



A report on

**Llanmiloe C.P. School
Llanmiloe
Pendine
Carmarthenshire
SA33 4TU**

Date of inspection: September 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

Llanmiloe County Primary School is a small school on the outskirts of the village of Llanmiloe, serving a coastal area between Laugharne and Pendine. There are 28 pupils aged three to eleven years on roll. Around 7% of pupils are eligible for free school meals. This is below the average for Wales (21%). The school has two classes, one for Foundation Phase pupils and one for key stage 2 pupils.

The last inspection was in April 2008. The current headteacher took up her post in September 2011.

The school has identified around 25% of its pupils as having additional learning needs. All pupils are of white British ethnic origin and nearly all pupils speak English as their first language. No pupils speak Welsh as their first language.

The individual school budget per pupil for Llanmiloe C.P. School in 2014-2015 means that the budget is £6,155. The maximum per pupil in the primary schools in Carmarthenshire is £9,977 and the minimum is £3,098. Llanmiloe C.P. School is ninth out of the 103 primary schools in Carmarthenshire in terms of its school budget per pupil.

Summary

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

Current performance

The school's current performance is good because:

- most pupils make good progress and attain at least the expected standard by the end of the Foundation Phase and key stage 2;
- the standards of pupils' literacy and information and communication skills are good;
- most pupils with additional learning needs and pupils who are more able make good progress;
- the curriculum offers an interesting range of opportunities for pupils to learn about topics that interest them;
- most pupils demonstrate very good engagement in lessons and have a very positive attitude to their learning;
- teaching is of a consistently high standard across the school;
- the high level of care and supportive working relationships between the staff and pupils have a positive impact on pupils' wellbeing and standards; and
- the school is an orderly and calm learning community.

Prospects for improvement

The school's prospects for improvement are excellent because:

- the headteacher has a very clear vision for the future improvement of the school that she promotes strongly;
- there is a highly effective team ethos that involves all members of staff;
- the governing body carries out its function as a critical friend well;
- rigorous and robust self-evaluation procedures provide leaders with an accurate picture of the school's strengths and areas for improvement;
- pupils' views of the school are integral to the self-evaluation and school improvement process; and
- the school deploys staff effectively and supports their professional development very well to improve outcomes for pupils.

Recommendations

- R1 Provide more opportunities for pupils to write at length independently across the curriculum
- R2 Provide more opportunities for developing pupils' skills in the application of number in other curriculum areas
- R3 Ensure that marking procedures indicate clearly how pupils can improve their work

What happens next?

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

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

Main findings

Key Question 1: How good are outcomes?	Good
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Standards: Good

The school's baseline assessment indicates that, on entry to school, many pupils have knowledge, understanding and skills at or above the level expected for their age. Most pupils, including pupils with additional learning needs and pupils that are more able, make good progress from their starting point.

Throughout the school, pupils listen well to one another and to adults. In the Foundation Phase, nearly all pupils talk enthusiastically about their work and most answer questions readily, using appropriate vocabulary. Many older pupils, in key stage 2, express their opinions confidently and articulately using a well-developed vocabulary, for example when making a presentation on the Blitz as part of their World War 2 topic.

Most pupils across the school read at or above a suitable level for their age and ability. Most pupils in the Foundation Phase use phonic skills to help them to decode new and unfamiliar words appropriately. They read with growing fluency and with a sound awareness of simple punctuation, such as full stops and question marks. In key stage 2, most pupils discuss their books with appropriate detail and can scan ahead for information well. More able key stage 2 pupils read confidently, with good fluency and expression and enjoy reading a variety of fiction and non-fiction texts. Nearly all pupils have a positive attitude towards reading and discuss their favourite authors with enthusiasm.

The presentation of written work throughout the school is neat, legible and of good quality. Most pupils take a real pride in their work. Many pupils in the Foundation Phase produce short pieces of writing using their knowledge of phonics to help them to spell commonly used words correctly. They are beginning to use capital letters and full stops accurately. By the end of key stage 2, most pupils achieve suitable standards in their writing. Many older pupils write at a similar standard to work in their English lessons, and with suitable detail, across a range of other subjects, for example writing a diary account as an evacuee and a recount of a visit to an air raid shelter, as part of their history work on the Blitz. Most older key stage 2 pupils punctuate their work accurately and spell words that are more complex correctly. They are beginning to draft and redraft their work and to use paragraphs appropriately. However, pupils across the school do not always write at length across a range of subjects. The recent whole-school focus on literacy is improving the quality and standard of pupils' written work.

