



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

Report on

**Ysgol Y Dderi
Llangybi
Lampeter
Ceredigion
SA48 8LY**

Date of inspection: May 2014

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

Ysgol Gymunedol Y Dderi is in the village of Llangybi near Lampeter, Ceredigion. It serves a wide rural area that includes the villages of Silian, Betws Bledrws, Cellan, Llanfair Clydogau, Llangybi and Llwynygroes.

There are 128 pupils aged between three and 11 years on roll, including 11 nursery age children who attend in the mornings only. Pupils are organised into five classes, of which three are mixed-age classes. Pupils are admitted to the nursery class on a part-time basis in the term following their third birthday and full-time in the term following their fourth birthday. Pupil numbers have decreased a little over recent years.

The school has identified about 30% of pupils as having additional learning needs, including a small number of pupils who have a statement of special educational needs. About 21% of pupils are eligible for free school meals, which is close to the national figure.

Welsh is the main medium of teaching and learning, but the aim is to ensure that pupils are fluent in Welsh and English by the time they transfer to the secondary school. English is the main home language of about 72% of pupils. There are a very few pupils from ethnic minority backgrounds in the school.

The school was last inspected in 2008.

The headteacher was appointed in September 2010.

The individual school budget per pupil for Ysgol Y Dderi in 2013-2014 is £4,027. The maximum per pupil in primary schools in Ceredigion is £9,062 and the minimum is £3,119. Ysgol Y Dderi is in 28th position of the 51 primary schools in Ceredigion in terms of the school budget per pupil.

Summary

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

Current performance

The school's current performance is good because:

- most pupils make sound progress from their starting point;
- most pupils' standards of achievement in lessons and in their work books are good;
- more able pupils' results at the end of key stage 2 compare very favourably with the performance of similar schools;
- pupils are given learning experiences of an excellent quality in and outside the school;
- the quality of teaching in all classes is good;
- pupils behave very well and enjoy their learning; and
- the inclusive ethos of excellent quality has a very positive effect on pupils' wellbeing and development.

Prospects for improvement

The school's prospects for improvement are good because:

- the headteacher has a robust vision with a strong focus on raising standards and continuous improvement;
- all staff share the same values and work effectively as a team;
- there are thorough self-evaluation processes that help staff to identify accurately its strengths and aspects to be developed;
- there is an clear link between the self-evaluation process and the priorities in the school improvement plan;
- there is evidence of planning and implementing improvements successfully; and
- there is effective co-operation with a range of partners which benefits pupils' education and wellbeing.

Recommendations

- R1 Strengthen pupils' oral and reading skills in Welsh
- R2 Reduce the gap between the performance of girls and boys at the higher levels in key stage 2
- R3 Improve attendance levels

What happens next?

The school will produce an action plan that shows how it will address the recommendations.

Estyn will invite the school to prepare a written case study describing the excellent practice that was identified during the inspection.

Main findings

Key Question: How good are outcomes?	Good
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Standards: Good

The basic skills of a minority of pupils on entry to the school are below those expected. Work in pupils' books shows that most pupils make good and sometimes very good progress from their starting point.

Across the school, nearly all pupils listen well. They are able to recall previous learning, and use this information purposefully in their work.

In the Foundation Phase, most pupils develop their oral skills effectively and use an increasing range of vocabulary and sentence patterns correctly in different situations. In key stage 2, many pupils communicate freely in Welsh and show an appropriate grasp of subject and general vocabulary when discussing their work. The ability of a few pupils to discuss and respond fully has not developed as well. In key stage 2, most pupils communicate confidently in English. They discuss and share ideas effectively in a variety of contexts.

In the Foundation Phase, most pupils read at a level that is appropriate to their age and ability. They use appropriate strategies when reading unfamiliar words. Many pupils are able to discuss their favourite characters and events in their books simply. In key stage 2, most pupils read accurately and meaningfully in English. A few pupils do not read with enough fluency and expression in Welsh. Pupils have an appropriate understanding of the characters and flow of a story, but they do not always have the confidence to discuss and express an opinion. Most pupils make effective use of their reading skills to glean information from books and from websites.

By the end of the Foundation Phase, most pupils write independently and use basic punctuation with increasing accuracy. Many pupils write at length, both creatively and when recording their learning experiences across the curriculum.

