



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

A report on

**Ysgol Tal-y-bont
Talybont
Ceredigion
SY24 5HE**

Date of inspection: March 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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Context

The school is situated in the village of Tal-y-bont and is maintained by Ceredigion local authority. It serves the village and the nearby rural area. It provides education for pupils aged between 4 and 11 years.

Since September 2010, the school has been in an informal partnership with two other nearby schools and they share the same headteacher.

At present, there are 62 pupils on roll in three mixed-age classes. About 17% of pupils are eligible for free school meals, which is lower than the average for Wales.

About 41% of pupils come from Welsh-speaking homes. There are very few pupils from an ethnic minority background. The school indicates that about 42% of pupils have additional learning needs, which is higher than the national average.

The school was last inspected in June 2009. The headteacher has been in post since April 2001.

The individual school budget per pupil for Ysgol Tal-y-bont in 2015-2016 is £3,883. The maximum per pupil in primary schools in Ceredigion is £7,464 and the minimum is £3,069. Ysgol Tal-y-bont is in 23rd 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:

- nearly all pupils make strong progress in their learning and achieve well
- most pupils use Welsh regularly
- pupils' standard of behaviour in lessons and around the school is good
- the school provides a rich range of learning experiences that meet pupils' needs successfully
- the quality of teaching is good, with some excellent features
- pupils' attendance and punctuality are good

Prospects for improvement

The school's prospects for improvement are good because:

- the headteacher has a clear vision and high expectations that are shared successfully with staff and governors
- there is a strong sense of team work and everyone co-operates effectively to raise standards and ensure pupils' wellbeing
- the school responds successfully to a number of national priorities
- governors are very supportive of the school's work, fulfil their responsibilities skilfully and are prepared to challenge the school to stimulate specific improvements
- self-evaluation procedures have been established firmly at the school
- the school has strong partnerships that contribute to raising standards and improving pupils' wellbeing

Recommendations

R1 Raise pupils' standards of spelling in English

R2 Develop professional learning communities in order to enrich the school's provision

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
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Standards: Good

Many pupils enter the school with a low level of ability in their basic skills. During their time at the school, nearly all pupils make strong progress in their learning and achieve well.

Nearly all pupils' listening and oral skills are very good. Most use Welsh regularly and effectively. In the Foundation Phase, most pupils make good progress in their oral and communication skills. They listen attentively in lessons and respond confidently orally. In key stage 2, most pupils communicate effectively in Welsh and English and develop appropriate vocabulary. Many are able to express an opinion in a mature manner on various topics.

Most pupils across the school develop as good readers. By the end of the Foundation Phase, they use suitable strategies to build words successfully. They read correctly and discuss books in a mature manner. In key stage 2, many are able to read with expression in both languages. They are able to glean information about specific topics from various sources effectively. Most read a range of materials across the curriculum enthusiastically.

Most pupils in the Foundation Phase develop their early writing skills effectively in Welsh. They write in a variety of forms and use vocabulary and phrases increasingly correctly. They vary sentences and punctuate confidently when writing. In key stage 2, many pupils make good progress in their ability to write for a range of purposes in both languages. Pupils' standard of handwriting and presentation of written work is neat and orderly across the school. However, at times, a minority of pupils' standard of spelling varies in English.

Pupils' numeracy skills develop successfully across the Foundation Phase. By the end of the phase, most pupils demonstrate a firm grasp of number facts and use the information skilfully to solve problems. Many are able to use standard units to measure and conduct tasks on capacity with good accuracy, and many are able to handle data purposefully. Many pupils use money effectively when role-playing in the classroom shop.

In key stage 2, most pupils have a strong understanding of number strategies and they are confident in using a wide range of strategies to solve mathematical problems. They are skilful in estimating, and reason their answers in a mature manner. They use mathematical vocabulary increasingly confidently. They handle and analyse data well and the majority are able to produce appropriate graphs independently. Most pupils' mathematical skills across the school are strong.

Most pupils use their thinking and investigative skills successfully across the subjects.

