



Rhagoriaeth i bawb – Excellence for all

Arolygiaeth Ei Mawrhydi dros Addysg
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate
for Education and Training in Wales

A report on

**Llangattock CIW Voluntary Aided
Llangattock
Crickhowell
Powys
NP8 1PH**

Date of inspection: February 2015

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: 30/04/2015

Context

Llangattock Church in Wales Primary School is in the village of Llangattock, near to the town of Crickhowell in Powys. There are 113 pupils on roll, aged four to eleven years, organised into four mixed-age classes. The school has four full-time and three part-time teachers.

No pupils are eligible for free school meals, which is significantly below national averages.

The school has identified around 10% of pupils as having additional learning needs. No pupil has a statement of special educational needs.

Nearly all pupils are of white British ethnicity. Nearly all speak English as their home language. During the last 12 months, there were two fixed-term exclusions. A very few pupils are currently looked after by the local authority.

The last inspection of the school was in July 2009. The headteacher took up post in April 2008.

The individual school budget per pupil for Llangattock Church in Wales Primary School in 2014-2015 means that the budget is £3,500 per pupil. The maximum per pupil in the primary schools in Powys is £13,848 and the minimum is £3,007. Llangattock Church in Wales Primary School is 60th out of the 86 primary schools in Powys in terms of its 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 good progress and a minority make very good progress
- All pupils with additional learning needs make good progress and often perform as well as other pupils
- Nearly all pupils develop their reading skills effectively
- Nearly all pupils make good progress in developing their writing skills
- Pupils' wellbeing, including their behaviour and attendance, is very good
- Most pupils develop a range of important entrepreneurial skills, which develop their basic literacy and numeracy skills effectively
- Overall, the quality of teaching is good

Prospects for improvement

The school's prospects for improvement are good because:

- The headteacher leads by example and has communicated a clear vision for the school and its future development to staff, governors and parents
- All members of staff work very closely together to create a supportive whole-school ethos, based on highly effective team work
- Governors support the school well and have a good awareness of performance data, the school's strengths and future priorities
- The school has thorough and well-established systems for self-evaluation
- Staff use performance information effectively to identify groups of pupils who are underachieving or need extension
- There are clear links between the self-evaluation process and the school development plan

Recommendations

- R1 Improve the provision for more able pupils across the curriculum
- R2 Improve the provision for numeracy across the curriculum
- R3 Ensure that all teachers provide written feedback to pupils that identifies what they do well and what they need to do to improve
- R4 Ensure that annual reports to parents meet statutory requirements

What happens next?

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

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

On entry to school, most pupils enter with higher-than-average literacy skills and a majority enter with higher-than-average numeracy skills. From their starting points, nearly all pupils make good progress and a minority make very good progress. By the end of key stage 2, pupils with additional learning needs make good progress and often perform as well as other pupils.

By the end of Foundation Phase, nearly all pupils listen attentively and speak confidently about personal experiences. Nearly all pupils develop their reading skills effectively. They are able to decode simple texts, talk about familiar stories and make sensible predictions. By the end of Foundation Phase, nearly all pupils read well. Across the Foundation Phase, nearly all pupils make good progress in developing their writing skills. Most are able to plan their writing and use their plans to write confidently in a variety of ways. They use their literacy skills to write effectively and to produce recounts of high quality about a visitor to their class or about practical investigations they carry out. A few more able pupils write to a particularly high standard and produce very imaginative poems about their senses. Most pupils show good progress in developing their sentence structure, handwriting and spelling. The most able pupils are able to spell increasingly complex words with growing accuracy.

By the end of key stage 2, nearly all pupils make good progress in developing their literacy skills. Most pupils listen attentively in a variety of different situations. Most are able to plan presentations of high quality and often present their work informally and formally to the class, for example during 'youth speaks' or while leading whole school collective worship. This is strength of the school. Nearly all pupils have a positive attitude towards reading and demonstrate very good skills. They are able to talk about favourite authors and have a good understanding of a suitable range of classic and modern authors. Nearly all pupils demonstrate their ability to use higher-order reading skills, such as skimming and scanning texts to locate relevant pieces of information when developing their research skills. By the end of key stage 2, nearly all pupils make at least expected progress in writing. Nearly all develop their writing skills through effective planning and redrafting in a variety of different ways, for example in recounts of visits to Stackpole and stories about a river. Most pupils use paragraphs and a wide range of punctuation accurately. They spell complex words with growing accuracy and the spelling of a few more able pupils is exceptional. A minority of pupils make very good progress in developing their literacy skills, particularly in writing. This is a good feature of the school.