In the Foundation Phase, most pupils develop their numeracy skills successfully in mathematics lessons. They have a good understanding of the language of mathematics and use this confidently when talking about shape and measures. For example, many younger pupils can measure the lengths of a dinosaur's bones with non-standard measures accurately and order them from smallest to largest. Many older pupils write and order numbers to 20 accurately and know pairs of numbers, which make ten.

In key stage 2, most pupils make sound progress in mathematics lessons. Older pupils read, write and order larger numbers, including those with decimal places, accurately. They make reasonable estimates by rounding numbers to the nearest hundred or thousand correctly. They have appropriate data handling skills and can record data on a bar chart, pie chart and line graph accurately, for example when recording how quickly ice melted by using a line graph. However, across the school, pupils do not always apply their number skills to problem solving activities or use them at an appropriate level in other areas of learning. Nor are they always confident to explain their reasoning.

Standards in Welsh language are good across the school. Most pupils' Welsh oracy skills are developing appropriately and pupils use Welsh as part of their daily routines well. They speak clearly with good pronunciation and older key stage 2 pupils have a suitable understanding of complex Welsh language patterns. Most pupils' reading and writing skills in Welsh are of an appropriate standard. Most pupils in key stage 2 use Welsh in lessons and around the school at a suitable level.

Over the last three years, performance in the Foundation Phase, at the expected outcome 5, in literacy and mathematical development, has placed the school consistently in the top 25%, when compared with similar schools. At the higher outcome 6, performance over the last three years in literacy, has fluctuated, moving the school between the top 25% and the bottom 25%. In mathematical development, performance has risen, moving the school from the bottom 25% to the top 25%.

In key stage 2, performance in English, mathematics and science over the last four years, at the expected level 4, has generally shown a fluctuating trend with the school moving between the bottom 25% and the top 25%, when compared with similar schools. In 2014, performance in English, mathematics and science placed the school in the top 25% when compared to similar schools. At the higher level 5, performance in English, mathematics and science has fluctuated, moving the school between the bottom 25% and the upper 50%. In 2014 for all three subjects, the school was in the bottom 25%, when compared to similar schools.

However, over recent years, the school has often had very small numbers of pupils in the year groups at the end of the Foundation Phase and key stage 2. This can significantly affect the school's benchmarked performance in comparison with that of similar schools and national averages.

Wellbeing: Excellent

Nearly all pupils understand the importance of a healthy lifestyle and make healthy choices in school. Nearly all pupils' behaviour, in and around school, is exemplary, as are their manners. They consistently show high levels of respect and concern for others. As a result, the school is a highly effective and orderly learning community. Nearly all pupils say that they are free from any form of bullying and feel safe in school.

Nearly all pupils work together confidently and collaboratively in a range of situations. Nearly all are aware of their strengths and areas to develop, and can act independently. This prepares them well for the next stage of their education.

Throughout the school, pupils have a very positive attitude to learning. Nearly all pupils are involved in making choices about how they learn and what they need to find out.

The school council is integral to the life of the school and raises money for a range of good causes and contributes well to school decision-making. It produces regular reports about the work it does and the impact that it has. It shares this information with the governing body, staff, other pupils and the wider community effectively. For example, it gave a presentation on and sent out a newsletter about its involvement in formulating a child friendly anti-bullying, equal opportunities and behaviour policy. This feature is a strength of the school.

Pupils' attendance is improving and nearly all pupils arrive punctually for the school day. However, last year, the school's rate of attendance at 94% placed it in the lower 50% compared with similar schools, and just below the national average. This is specifically due to ongoing medical issues with a very few pupils. Due to the small number of pupils in the school, this has a notable effect on overall attendance rates.