Pupils who have additional learning needs make good progress in relation to their targets. The performance of pupils who are eligible for free school meals compares favourably with that of their peers.

Teachers' assessments at the end of the Foundation Phase and key stage 2 must be treated with care because small numbers of pupils in a year group can affect the school's performance from one year to the other.

Over the last three years, in comparison with similar schools at the expected outcome and the higher outcome, pupils' performance in the Foundation Phase has varied considerably in literacy and mathematical development and, in general, has been below average.

At the end of key stage 2, pupils' performance at the expected level and the higher level in Welsh, English, mathematics and science over the same period has varied, and, in general, is not as strong as the performance of similar schools.

Wellbeing: Good

Nearly all pupils enjoy coming to school and feel safe. Most pupils have a detailed understanding of the importance of eating and drinking healthily and keeping fit. They co-operate successfully with peers, and the standard of their behaviour is good. This makes a considerable contribution to creating an ethos that promotes effective learning.

Across the school, most pupils' levels of interest, enthusiasm and commitment are good. Pupils' ability to evaluate their own work is developing appropriately and the majority are beginning to demonstrate an increasing awareness of what they need to do to improve their work.

The school council and eco committee are active and conscientious. They meet regularly to discuss the views of fellow pupils and to plan various activities, such as collecting money towards specific charities. Members of the council are aware of the school's safety rules and are prepared to challenge adults who do not wear an appropriate badge.

Most pupils develop their social skills effectively and are proud of their efforts to raise money for charities such as the East Africa Hunger Appeal, Tŷ Hafan and Children in Need. They take pride in opportunities to hold services and concerts in the chapel and the local community.

In comparison with similar schools, attendance levels have placed the school in the top 25% or upper 50% over the last three years. Nearly all pupils arrive at school punctually.

Key Question 2: How good is provision?

Good

Learning experiences: Good

The school provides a rich range of learning experiences that meet pupils' needs effectively. Teachers plan purposefully to ensure that learning experiences meet the requirements of the Foundation Phase, the National Curriculum and religious education. The good range of extra-curricular activities, including various visits in the local area and beyond, along with contributions by the members of the community, enrich pupils' learning experiences successfully.

The school has responded well to the requirements of the Literacy and Numeracy Framework. Teachers plan beneficial activities that develop and apply literacy and numeracy skills across the curriculum.

Teachers promote pupils' understanding of the language and culture of Wales robustly. The Welsh dimension is prominent in the school's activities and good use is made of visitors, such as the Welsh Children's Laureate and local artists, to raise pupils' awareness of their Welshness.

The school provides a range of appropriate experiences to gain pupils' interest in sustainability. Teachers provide interesting opportunities to raise pupils' awareness of global citizenship and of the needs of disadvantaged people. Promoting the principles of Fair Trade and activities to help children in African countries are good examples of this.

Teaching: Good

The quality of teaching is good, with some excellent features. Excellent features include varied teaching methods and very effective questioning to ensure very successful learning experiences for pupils. There is a good working relationship between adults and pupils across the school. Teachers have a sound understanding of the areas of learning and they take advantage of every opportunity to develop pupils' skills well. Classroom management is effective and teachers create a constructive, caring and friendly ethos.

Across the school, teachers make effective use of technology to deliver the learning and explain new topics. They use a range of strategies skilfully to introduce learning activities that gain pupils' interest and enthusiasm. Teachers question pupils probingly to extend their understanding and raise their standards. All staff model language well and this increases pupils' oral language successfully.

The school has thorough procedures for assessing, tracking and recording pupils' progress. Pupils' work is marked regularly. Teachers provide detailed written and oral feedback, which is linked to the success criteria and shows pupils how to improve their work. Assessment for learning is developing well throughout the school. There are suitable opportunities for pupils to reflect on their work and that of their peers. The process of setting targets to improve pupils' work has been established appropriately throughout the school.

Parents receive good information about their children's achievements and development and reports meet the statutory requirements in full.

Care, support and guidance: Good

The high level of care and support has a positive effect on pupils' standards and wellbeing. There are appropriate arrangements for promoting eating and drinking healthily, and for ensuring that pupils understand how to keep fit.

