriculum or take opportunities to correct pupils' language regularly enough in order to promote their use of correct language.

Assessment procedures are ineffective. Pupils' progress and wellbeing are not tracked effectively across the school. As a result, staff are not able to measure the effect of provision on standards or plan effectively for specific groups of pupils.

Teachers mark pupils work regularly and refer appropriately to what they have achieved well and what they need to do in order to improve. Pupils receive suitable opportunities to respond to comments, although these practices do not always ensure improvement in their work. Many pupils have an appropriate awareness of their learning targets, which are linked to developing their numeracy and literacy skills.

Parents receive relevant information about their children's progress through annual reports and appropriate open evenings.

Care, support and guidance: Adequate

Pupils' spiritual, moral, social and cultural development is promoted appropriately across the school. For example, morning assemblies are used regularly in order to teach pupils about the importance of honesty and respect for others.

The school co-operates appropriately with specialist services, including the language therapist, social services, the school nurse and the police. However, the school does not plan effectively enough for personal and social education across the school. There are few opportunities for pupils to learn about these aspects in lessons.

The school makes suitable arrangements to promote eating and drinking healthily. Recently, the school has re-established extra-curricular activities, including golf, dance and tennis, which promote pupils' wellbeing and fitness appropriately.

The school identifies pupils' needs suitably and there are appropriate individual education plans for each pupil who needs additional support. However, the school does not co-operate effectively enough with pupils and parents in this process and they do not monitor pupils' progress against their targets. Although the school provides intervention programmes to improve pupils' literacy and numeracy skills, only a very few pupils who have additional learning needs make appropriate progress against their targets.

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

Learning environment: Adequate

Ysgol Llannon has a friendly ethos in which pupils have equal rights to the school's activities and provision. Staff promote a sense of a caring community by providing opportunities for the oldest pupils to take care of the youngest ones. Pupils are encouraged to be tolerant and support the local community and charities regularly, for example when supporting a cancer care charity by selling daffodils.

The school makes suitable use of its physical environment. There is a good supply of resources for lessons and relevant activities, although they do not make the best use of them. For example, the school does not make the best use of the supply of ICT resources in order to improve pupils' skills.

There are attractive and colourful displays in the classrooms, which create a pleasant learning environment. However, there are few examples of pupils' successes being displayed across the school. The school's buildings and grounds are safe and are maintained effectively.

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

Over time, the school's leadership has been ineffective. They have not addressed important issues in the school's provision and performance effectively enough. Leaders have not developed or used self-evaluation and planning for improvement processes sufficiently in order to improve important areas in provision and raise standards. The period of instability in terms of leadership and staff turnover have had a considerable effect on the school's strategic direction and on pupils' outcomes.

In a short time, the acting headteacher has shared appropriate objectives for developing the school with staff, pupils, governors and parents. Recently, staff meetings have focused appropriately on improving provision and raising standards.

The school pays suitable attention to the majority of national priorities. However, not enough attention has been paid to developing the Literacy and Numeracy Framework in order to improve pupils' literacy and numeracy skill in other areas of the curriculum or to implementing the principles of the Foundation Phase effectively.

Over time, the governing body has not contributed effectively enough to the school's strategic direction and towards improving the quality of provision and standards. A few of the governors have begun to visit the school to improve their understanding of pupils' work and their standards. However, they do not fulfil their role robustly enough in terms of self-evaluation and planning for improvement.

Recently, the governing body has co-operated appropriately with local authority officers in order to hold the school to account and to establish a stable staffing structure for the school. However, it is too early to measure the effect of this on provision and pupils' outcomes.

Improving quality: Unsatisfactory

The school's self-evaluation procedures have not had a positive effect on improving pupils' outcomes. Over time, the school has not implemented appropriate systems to review progress, identify areas to be improved and take effective steps to rectify them. The school's current self-evaluation procedures are new and have not been established effectively to date. Very recently, leaders have established an appropriate monitoring timetable, which includes data analysis, lesson observations, scrutinising books and listening to stakeholders' views.

The self-evaluation report includes appropriate information about the school's standards and provision. It identifies the school's performance against similar schools and identifies strengths and areas for improvement appropriately. However, the report is not evaluative enough in places and has not been based firmly enough on the findings of monitoring over an extended period. As a result, the report does not always provide a complete and accurate picture of the school's work.

There is a clear link between the self-evaluation report and the school's priorities in the development plan. The plan identifies a number of priorities for improvement that focus appropriately on raising standards, as well as success indicators. However, the document does not identify responsibilities, an implementation timetable or costs in enough detail. Although leaders have evaluated targets from the previous year, there is no evidence that previous development plans have had a positive effect on pupils' outcomes or wellbeing. The school does not have a successful enough track record of managing change, for example in addressing the recommendations from the previous inspection and ensuring the necessary improvements.

Partnership working: Adequate

The school has a number of partnerships that contribute appropriately to pupils' standards of achievement and wellbeing. The acting headteacher's focus on promoting open and collaborative communication ensures parents' commitment and support. The parents association is supportive of the school and organises fundraising activities regularly in order to buy resources and promote the school's activities, for example by funding the fruit scheme in order to ensure that all pupils receive a piece of fruit daily.

There is an appropriate partnership between the school and the local pre-school provision. Induction sessions at the end of each term help new pupils to settle quickly at the school. There is an established transition scheme between the school and the secondary school, with a variety of successful activities that prepare pupils well for the next stage in their education.