Across the school, most pupils make good progress in mathematics and, when given the opportunity, develop their ability to apply these skills across the curriculum. Nearly all pupils continue to make good progress from their individual starting points and by the end of Foundation Phase most pupils develop good number skills. Most use mental calculations for adding on and subtracting. They use their knowledge of

numbers to 20 when dealing with money. Most pupils are able to partition two-digit numbers accurately. They have a good understanding of 2D shapes and can identify their characteristics. Most pupils use a suitable variety of standard and non-standard measurements when comparing and measuring everyday objects. By the end of key stage 2, most pupils use a range of mental strategies confidently to solve calculations and they have a quick recall of known multiplication facts. Most pupils develop their ability to use a range of written calculations in division and multiplication to solve single and multi-step problems. Most have a sound understanding of the relationship between equivalent fractions, decimals and percentages. A minority of the most able pupils attain well in mathematics.

At the end of the Foundation Phase, most pupils understand a good range of Welsh words and phrases and are beginning to use common sentence patterns successfully. In key stage 2, many pupils answer and ask a suitable range of questions confidently. They read texts appropriate for their age with suitable understanding. By the end of the key stage, the majority of pupils write Welsh sentences in their books when practising new sentence patterns and write at length when writing about their experiences.

Over the last three years, the performance of pupils at the expected outcome 5 at the end of the Foundation Phase has placed the school consistently in the top 25% of similar schools for literacy and mathematical development. At the higher outcome 6, over the last two years, the school was in the higher 50%, and in 2014 it has moved into the top 25% of similar schools for literacy and mathematical development.

In key stage 2, over the last three years, pupils' performance at the expected level (level 4 or above) has placed the school consistently in the top 25% of similar schools for English, mathematics and science. At the higher level 5, performance has fluctuated, but remains consistently high and, in 2014, places the school in the top 25% for English and science and in the higher 50% of similar schools for mathematics.

Wellbeing: Good

Nearly all pupils have very positive attitudes to healthy living. They understand the importance of eating a healthy diet and taking exercise in order to become and to stay healthy. All pupils feel safe in school. They know whom to talk to and feel the school deals well with any concerns they may have.

Nearly all pupils show high levels of engagement and are keen, motivated and very confident learners. Standards of behaviour of nearly all pupils are exemplary. Pupils are very friendly and speak confidently and respectfully to adults and to each other.

Pupils' attendance shows a gradual improvement over the last five years. In the last two years, the annual rate of attendance has placed the school in the top 25% of similar schools. Nearly all pupils arrive at school on time.

A minority of pupils feel that they are able to make suggestions about how they learn and have opportunities to present their learning in a variety of interesting ways. However, pupils do not always have the opportunity to influence their wider

curriculum opportunities. The school council is effective in representing the views of pupils across the school. Members decide on charities to support and spend money that they have raised on equipment for pupils. The pupils know that their views are taken very seriously and they feel highly valued. However, pupils are not yet involved in decisions about other important aspects of school life such as evaluating the curriculum. The eco-group is effective in maintaining the school garden and surrounding grounds. Members provide leadership by ensuring that all pupils conserve energy and recycle regularly.

Nearly all pupils value and enjoy the wide range of extra-curricular sports clubs and other cultural activities on offer. Most pupils engage in a wide variety of community-based activities. Most develop a range of important entrepreneurial skills, which develop their basic literacy and numeracy skills well. They work individually and as groups on a range of problem-solving activities with great success. Most pupils are aware of their individual targets and understand how they help them to improve their own learning.