The school promotes pupils' spiritual, moral, social and cultural development successfully through regular collective worship assemblies and curricular activities. For example, opportunities for pupils to reflect on topics such as caring for others and considering the lives of less fortunate people and children have a good influence on their understanding of current affairs.

Effective use is made of specialist services such as language therapists to support individual pupils. The varied provision has a positive effect on pupils' confidence and achievements. The school provides robust support for the whole family and the 'Gweithgareddau Llesol' (Beneficial Activities) project promotes this successfully.

The school identifies those pupils who have additional learning needs at an early stage. It provides effective support through intervention groups, with specific attention to improving pupils' literacy, numeracy and social skills. The clear and attainable targets identified in the individual education plans link well to those pupils' targets in the classroom. Plans are reviewed regularly and parents are included in the process.

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

Learning environment: Good

The school is a happy and welcoming community in which adults and pupils treat each other with respect and care. The school has established a number of successful strategies to ensure that no child suffers because of disadvantage. Adults have high expectations in terms of behaviour. As a result, pupils develop a mature and responsible attitude.

Staff and pupils make effective use of the school's building and grounds. Displays across the school celebrate pupils' work successfully. The building and playground are safe and are well-maintained and clean. The school has an extensive supply of purposeful learning resources that are in good condition. The outdoor area includes creative and colourful resources in order to develop the principles of the Foundation Phase and the curriculum effectively; for example, the straw house from Malawi in the playground is an attractive and unique feature.

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

Leadership: Good

The headteacher has a clear vision and high expectations that are shared successfully with staff and governors. There is a strong feeling of teamwork and everyone co-operates effectively in order to raise standards and ensure pupils' wellbeing.

The assistant headteacher and staff are aware of their roles and responsibilities and support the headteacher well. Teachers are committed and work together closely to create a homely ethos for pupils.

Staff meetings focus well on standards and the quality of teaching. The school provides effective performance management arrangements that promote relevant aspects for staff's professional development.

The school responds successfully to a number of national priorities. The Literacy and Numeracy Framework receives appropriate attention and the school implements the Foundation Phase effectively.

Governors are very supportive of the school's work and fulfil their responsibilities skilfully. By analysing performance data, observing lessons and scrutinising books, they develop a suitable understanding of the school's strengths and priorities for further development. They have a clear system for checking the effectiveness of the provision and are prepared to challenge the school to instigate specific improvements.

Improving quality: Good

Self-evaluation procedures have been established firmly at the school. They are based on a clear monitoring programme, analysing data, considering pupils' work, lesson observations and collecting the views of governors, pupils, staff and parents. Staff and governors contribute effectively to the self-evaluation process by producing regular evaluative reports jointly with the headteacher, regarding the quality of provision and pupils' attainment.

The self-evaluation report gives an honest picture of the school. It provides a clear view of pupils' attainment and the areas that need to be improved. The report links effectively to the school development plan.

The development plan focuses appropriately on raising standards, improving provision and ensuring pupils' wellbeing. It is a working document that includes measurable targets and suitable action points. It has been costed carefully with an implementation timetable and specific staff responsibilities. Members of staff and governors have appropriate roles in order to create, implement and monitor aspects of the priorities. The priorities in the previous plan have already led to improvements in pupils' wellbeing; for example, the 'nurture group' has had a positive effect on pupils' behaviour.

Partnership working: Good

The school has strong partnerships that contribute to raising standards and improving pupils' wellbeing. An excellent example of this is the 'Gweithgareddau Llesol' (Beneficial Activities) project in which the school co-operates with pupils and families in the community successfully.

There is a robust partnership with parents. They are very supportive of the school and contribute towards a range of activities, including buying electronic tablets and resources for the Foundation Phase and contributing to beneficial school visits.

There is a robust working relationship between the three schools within the informal partnership. They share good practice, monitor and plan jointly. There are beneficial links between the school and the local nursery group, which enable pupils to settle in well in the Foundation Phase. Arrangements for transferring to the secondary school are effective, and prepare Year 6 pupils successfully for the next stage in their education. The school co-operates appropriately with local schools to standardise and moderate pupils' work jointly and ensure consistency and accuracy of assessments.