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

The school provides a wide range of interesting learning experiences that form part of a broad and balanced curriculum. This meets the needs of all learners appropriately. Foundation Phase planning ensures a good balance between structured and free choice activities, using the indoor and outdoor learning environment well. Effective planning from Foundation Phase to key stage 2 ensures appropriate progression and allows pupils to build upon previous skills and knowledge consistently. Planning for the integration of the national numeracy and literacy framework is developing successfully. This ensures systematic planning for the development of pupils' literacy and numeracy skills across a range of subjects.

The provision for pupils' Welsh language development is good. Older pupils have a comprehensive range of opportunities to practise familiar language patterns throughout the day both orally and in written work. This is a strong feature of the school. Pupils' reading skills in Welsh are well developed and are particularly good at the end of key stage 2. The school promotes pupils' knowledge and understanding of their Welsh culture, language and heritage effectively, for example through pupils' research on the Blitz and its effect on Pembroke Dock and the local area.

Effective use is made of the local area and its people to provide rich learning experiences that enable pupils to gain good knowledge and understanding of the local landscape and environment, for example finding out about environmental issues through a topic on energy and visiting a local wind farm. The school ensures that pupils develop a suitable awareness of the importance of sustainability. The eco committee leads this well in areas such as waste reduction, energy saving and recycling initiatives. Pupils understand the impact of such measures on the wider world.

There are appropriate opportunities for pupils to learn about other cultures and develop an understanding of the wider world. For example, through the global gourmet topic and their Fairtrade activities.

Teaching: Good

All teachers prepare lessons that engage pupils' interest and link purposefully to others areas of the curriculum. They use resources to good effect, including a suitable range of information and communication technology equipment, and use the outdoor areas to enhance pupils' learning experiences appropriately. All teachers have a good level of subject knowledge and high expectations of pupil achievement, and they conduct lessons at an appropriate pace to encourage active learning. They organise learning well and plan activities to meet the needs of all learners effectively. The good working relationships with pupils and effective classroom routines create a calm and orderly learning environment.

All teachers give pupils responsibility to work independently. This promotes pupils' thinking skills well. Most teachers provide precise instructions and explanations, use effective questioning techniques and continually reward pupils to encourage them to succeed. As a result, most pupils are confident learners and are happy to learn from their mistakes. Support staff, through their work with intervention programmes, make a strong contribution to the progress that pupils make.

All teachers mark pupils' work regularly and comment positively on pupils' achievements. However, they do not always focus clearly enough on giving pupils specific information on how to improve their next piece of work. A majority of older pupils are beginning to evaluate their own and others' work successfully.

Records of individual pupils' progress are clear and teachers use this information, along with the school's tracking system, well. This helps to inform future planning, to identify those pupils who require additional support and to set targets for improvement. The school keeps very useful pupil profiles that help to ensure the accuracy of teacher assessments. Teachers work successfully with staff from other local schools to ensure the accuracy and consistency of teacher assessment at the end of the Foundation Phase and key stage 2. Annual reports to parents provide relevant information about their children's achievements and include appropriate targets for improvement.

Care, support and guidance: Good

The school is a safe and caring environment where pupils feel a valued part of a community. This has a positive effect on pupils' wellbeing. The school makes suitable arrangements to support pupils' understanding of the importance of developing healthy lifestyles. There are appropriate arrangements to promote healthy eating and drinking, for example a healthy tuck shop and science experiments on the effects of fizzy drinks on teeth.

The school works effectively with a wide range of specialist services to provide appropriate support and guidance for pupils with additional learning or medical needs. Provision for pupils with additional learning needs is good and enables them

to make suitable progress. Intervention programmes provide targeted support appropriately, particularly for reading and spelling skills. The school fully involves parents and carers at all stages.

Overall, the school promotes pupils' spiritual, moral, social and cultural development well. Teachers place emphasis on good values and respect for others appropriately. The school provides a suitable range of opportunities for pupils to reflect on their own beliefs and values. Pupils learn about other cultures and have appropriate learning experiences to develop an understanding of the wider world.