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

The planning of pupils' learning is effective and teachers deliver a rich, varied curriculum based on exciting real-life contexts, which meet the needs of many pupils. Teachers use comprehensive, well-established schemes of work. The themes and topics engage pupils' interest and enthusiasm very well. Teachers' planning builds systematically on pupils' existing, knowledge, understanding and skills. An impressive programme of educational visits and visitors within and beyond the community enriches the curriculum. There is effective, well-focused planning for learners who require additional support and pupils make good progress as a result. Teachers do not always challenge pupils appropriately, especially the more able pupils, by adapting tasks and the level of support they receive appropriately.

Planning for literacy across the curriculum provides appropriate opportunities to apply their skills in a range of contexts. A wide range of information and communication technology (ICT) experiences links well across all areas of learning. Planning ensures that there are regular opportunities for pupils to apply their thinking skills. Planning for numeracy skills across the curriculum is less well developed.

Staff promote the Welsh language and Cwricwlwm Cymreig successfully. Whole-school planning provides suitable opportunities for pupils to develop a range of speaking, reading and writing skills as they move through the school. Short-term planning identifies appropriate opportunities to develop pupils' Welsh skills within lessons.

The school has developed education for sustainable development and global citizenship very well. The eco group meets regularly and monitors electricity usage and recycling. Effective links with schools in other countries, such as France, Sri Lanka and India, provide suitable opportunities for pupils to participate in a range of exciting experiences that enhance their knowledge and understanding of other cultures.

Teaching: Good

All lessons begin by building well on pupils' previous learning and teachers ensure that pupils' learning progresses at an appropriate pace during the lessons. All staff have very good working relationships with pupils, showing mutual trust and respect. Teachers deploy support staff effectively to ensure that learners make good progress during lessons and over time. Most adults manage pupils' behaviour in classrooms positively. All teachers plan lessons that have a clear purpose and focus for pupils' learning. Teachers generally match tasks appropriately to pupils' needs in many lessons. All teachers have high expectations of pupils and have up-to-date subject knowledge, which enables them to provide stimulating and engaging tasks. Nearly all teachers provide good role models for pupils in their use of English, but they do not use Welsh often enough with pupils outside of Welsh lessons.

Oral feedback to pupils by all teachers is effective, but the quality of written feedback to pupils is inconsistent across the school. Marking in a significant majority of cases does not always enable pupils to know how well they are doing or what they need to do to improve. Most pupils know their own learning targets and evaluate their progress against these on a regular basis. Most are able to evaluate their own performance against the success criteria that teachers set in lessons. Teachers use assessment information effectively to inform future planning and the provision of learning opportunities for pupils.

Staff track and monitor the progress of individual pupils across the school using a suitably wide range of assessment information. They have begun recently to track performance over time to focus the provision on specific groups of learners. Reports to parents are clear and provide a good range of information about pupils' progress and their areas for improvement. However, the recent change in format means that reports do not meet all statutory requirements.

Care, support and guidance: Good

The school places a high priority on developing pupils' spiritual and emotional wellbeing. The school provides a nurturing environment for pupils, underpinned by core Christian values.

The school has appropriate arrangements to promote healthy eating and drinking. Many after-school clubs promote physical exercise well. There are effective procedures to promote good behaviour and high levels of attendance. Learning experiences are effective in promoting pupils' spiritual, moral and social skills, for example when pupils leading whole-school worship on the theme of courage. The school makes effective use of a music and drama groups to develop pupils' cultural experiences and awareness.

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

The school works effectively with a suitable range of partners, such as youth intervention, educational psychology and behaviour support. This has a positive impact on the progress and wellbeing of vulnerable pupils and those with specific

needs. Pupils and parents value the advice, guidance and specialist support that the school and wider partners offer. The identification and support for pupils with additional learning needs are effective and result in pupils making good progress throughout the school. Teachers are highly effective in using a wide range of diagnostic tools to identify the needs of pupils. Targeted provision is put in place, which often uses the expertise of staff well. Individual education and behaviour plans are child-friendly and pupils' learning targets are appropriate, although not always fully in line with pupils' class targets.