The numerous links with the local community have a beneficial influence on pupils' learning experiences and their awareness of their community. A good example of this is the 'Prosiect Cymerau' (Cymerau Project), which has ensured visits by poets and artists to enrich pupils' learning.

The school makes appropriate use of local authority services. This has a positive effect on pupils' development, wellbeing and achievement.

Resource management: Good

The school has an appropriate level of staff to cover all aspects of the curriculum. The school's support staff are an integral part of the team and contribute considerably to the success of pupils' learning.

Performance management arrangements contribute well to improvements in teaching and learning. Teachers use their planning, preparation and assessment time effectively to raise standards.

Although there is appropriate co-operation in the informal partnership, teachers do not work within professional learning communities to enrich the school's provision.

The Pupil Deprivation Grant is used purposefully to improve the literacy, numeracy and social skills of a specific group of pupils. These pupils make good progress in line with their age and targets.

The headteacher and governing body monitor the budget regularly, and ensure that resources are used effectively to meet the school's priorities. Considering pupils' standards of achievement, the school provides good value for money.

Appendix 1: Commentary on performance data

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Number of pupils on roll	70
Pupils eligible for free school meals (FSM) - 3 year average	17.6
FSM band	3 (16%<FSM<=24%)

Foundation Phase

	2012	2013	2014	2015
Number of pupils in Year 2 cohort	9	10	6	9
Achieving the Foundation Phase indicator (FPI) (%)	66.7	40.0	66.7	88.9
Benchmark quartile	4	4	4	2
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	9	10	6	9
Achieving outcome 5+ (%)	66.7	40.0	83.3	100.0
Benchmark quartile	4	4	3	1
Achieving outcome 6+ (%)	11.1	40.0	33.3	33.3
Benchmark quartile	3	1	2	3
Mathematical development (MDT)				
Number of pupils in cohort	9	10	6	9
Achieving outcome 5+ (%)	88.9	40.0	66.7	88.9
Benchmark quartile	3	4	4	3
Achieving outcome 6+ (%)	11.1	0.0	0.0	33.3
Benchmark quartile	4	4	4	2
Personal and social development, wellbeing and cultural diversity (PSD)				
Number of pupils in cohort	9	10	6	9
Achieving outcome 5+ (%)	88.9	90.0	100.0	88.9
Benchmark quartile	4	4	1	4
Achieving outcome 6+ (%)	88.9	70.0	66.7	77.8
Benchmark quartile	1	1	1	1

The Foundation Phase indicator (FPI) represents the percentage of pupils achieving outcome 5 or above in PSD, LCE/LCW, and MDT in combination.

* This item may disclose information on individuals, or it is not sufficiently robust for publication, not applicable or is otherwise unavailable.

The benchmark quartile compares the performance of one school against others who have similar levels of pupils with free school meals (FSM). FSM is used as a proxy of social deprivation in schools. This allows a comparison of the performance of a school against others who are in the same FSM category, and who might therefore have a similar intake of pupils from deprived backgrounds.

A school in benchmark quartile 1 is in the highest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are higher than many other schools with similar levels of pupils from deprived backgrounds. A school in benchmark quartile 4 is in the lowest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are lower than many other schools with similar levels of pupils from deprived backgrounds.

6672317 - Ysgol Tal-y-bont

Number of pupils on roll	70
Pupils eligible for free school meals (FSM) - 3 year average	17.6
FSM band	3 (16%<FSM<=24%)