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

Learning environment: Good

The school is a welcoming and inclusive community, which values and treats all pupils equally. It has a very positive ethos, based on its mission statement 'Learning and Growing Together'. All staff promote equal opportunities well and place a strong emphasis on pupils respecting each other, celebrating diversity. They ensure that pupils are free from harassment, stereotyping and bullying.

The school accommodation is over 70 years old and is of a variable standard, with a few areas in need of repair or upgrading, in particular the pupils' toilets and the windows in one of the buildings, which are difficult to open and close. However, the school works hard to provide a stimulating and varied learning environment for pupils.

Displays throughout the school celebrate pupils' achievements well and provide a good focus for learning. Staff use the outdoor area and locality well to extend and enrich pupils' learning experiences. For example, pupils grow and harvest pumpkins locally and visit the surrounding woodland area regularly. This promotes their understanding of caring for local wildlife and nature well. There is a suitable range of resources of good quality.

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

The headteacher leads the school very effectively and provides clear strategic direction based on a good understanding of the strengths of the school and its priorities for development. She has succeeded in sharing this vision with staff, governors and parents well. Subject leaders support the leadership team in monitoring their subject areas and in sharing their expertise appropriately through regular meetings. All staff have a clear understanding of their roles and responsibilities and participate fully in decision-making. Together with the headteacher, they have introduced many new initiatives. These include the new phonics and spelling programmes and the guided reading initiative, which are having a significant impact on pupils' reading and writing skills. Staff meet together regularly, share good practice and work effectively as a team. They monitor the

performance of pupils regularly and use information from the tracking of pupil progress strategically to raise standards effectively.

The headteacher communicates high expectations to staff through regular staff meetings. These focus suitably on school improvement issues and staff take forward agreed actions well.

There are clear procedures to manage the performance of staff, and the school responds well to local and national priorities such as healthy eating and improving attendance levels. There is a strong focus on improving pupils' literacy and numeracy skills.

Governors are supportive and well informed about the school and its progress. Many attend training sessions and visit the school regularly for events and monitoring purposes. They are closely involved with the school's self-evaluation and planning procedures and fulfil their role as a 'critical friend' well.

Improving quality: Excellent

The school has robust self-evaluation and quality improvement procedures. These place improving outcomes and provision for pupils at the centre. The self-evaluation process is thorough and focuses clearly on evidence gathered from monitoring lessons, scrutinising pupils' work and analysing data to check the progress of different groups of learners. These highly effective monitoring activities give the school a very accurate picture of its strengths and areas for development.

An outstanding feature of the self-evaluation process is the way it takes account of the views of all stakeholders. In particular, the school takes very good account of the views of pupils and includes them successfully and meaningfully in the self-evaluation process. Information gathered from pupils has a significant impact on changes to the school's curriculum and in formulating some of its key policies. For example, older pupils helped to formulate the anti-bullying policy, and feedback from pupils on what and how they like to learn informs planning and provision successfully. Another excellent feature is the manageability of the self-evaluation and monitoring systems. This allows a very small staff to evaluate regularly and purposefully, reviewing and adapting practice, and thus ensuring continuous improvement.

There is a clear link between self-evaluation and the priorities and targets within the school improvement plan. The current development plan gives priority to improving pupils' skills in literacy and numeracy in line with the literacy and numeracy framework. The plan contains suitable success criteria and realistic costing and timescales. Clear actions and defined roles and responsibilities enable all staff to support school improvement effectively.

Actions resulting from self-evaluation activities have led to improved pupil performance. For example, higher order reading skills and the application of data skills across areas of learning have been developed successfully. Senior leaders and staff share responsibility for targets for improvement appropriately. They carefully monitor and record progress towards meeting these targets. School

improvement priorities link directly with staff development and training needs. Through rigorous monitoring activities, leaders and managers ensure that staff carry out agreed actions consistently across the school.

The school has made very good progress in addressing the recommendations from the last inspection. The school works jointly with other local schools and, through this, staff have shared their expertise and good practice with other schools appropriately. In particular, they have shared their work on the use of peer and self-assessment to help pupils improve their work, and have highlighted the involvement of pupils in helping to create school policy and their contribution to decision-making.