Learning environment: Good

The school is a very happy and inclusive community. It has a very positive and caring Christian ethos within a climate of trust and mutual respect. All pupils receive equal access to all areas of the school's provision.

The accommodation is of good quality and sufficient for the needs of the pupils. The premises and grounds are secure and well maintained. There are many vibrant displays throughout the school that celebrate the pupils' learning well. The classroom areas are well organised and all pupils have access to learning resources of good quality. There is a spacious and attractive outdoor area, including an exciting zip wire, which meets the needs of pupils very well. The pond and forest school area further enhance the school environment appropriately.

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

The headteacher leads by example and has communicated a clear vision of the school and its future development to pupils, staff, governors and parents. She provides highly effective leadership and strategic direction for the school. She sets appropriately high expectations for staff and pupils.

All members of staff work closely together to create a supportive whole-school ethos based on highly effective team work. The redesigned senior leadership team uses relevant performance information to identify the school's strengths and areas for improvement. Staff know their roles and responsibilities well and how they can contribute to the school's success. All staff have well-defined roles and relevant job descriptions. Managers and staff review these regularly through performance management arrangements. Effective coaching and mentoring of staff within the school, help to develop improved teaching and learning and drive forward school development priorities very well.

Governors support the school well and have a good awareness of performance data, the school's strengths, shortcomings and future priorities. They undertake their responsibilities conscientiously, support the school well and have a strong interest in its day-to-day life and work. They have taken part in learning walks, which have improved their understanding of pupils' learning and the quality of provision. The role of the governing body as a critical friend is developing appropriately. The school addresses national and local priorities well, for example in taking forward the Literacy and Numeracy Framework.

Improving quality: Good

The school has thorough and well-established systems for self-evaluation. It uses a good range of first-hand evidence to make judgements about its standards and provision. It has a strong, well-established culture of continuous improvement that supports strategic planning effectively. This concentrates appropriately on standards, the quality of teaching and the effectiveness of the curriculum.

The school seeks the views of the school community well, for example through questionnaires to parents and pupils. Governors have developed a termly newsletter to share updates on their work with parents. Staff use performance information effectively to identify groups of pupils who are underachieving or need extension. They put in place a series of suitable strategies that are effective in raising pupils' standards and wellbeing. They monitor their progress appropriately. The school development plan includes a broad range of suitable actions, identifies staff responsible for their delivery and has realistic timescales and clear success criteria. Implementation of the plan is having a positive impact on provision and standards in the school. For example, when improving pupils' writing, the school has a good track record of implementing improvements.

There are clear links between the self-evaluation process and the school development plan, for example in relation to strengthening the performance of boys across the school and boosting the performance of more able pupils in terms of their personal and social development.

Partnership working: Good

The school has an effective range of partnerships, which have a positive effect on pupils' achievement and wellbeing. Positive and successful partnerships with parents keep them well informed and they appreciate the way the school listens and responds to their concerns. The very good partnership between the school and the parent teacher association supports pupils well. For example, the funds raised in recent years have helped to support staff training and led to the development of forest school provision.

The school has an important and active role within the local community. These links have had a positive impact on pupils' engagement with the local environment, for example through work with a local sustainable energy group. The school works well with a range of agencies, including the peripatetic music service, which it uses effectively to support the development of pupils' musical abilities in piano, violin and woodwind instruments. There is a very strong partnership with the nearby comprehensive school. This ensures a successful transition of Year 6 pupils into Year 7, for example through enhanced learning experiences in science provided in liaison with the secondary school. This is having a beneficial effect on pupils' standards and achievements in Year 6. The school also works well with other local primary schools on the moderation and assessment of pupils' work. This helps to ensure that there is accurate and reliable assessment of pupils' standards both within the school and across the local cluster of schools.

Resource management: Good

The school manages the deployment of its staff and resources well. There are well-established and appropriate arrangements for teachers' planning, preparation and assessment time. There is a good range of learning resources and staff use the accommodation effectively to enhance pupils' learning.

The school is a strong learning community, has initiated many effective networks of professional practice, and has shared specific examples of its good practice across the local authority, for example in the planning and teaching of literacy.