In key stage 2, many pupils write effectively in a variety of forms in Welsh and English and show a firm grasp of punctuation skills. A minority of pupils' grasp of spelling skills in Welsh is more uneven. Pupils make appropriate use of redrafting skills to improve their first efforts. Most pupils write purposefully and often at length in subjects across the curriculum, especially through the medium of English. More able pupils vary their style confidently in various contexts and produce work of a high standard. Most pupils' standards of handwriting and presentation of work are good.

Across the school, pupils make extended and effective use of their thinking, investigative, information and communication technology (ICT) and creative skills across the curriculum.

Pupils who have additional learning needs make good progress and achieve their targets.

In the Foundation Phase, most pupils have a firm grasp of number facts and use this information confidently to solve number problems in their activities. They deal with different measurements and use mathematical vocabulary correctly to discuss their work. Most pupils collect, analyse and present information effectively in the form of graphs.

In key stage 2, most pupils have a sound grasp of an appropriate range of numeracy skills. They apply their skills in measuring, shape, and data handling tasks with good accuracy. They collect information in a variety of ways and present their conclusions accurately in the form of different graphs in subjects such as science, history and geography. Pupils make very effective use of their skills to solve problems in the context of everyday life. Their entrepreneurial activities are a good example of this.

At the end of the Foundation Phase, over a period of two years, the school's performance at the expected outcome (outcome 5) and the higher outcome (outcome 6) is uneven. In comparison with schools that have similar levels of free school meals, pupils' results at the expected outcome in 2013 placed the school in the lower 50% in language, literacy and communication skills, and in the bottom 25% in mathematical development. Pupils' performance at the higher outcome placed the school in the top 25% for language, literacy and communication skills, and mathematical development.

At the end of key stage 2, the school's performance at the expected level (level 4) and the higher level (level 5) has shown good progress during the last three years. In comparison with schools that have similar levels of free school meals, results in 2013 in English and science at the expected level and the higher level placed the school in the top 25%. Results in mathematics placed it in the upper 50%. Pupils' results in Welsh at the expected level placed the school in the lower 50%, and in the upper 50% in terms of the higher level.

There is no consistent difference between the performance of girls in comparison with boys in the Foundation Phase. In key stage 2, girls' performance is better than that of boys at the expected level in most years, and consistently in Welsh. Girls' performance is better than that of boys at the higher levels in most subjects. Pupils who are eligible for free school meals make sound progress.

Wellbeing: Adequate

Pupils display good knowledge, and positive attitudes towards healthy eating and drinking. They understand the importance of being physically energetic and believe that the school provides numerous opportunities to allow them to do so.

All pupils enjoy the life and work of the school, and feel safe there. They are courteous and considerate, and behave very well. They work well in pairs and groups, and show respect for other people's views as they share ideas. They show pride in their work and in their school.

Most pupils develop a range of skills that help them to develop into independent learners. They face new tasks confidently and participate fully in their learning.

Pupils' personal, social and life skills are developing very well through the daily provision, links with businesses and individuals from the community, and opportunities to take part in concerts, services and community events.

The pupil's voice has a prominent place. Through the activities of the school council, the healthy eco committee, the ambassadors, and the use of questionnaires, pupils of all ages have a positive influence on the school's work. Members of the school council contribute their ideas to the school improvement plan and take a prominent role when arranging charitable events within the school.

In comparison with figures for similar schools, pupils' attendance rates are in the bottom 25% in most years.

Key question 2: How good is provision?	Good
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Learning experiences: Excellent

The school provides a stimulating curriculum and teaching programme that includes a range of rich experiences. The provision responds fully to statutory requirements and to the needs of all pupils at the school. Learning experiences are enriched in an excellent way by visits that are planned regularly away from the site and through welcoming an extensive number of visitors to the school. This develops pupils' learning, personal, social and community skills very effectively.

One example of this is the study of the Second World War, for which a visit to the site of a prisoner of war camp, the input of a local historian and contributions from a Jewish family and visitors from Italy, were used resourcefully to give pupils a wider perspective of the conflict. Poetry was used as a very effective medium by pupils, guided by the Children's Poet Laureate, to encapsulate their views and responses to these experiences.

Thorough planning in the Foundation Phase and key stage 2 ensure continuity and progression in the development of pupils' literacy, numeracy and ICT skills. There are excellent features in the imaginative use of themes. Purposeful planning promotes pupils' learning skills successfully across the curriculum. A prominent place is given to pupils' opinions and good opportunities are provided for them to contribute to planning the learning experiences.