Key stage 2

	2012	2013	2014	2015
Number of pupils in Year 6 cohort	11	10	*	14
Achieving the core subject indicator (CSI) (%)	63.6	70.0	*	71.4
Benchmark quartile	4	4	*	4
English				
Number of pupils in cohort	11	10	*	14
Achieving level 4+ (%)	63.6	70.0	*	78.6
Benchmark quartile	4	4	*	4
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Welsh first language				
Number of pupils in cohort	11	10	*	14
Achieving level 4+ (%)	72.7	80.0	*	57.1
Benchmark quartile	4	3	*	4
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematics				
Number of pupils in cohort	11	10	*	14
Achieving level 4+ (%)	72.7	70.0	*	71.4
Benchmark quartile	4	4	*	4
Achieving level 5+ (%)	*	*	*	35.7
Benchmark quartile	*	*	*	3
Science				
Number of pupils in cohort	11	10	*	14
Achieving level 4+ (%)	81.8	80.0	*	71.4
Benchmark quartile	4	4	*	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.	35		33 94%	2 6%	Rwy'n teimlo'n ddiogel yn fy ysgol.
			98%	2%	
The school deals well with any bullying.	35		31 89%	4 11%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			92%	8%	
I know who to talk to if I am worried or upset.	35		34 97%	1 3%	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	35		35 100%	0 0%	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
			97%	3%	
There are lots of chances at school for me to get regular exercise.	35		35 100%	0 0%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			96%	4%	
I am doing well at school	35		34 97%	1 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.	35		34 97%	1 3%	Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddsygu a gwneud cynnydd.
			99%	1%	
I know what to do and who to ask if I find my work hard.	35		35 100%	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.	35		34 97%	1 3%	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.	35		34 97%	1 3%	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.	35		31 89%	4 11%	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	35		33 94%	2 6%	Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
			84%	16%	

Responses to parent questionnaires

Denotes the benchmark – this is a total of all responses 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.	30	15 50%	15 50%	0 0%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	30	20 67%	10 33%	0 0%	0 0%	0	Mae fy mhentyn yn hoffi'r ysgol hon.
		73%	25%	1%	0%		
My child was helped to settle in well when he or she started at the school.	30	23 77%	7 23%	0 0%	0 0%	0	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		73%	26%	1%	0%		
My child is making good progress at school.	29	19 66%	10 34%	0 0%	0 0%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		62%	34%	3%	1%		
Pupils behave well in school.	28	7 25%	14 50%	7 25%	0 0%	2	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		48%	47%	4%	1%		
Teaching is good.	29	18 62%	11 38%	0 0%	0 0%	1	Mae'r addysgu yn dda.
		62%	36%	2%	0%		
Staff expect my child to work hard and do his or her best.	28	20 71%	8 29%	0 0%	0 0%	1	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		65%	34%	1%	0%		
The homework that is given builds well on what my child learns in school.	29	13 45%	15 52%	1 3%	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.
		50%	42%	6%	2%		
Staff treat all children fairly and with respect.	28	18 64%	9 32%	1 4%	0 0%	2	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		61%	34%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	27	16 59%	11 41%	0 0%	0 0%	2	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		60%	37%	2%	0%		
My child is safe at school.	29	19 66%	9 31%	1 3%	0 0%	1	Mae fy mhentyn yn ddiogel yn yr ysgol.
		67%	31%	2%	1%		
My child receives appropriate additional support in relation to any particular individual needs'.	28	15 54%	12 43%	1 4%	0 0%	1	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		56%	38%	4%	1%		
I am kept well informed about my child's progress.	30	13 43%	13 43%	4 13%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		50%	41%	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.	30	19 63%	10 33%	1 3%	0 0%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
I understand the school's procedure for dealing with complaints.	29	16 55%	12 41%	0 0%	1 3%	1	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
The school helps my child to become more mature and take on responsibility.	27	16 59%	11 41%	0 0%	0 0%	3	Mae'r ysgol yn helpu fy mhentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
My child is well prepared for moving on to the next school or college or work.	22	14 64%	7 32%	1 5%	0 0%	8	Mae fy mhentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
There is a good range of activities including trips or visits.	29	17 59%	12 41%	0 0%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
The school is well run.	28	12 43%	13 46%	2 7%	1 4%	1	Mae'r ysgol yn cael ei rhedeg yn dda.

Appendix 3

The inspection team

David Evans	Reporting Inspector
Edna Davies	Team Inspector
Hazel Hughes	Peer Inspector
Owen Jenkins	Lay Inspector
Hefin Jones	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.