Governors monitor the school's budget effectively and challenge the school well on its use of resources. Financial resources relate closely to the school improvement plan and to the professional development needs of staff. In view of the quality of the school's provision and the outcomes achieved by pupils, the school provides good value for money.

Appendix 1: Commentary on performance data

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

Further information is available from the Welsh Government My Local School website at the link below.

<http://mylocalschool.wales.gov.uk/index.html?lang=eng>

Appendix 2

Stakeholder satisfaction report

Responses to learner questionnaires

Primary questionnaire (overall)

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

	Number of responses Nifer o ymatebion	Agree Cytuno	Disagree Anghytuno	
I feel safe in my school.	65	65 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	64	64 100%	0 0%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	64	64 100%	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	65	62 95%	3 5%	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.	65	65 100%	0 0%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	64	64 100%	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.	65	65 100%	0 0%	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.	65	64 98%	1 2%	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.	64	64 100%	0 0%	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.	65	65 100%	0 0%	Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
		95%	5%	
Other children behave well and I can get my work done.	51	26 51%	25 49%	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	64	62 97%	2 3%	Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
		84%	16%	

Responses to parent questionnaires

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

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
Overall I am satisfied with the school.	38	31 82%	6 16%	1 3%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	38	33 87%	5 13%	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.	38	32 84%	5 13%	1 3%	0 0%	0	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		72%	26%	1%	0%		
My child is making good progress at school.	38	29 76%	8 21%	1 3%	0 0%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	38	27 71%	10 26%	1 3%	0 0%	0	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	45%	4%	1%		
Teaching is good.	38	29 76%	8 21%	1 3%	0 0%	0	Mae'r addysgu yn dda.
		60%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	38	31 82%	7 18%	0 0%	0 0%	0	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		63%	33%	1%	0%		
The homework that is given builds well on what my child learns in school.	37	24 65%	11 30%	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.
		47%	40%	6%	1%		
Staff treat all children fairly and with respect.	38	26 68%	10 26%	1 3%	0 0%	1	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		58%	33%	3%	1%		
My child is encouraged to be healthy and to take regular exercise.	38	22 58%	12 32%	2 5%	0 0%	2	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		59%	36%	2%	0%		
My child is safe at school.	37	30 81%	6 16%	1 3%	0 0%	0	Mae fy mhentyn yn ddiogel yn yr ysgol.
		66%	31%	1%	0%		
My child receives appropriate additional support in relation to any particular individual needs'.	37	25 68%	10 27%	1 3%	0 0%	1	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		50%	34%	4%	1%		
I am kept well informed about my child's progress.	38	26 68%	10 26%	2 5%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		49%	40%	8%	2%		

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
I feel comfortable about approaching the school with questions, suggestions or a problem.	38	31 82%	5 13%	1 3%	0 0%	1	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		62%	31%	4%	2%		
I understand the school's procedure for dealing with complaints.	38	23 61%	11 29%	2 5%	0 0%	2	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		45%	39%	7%	2%		
The school helps my child to become more mature and take on responsibility.	37	30 81%	5 14%	0 0%	0 0%	2	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		56%	38%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	37	23 62%	8 22%	0 0%	0 0%	6	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		42%	33%	4%	1%		
There is a good range of activities including trips or visits.	38	27 71%	11 29%	0 0%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		54%	38%	5%	1%		
The school is well run.	37	31 84%	6 16%	0 0%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	32%	3%	1%		

Appendix 3

The inspection team

Mrs Debbie Woodward	Reporting Inspector
Ms Aileen Patricia Brindley	Team Inspector
Mrs Alison Huckle	Lay Inspector
Mrs Ruth Helen Jackson	Peer Inspector
Mrs Hayley Smith (Headteacher)	Nominee

Copies of the report

Copies of this report are available from the school and from the Estyn website (www.estyn.gov.uk)

Year groups, the Foundation Phase and key stages

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

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

Primary phase:

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

Secondary phase:

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

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

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

Glossary of terms – Primary

Foundation Phase indicator (FPI)

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

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

- literacy, language and communication in English or Welsh first language
- mathematical development
- 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.