Provision for promoting entrepreneurial skills is extremely effective. Pupils have purposeful opportunities to investigate, plan, handle finances and market their products. The work gives practical opportunities for pupils to develop and apply their numeracy and problem-solving skills in everyday situations.

Valuable experiences, including the work of the eco council, promote education for sustainable development successfully. Provision to develop pupils' understanding of their role as global citizens is a strength. This includes studies of other countries as part of the curriculum, foreign visits for staff and pupils, and national days that celebrate other people's cultures.

Provision for the Welsh language is effective and enables most pupils to make consistent progress from an early age. Provision for promoting the Welsh dimension has excellent elements. Aspects of Welsh history, geography, culture and music are presented extremely effectively through stimulating experiences inside and outside the classroom. Experiences are enriched further through numerous visits and the contribution of visitors, such as poets and drama companies, to the learning activities.

Teaching: Good

The quality of teaching is robust across the school. Teachers have high expectations and specific aims for every lesson. Thorough preparation, interesting tasks and imaginative use of resources ensure pupils' active involvement in their learning. Talking to pupils and scrutinising their work shows sound progress in their use of their skills across the subjects. For example, at the top end of the school, thinking, literacy and numeracy skills are interwoven skilfully through activities in science lessons.

Activities are planned and arranged effectively to meet the learning needs of pupils of all abilities. The strong working relationship between teachers and assistants, the happy ethos and the sense of respect between adults and pupils contribute significantly to the effectiveness of this approach.

The school's assessment and recording arrangements are comprehensive and enable teachers to monitor and track all pupils' progress regularly. Teachers make effective use of the information that is obtained to plan learning activities and provide additional support to pupils as needed.

Pupils' work is marked regularly and teachers' comments provide clear guidance on what they need to do to improve the standard of their work. There are purposeful opportunities for pupils to evaluate their own work as well as that of their peers. This contributes constructively to their progress and achievement.

Reports to parents and carers provide comprehensive information about their children's achievements and development.

Care, support and guidance: Good

The school is a safe and caring community in which everyone is appreciated. There are very effective arrangements for supporting pupils' emotional and physical wellbeing, which ensures their full participation in their education. The school has appropriate arrangements for promoting healthy eating and drinking. There are many good quality opportunities for pupils to take part in physical education activities.

Valuable learning experiences promote pupils' spiritual, moral, social and cultural development successfully. Activities across the curriculum, collective worship sessions and circle time programmes offer beneficial experiences that contribute to this.

There is effective use of external agencies, such as social and health services, and educational welfare officers, which ensures robust support for pupils, staff and parents alike. The school's efforts to improve attendance are having a positive effect on percentages.

Provision for pupils who have additional learning needs is good. All pupils have full access to the curriculum. Comprehensive programmes are planned carefully to ensure suitable provision for pupils. Pupils' learning needs are identified at an early stage by teachers and the co-ordinator, and good quality individual education plans are provided for them. Parents have a full and active role in the processes. The school makes effective use of specialist agencies to support the needs of all pupils who receive specific provision.

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

Learning environment: Excellent

The school is a close, welcoming and very caring community. This creates a robust inclusive ethos that gives all pupils confidence to participate fully in the learning experiences that are provided. This is an especially strong feature contributes significantly to the sound progress that most pupils make from their starting point.

Purposeful planning and effective organisation ensure equal opportunities of a high quality for all pupils. The school gives special consideration to pupils' backgrounds and ensures that they all take part fully in the learning programme and in all school activities. This is an excellent feature. The opportunity for all children to take advantage of visits, trips abroad and the wide range of events that are provided is an example of the school's vision in action.

A great deal of respect is given to diversity in society, locally and in the wider world, and this is an integral part of the curriculum and learning across the school. Staff know pupils well and are sensitive to their needs and to their parents' aspirations. This is one of the school's strengths and is based on values that promote respect for all.

The school building and site are stimulating, colourful and attractive. The wide range of varied learning areas inside the building includes a library, a computer suite, areas for creative work and a multi-purpose hall. There is an extensive supply of good quality resources. Purposeful displays of pupils' work celebrate their achievement and support learning.

The wooded area, the environmental garden, the vegetable gardens, the wood play area, and the Foundation Phase's 'small village' area contribute to creating a high quality outdoor learning environment.

The toilets are clean and suitable, and the whole site and building are maintained to a good standard.