Partnership working: Good

The school has very effective partnerships with a number of stakeholders, including parents, the local community, other schools and the local authority. The school provides parents with regular information through newsletters and meetings, as well as via the school website. The parent staff association works closely with the school to raise funds. This has enabled the purchase of laptops, mathematics resources and reading books, helping to raise pupils' standards. Partnerships support the school's continuous improvement programme well and enable sharing of resources appropriately. This is evident in the partnership with the on-site playgroup. The arrangement helps pupils to settle quickly and confidently into the school nursery.

Partnerships with local business, such as the wind farm, help to support pupils' understanding of environmental initiatives, enriching pupils' learning experiences appropriately. The school plays an active part in a range of community events, for example in growing pumpkins and planting flowers around the village.

The school works closely with other local primary schools and the secondary school. Staff meet regularly to assess pupils' work and to share expertise. This has a positive effect in ensuring a consistency of high teacher expectations and in raising pupils' outcomes. There are supportive links and effective transfer arrangements with the secondary school, which ensure that pupils move into the next stage of their education confidently.

Resource management: Good

All staff are suitably qualified and many have readily taken on additional qualifications to improve their knowledge, understanding and skills. The headteacher deploys staff very effectively, making best use of their skills. Support staff contribute effectively to many aspects of the school's life and work. This is shown, for example, in their work with literacy intervention programmes and counselling workshops, which promotes high levels of wellbeing and behaviour. The school is proactive in developing networks of professional practice. Staff have co-operated successfully with other schools in developing approaches to improving literacy and numeracy planning across the curriculum. This is improving pupils' application of these skills well.

Arrangements for teachers' planning and preparation time are appropriate. Performance management systems are robust, and the supportive culture of the school allows suitable opportunities for peer observations and the sharing of good practice. The professional debates that follow have a very positive impact on the quality of teaching. All teaching observed during the inspection was of a high standard.

The headteacher, supported by the local authority and governing body, effectively manages the school budget to meet the priorities in the school improvement plan. Pupils benefit from a suitable range of learning resources. Due to the standards that pupils achieve and the highly effective leadership provided, the school offers good value for money.

Appendix 1: Commentary on performance data

There are very small cohorts in many of the years of Foundation Phase performance data available for this school. Where this is the case, we do not include a table of performance data.

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

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.	14	14 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	14	14 100%	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.	14	14 100%	0 0%	Rwy'n gwybod pwy i siarad ag ef/â hi os ydw I'n poeni neu'n gofidio.
		96%	4%	
The school teaches me how to keep healthy	14	14 100%	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.	14	14 100%	0 0%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	14	14 100%	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.	14	14 100%	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.	14	14 100%	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.	14	14 100%	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.	14	14 100%	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.	14	14 100%	0 0%	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	14	14 100%	0 0%	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.	13	9 69%	4 31%	0 0%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	13	11 85%	2 15%	0 0%	0 0%	0	Mae fy mhentyn yn hoffi'r ysgol hon.
		73%	26%	1%	0%		
My child was helped to settle in well when he or she started at the school.	13	12 92%	1 8%	0 0%	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.	13	11 85%	2 15%	0 0%	0 0%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	13	9 69%	4 31%	0 0%	0 0%	0	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	46%	4%	1%		
Teaching is good.	13	11 85%	2 15%	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.	13	11 85%	2 15%	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.	13	10 77%	2 15%	0 0%	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.	13	9 69%	3 23%	0 0%	1 8%	0	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		58%	33%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	13	10 77%	3 23%	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.	13	12 92%	1 8%	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'.	13	9 69%	4 31%	0 0%	0 0%	0	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.	13	9 69%	4 31%	0 0%	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.	13	11 85%	2 15%	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.	13	9 69%	4 31%	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.	13	10 77%	3 23%	0 0%	0 0%	0	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.	13	8 62%	3 23%	0 0%	0 0%	2	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.	13	11 85%	2 15%	0 0%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	38%	5%	1%		
The school is well run.	13	12 92%	1 8%	0 0%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	32%	3%	2%		

Appendix 3

The inspection team

Susan Davies	Reporting Inspector
Kenneth Dackevych	Lay Inspector
Jamie Tennant	Peer Inspector
Olga Phelps	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.