The school benefits from the beneficial working relationship that exists between schools in the area. Teachers join together for training events, sessions to moderate and standardise assessments jointly and organise events including school sports jointly. However, it is too early to measure the effect of these partnerships on provision and pupils' outcomes.

The school takes regular advantage of opportunities to take part in activities in the community, for example through visits to old people's homes and local church and chapel activities. There is a link between the school and the tennis club and recently with the local golf club. These links improve pupils' awareness of their community and develop them as responsible citizens appropriately.

There is a close link between the school and the local authority. During the recent unstable period, the school has co-operated appropriately with the local authority and the consortium. For example, the school has received support to develop the Welsh language across the school, which is beginning to have an effect on pupils' outcomes.

Resource management: Unsatisfactory

Instability in the staffing situation over time has had a negative effect on the school. However, at present, the school is staffed appropriately and suitable use is made of assistants to support classes and specific groups of pupils.

Recently, performance management arrangements have been put in place for teachers, and appropriate targets are set in line with the school's priorities and individual professional needs. Teachers receive appropriate time for planning, preparation and assessment. Teaching assistants receive training on relevant aspects of their responsibilities, including facilitating literacy and numeracy intervention programmes. However, these arrangements have not ensured improvement in pupils' standards.

The school targets money from the Pupil Deprivation Grant suitably for pupils who are eligible for free school meals. The grant is used mainly in order to fund teaching assistants to support the development of the basic skills of these groups of pupils. However, there is no evidence of the grant's effect on pupils' outcomes.

Leaders manage financial resources and monitor expenditure appropriately through governors' meetings.

Considering the standards achieved by pupils, the school provides unsatisfactory value for money.

Appendix 1: Commentary on performance data

6672293 - YSGOL GYMUNEDOL LLANNON

Number of pupils on roll	42
Pupils eligible for free school meals (FSM) - 3 year average	15.8
FSM band	2 (8%<FSM<=16%)

Foundation Phase

	2012	2013	2014	2015
Number of pupils in Year 2 cohort	*	6	7	6
Achieving the Foundation Phase indicator (FPI) (%)	*	50.0	100.0	100.0
Benchmark quartile	*	4	1	1
Language, literacy and communication skills - English (LCE)				
Number of pupils in cohort	*	*	*	*
Achieving outcome 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving outcome 6+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Language, literacy and communication skills - Welsh (LCW)				
Number of pupils in cohort	*	6	7	6
Achieving outcome 5+ (%)	*	50.0	100.0	100.0
Benchmark quartile	*	4	1	1
Achieving outcome 6+ (%)	*	0.0	42.9	16.7
Benchmark quartile	*	4	2	4
Mathematical development (MDT)				
Number of pupils in cohort	*	6	7	6
Achieving outcome 5+ (%)	*	83.3	100.0	100.0
Benchmark quartile	*	3	1	1
Achieving outcome 6+ (%)	*	0.0	42.9	16.7
Benchmark quartile	*	4	1	4
Personal and social development, wellbeing and cultural diversity (PSD)				
Number of pupils in cohort	*	6	7	6
Achieving outcome 5+ (%)	*	100.0	100.0	100.0
Benchmark quartile	*	1	1	1
Achieving outcome 6+ (%)	*	66.7	85.7	16.7
Benchmark quartile	*	1	1	4

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.

6672293 - YSGOL GYMUNEDOL LLANNON

Number of pupils on roll	42
Pupils eligible for free school meals (FSM) - 3 year average	15.8
FSM band	2 (8%<FSM<=16%)

Key stage 2

	2012	2013	2014	2015
Number of pupils in Year 6 cohort	*	9	*	5
Achieving the core subject indicator (CSI) (%)	*	77.8	*	0.0
Benchmark quartile	*	4	*	4
English				
Number of pupils in cohort	*	9	*	5
Achieving level 4+ (%)	*	77.8	*	40.0
Benchmark quartile	*	4	*	4
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Welsh first language				
Number of pupils in cohort	*	9	*	5
Achieving level 4+ (%)	*	44.4	*	0.0
Benchmark quartile	*	4	*	4
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematics				
Number of pupils in cohort	*	9	*	5
Achieving level 4+ (%)	*	88.9	*	0.0
Benchmark quartile	*	3	*	4
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Science				
Number of pupils in cohort	*	9	*	5
Achieving level 4+ (%)	*	88.9	*	0.0
Benchmark quartile	*	3	*	4
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*

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.

* 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.

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 to date since September 2010.

	Number of responses Nifer o ymatebion		Agree Cytuno	Disagree Anghytuno	
I feel safe in my school.	20		19 95%	1 5%	Rwy'n teimlo'n ddiogel yn fy ysgol.
			98%	2%	
The school deals well with any bullying.	20		12 60%	8 40%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			92%	8%	
I know who to talk to if I am worried or upset.	20		16 80%	4 20%	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	20		17 85%	3 15%	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.	20		15 75%	5 25%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			96%	4%	
I am doing well at school	20		20 100%	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.	20		20 100%	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.	20		18 90%	2 10%	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.	20		15 75%	5 25%	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.	20		19 95%	1 5%	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.	20		8 40%	12 60%	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	20		8 40%	12 60%	Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
			84%	16%	

Responses to parent questionnaires

Fewer than 10 responses were received. No data is shown.

Appendix 3

The inspection team

Kevin Davies	Reporting Inspector
Susan Jones	Team Inspector
Michaela Leyshon	Lay Inspector
Alun Williams	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.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.