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

Leadership: Good

The headteacher has a robust vision and a strong commitment to raising standards, and offering stimulating experiences to all pupils. The quality of leadership that is offered in disseminating this vision successfully to all staff, pupils, parents and governors is an excellent feature. This ensures a clear and firm direction for the school. As a result, pupils across the school benefit from imaginative learning experiences that have a positive effect on standards and achievement.

Staff roles and responsibilities are defined clearly, which promotes effective teamwork. The senior management team show strong commitment to promoting continuous and sustainable improvements through detailed joint planning.

The governing body is committed to the development of the school and undertakes its role conscientiously. Members have a thorough knowledge of the school's strengths and areas to be developed. Their regular visits help to give support and strategic direction, and enable members to contribute more effectively to the self-evaluation process.

The school responds positively to a number of local and national priorities. The use of the Numeracy and Literacy Framework for mapping skills across the curriculum is an example of this. The school addresses deprivation very successfully, which promotes sound progress in pupils' development.

Improving quality: Good

The school has appropriate self-evaluation systems that have been embedded firmly. The self-evaluation process is thorough and based on direct evidence of lesson observations, scrutinising pupils' work, reviewing various aspects of the provision and analysing data in detail. The school collects the views of pupils, parents and other stakeholders effectively and acts upon the conclusions that are beneficial to pupils' education and wellbeing. The teaching staff, in addition to governors, contribute fully to the evaluation process.

The outcomes of the self-evaluation procedures are analysed and used purposefully to inform the school's strategic planning processes. As a result, the self-evaluation report provides a realistic picture of the school's strengths, in addition to those areas to be improved.

The school's improvement plan links closely to the self-evaluation report and priorities focus clearly on improving pupils' standards of learning and their wellbeing. Plans identify measurable targets with a suitable timetable, staff responsibilities and costs. There is a clear focus on national priorities.

Partnership working: Good

The school works effectively with a range of strategic partnerships that have a positive effect on pupils' standards and wellbeing, and extends learning experiences.

The school serves a wide rural area and by establishing an open and welcoming ethos, partnerships have been developed with all members of the school community. This ensures strong commitment from parents to the school's aims and values. The considerable funds contributed by the parents and teachers association provide additional resources and support expenditure on visits.

The school is a centre for the whole community and provides facilities and resources that promote robust links with agencies, societies and businesses for the benefit of pupils' education. The school makes effective use of the support of individuals from the community who contribute to and support pupils' experiences. The close co-operation with local shops to sell the school's garden produce facilitates the development of pupils' business skills.

Provision to promote links with Europe is a strength. This includes trips for pupils and placements for teachers from countries such as Italy and Norway. The use of these links expands pupils' horizons successfully and develops their understanding of differences in cultures and customs

Strong links have been fostered with a pre-school group to ensure that pupils transfer effectively to the nursery class. The school also co-operates closely with its cluster of schools to standardise and moderate pupils' work, share experiences and exchange good practice. Close co-operation with secondary schools facilitates the process of transition and transfer.

Resource management: Good

The school has sufficient teaching and support staff. They co-operate effectively and share their expertise and experience to develop provision and raise standards. Teachers make purposeful use of their planning, preparation and assessment time and the arrangements for this are managed well. Support staff offer robust support that has a positive effect on pupils' development and attainment.

The school is developing as a strong learning community. Staff make full use of opportunities to develop their skills and professional knowledge by co-operating with other schools within professional learning networks. Successful co-operation to develop activities to raise standards of literacy and numeracy across the curriculum, as a result of the requirements of the new national framework, is a good example of this.

There are detailed arrangements for performance management and they identify opportunities for all staff's professional development. Training is planned carefully in relation to the school's priorities.

The school has a wide range of learning resources and teachers prepare very many resources themselves. These are of a good standard and are used skilfully to promote and stimulate learning. Staff make full use of the school's facilities to promote learning. There are excellent features in the use of the outdoor area to develop and hone pupils' skills across the curriculum.

The school has thorough financial arrangements and expenditure is linked well to the school's objectives, targets and plans. The headteacher and governors make good

use of grants, and monitor and manage expenditure carefully. Staff and financial resources are used effectively to support priorities for raising standards and extend learning experiences.

The school offers good value for money in terms of pupils' outcomes, and the quality of the provision and learning experiences.

Appendix 1

Commentary on performance data

In the 2013 assessments, the proportions of pupils who achieved the Foundation Phase indicator, and the expected indicator (outcome 5) in language, literacy and communication skills, mathematical development and personal and social skills separately, were lower than the averages for the family of similar schools. In comparison with schools that have similar levels of free school meals, pupils' results placed the school in the lower 50% for the Foundation Phase indicator, and the expected outcome in language, literacy and communication skills. Results placed the school in the bottom 25% of similar schools for mathematical development, and personal and social development.

In comparison with similar schools, results at the higher outcome (outcome 6) placed the school in the top 25% in all areas that were assessed.

At the end of key stage 2, pupils' results in terms of the core subject indicator and the percentage that attain the expected level (level 4) in the core subjects separately, show good progress over the last three years. Results in 2013 were higher than the averages for the family of schools in most subjects. Results in Welsh were lower than the averages for the family.

In comparison with schools that have similar levels of free school meals, results in 2013 in English and science at the expected level have placed the school in the top 25%. Results in mathematics have placed it in the upper 50%, and in the lower 50% for Welsh.

The school's performance at the higher level (level 5) in 2013 was better than the family's averages in all subjects. In comparison with similar schools, results have placed the school in the top 25% for English and science, and the upper 50% for Welsh and mathematics.

There is no consistent difference between girls' performance in comparison with that of boys in the Foundation Phase. In key stage 2, girls' performance is better than that of boys at the expected level in most years, and consistently in Welsh. Girls' performance is better at the higher levels in most subjects. Pupils who are eligible for free school meals make robust progress that is consistently higher than the family averages at the end of key stage 2.

Appendix 2

Stakeholder satisfaction report

Responses to the learner questionnaire

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.	60	60 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	60	59 98%	1 2%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	60	60 100%	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	60	60 100%	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.	60	60 100%	0 0%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	57	57 100%	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.	60	60 100%	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.	60	60 100%	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.	60	59 98%	1 2%	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.	60	60 100%	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.	58	55 95%	3 5%	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	60	59 98%	1 2%	Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
		84%	16%	

Response to the parent questionnaire

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.	33	27 82%	5 15%	0 0%	0 0%	1	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	33	28 85%	5 15%	0 0%	0 0%	0	Mae fy mhentyn yn hoffi'r ysgol hon.
		72%	26%	1%	0%		
My child was helped to settle in well when he or she started at the school.	32	28 88%	3 9%	0 0%	1 3%	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.	32	25 78%	7 22%	0 0%	0 0%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	33	22 67%	9 27%	1 3%	0 0%	1	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	46%	4%	1%		
Teaching is good.	32	25 78%	7 22%	0 0%	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.	33	29 88%	4 12%	0 0%	0 0%	0	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		63%	34%	1%	0%		
The homework that is given builds well on what my child learns in school.	33	23 70%	9 27%	0 0%	1 3%	0	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.	32	28 88%	3 9%	0 0%	0 0%	1	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		58%	34%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	33	25 76%	8 24%	0 0%	0 0%	0	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		59%	36%	2%	0%		
My child is safe at school.	31	24 77%	7 23%	0 0%	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'.	31	21 68%	7 23%	0 0%	0 0%	3	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.	33	24 73%	9 27%	0 0%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		49%	41%	8%	2%		

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	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.	33	24 73%	9 27%	0 0%	0 0%	0	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.	31	21 68%	10 32%	0 0%	0 0%	0	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		44%	39%	7%	2%		
The school helps my child to become more mature and take on responsibility.	32	24 75%	8 25%	0 0%	0 0%	0	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		56%	39%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	32	19 59%	6 19%	0 0%	0 0%	7	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		42%	34%	4%	1%		
There is a good range of activities including trips or visits.	32	28 88%	4 12%	0 0%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	38%	5%	1%		
The school is well run.	33	28 85%	5 15%	0 0%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	33%	3%	2%		

Appendix 3

The inspection team

Dorothy Morris	Reporting Inspector
Hazel Hughes	Team Inspector
Meleri Cray	Lay Inspector
David Davies	Peer Inspector
Heini Thomas	Nominee

Copies of the report

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

Year groups, the Foundation Phase and key stages

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

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

Primary phase:

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

Secondary phase:

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

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

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

Glossary of terms – Primary

Foundation Phase indicator (FPI)

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

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

- literacy, language and communication in English or Welsh first language
- mathematical development; and
- personal and social development, wellbeing and cultural diversity.

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

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

The core subject indicator (CSI)

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

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

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

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

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

All-Wales Core Data sets

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

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

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