



*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**

**Ysgol Ffrwd Win  
Llanfaethlu  
Holyhead  
Anglesey  
LL65 4YW**

**Date of inspection: October 2013**

**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:

<b>Judgement</b>	<b>What the judgement means</b>
<b>Excellent</b>	Many strengths, including significant examples of sector-leading practice
<b>Good</b>	Many strengths and no important areas requiring significant improvement
<b>Adequate</b>	Strengths outweigh areas for improvement
<b>Unsatisfactory</b>	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 Ffrwd Win is situated between the villages of Llanfaethlu and Llanfwrog near Holyhead in Anglesey. The school serves the two neighbouring villages and the surrounding rural area. It is maintained by Anglesey local authority.

Currently, there are 32 pupils between three and 11 years old on roll. They are admitted on a full-time basis at the beginning of the term in which they reach four years of age. They are taught in two mixed age classes. Pupil numbers have decreased over the last few years.

Welsh is the main medium of teaching and learning at the school, with the aim of all pupils being fluent in Welsh and English by the end of key stage 2. Sixty-five per cent of pupils come from non-Welsh speaking homes. There are currently no pupils from an ethnic minority background at the school.

Approximately 14% of pupils are entitled to free school meals, a figure which is much lower than the national average. Approximately 25% of pupils are on the additional learning needs register, which is slightly higher than the national figure, and a small number of these pupils have a statement of special educational needs.

The school was last inspected in September 2007. The current headteacher was appointed in September 2004.

The individual school budget per pupil for Ysgol Ffrwd Win in 2013-2014 is £5,922. The maximum school budget per pupil in primary schools in Anglesey is £9,156 and the minimum is £2,901. Ysgol Ffrwd Win is in fifth place of the 48 primary schools in Anglesey in terms of its school budget per pupil.

## Summary

<b>The school's current performance</b>	<b>Good</b>
<b>The school's prospects for improvement</b>	<b>Good</b>

### Current performance

The school's current performance is good because:

- pupils make sound progress in their lessons and during their time at the school;
- standards of pupils' key skills are high;
- all pupils treat each other, staff and visitors with courtesy, care and respect;
- the standard of teaching is consistently good;
- assessment for learning strategies are embedded in children's work;
- the school has an inclusive and caring ethos in which pupils are happy and eager to learn; and
- the school offers good support to pupils with additional learning needs.

### Prospects for improvement

The school's prospects for improvement are good because:

- the headteacher has a clear vision based on ensuring high standards and pupils' happiness and wellbeing;
- all members of staff at the school work together effectively as a team;
- governors have a sound understanding of the school and its performance;
- the school has developed rigorous self-evaluation processes, including the pupil's voice; and
- the school development plan focuses clearly on raising standards.

## Recommendations

- R1 Improve extended and creative writing in English
- R2 Extend further the level of challenge for pupils of higher ability across the curriculum
- R3 Increase the variety of extra-curricular activities in order to enrich pupils' experiences

### **What happens next?**

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

## Main findings

**Key Question 1: How good are outcomes?**

**Good**

### **Standards: Good**

Nearly all pupils make appropriate progress in their learning during their time at the school. The school's performance data for 2013 does not reflect the current standards of pupils' work that were seen in lessons and in their books during the inspection.

The basic skills of the majority of pupils, on entry to the school, vary greatly. By the end of the Foundation Phase, most pupils make good progress in all areas of learning, in line with their ability.

Most pupils' oral standards in Welsh are sound, and nearly all pupils speak with increasing accuracy and confidence by the end of key stage 2. They respond eagerly to teachers' questions and are keen to contribute to discussions. By the end of key stage 2, most pupils' oral skills in English are developing well.

On the whole, pupils' reading skills are developing well throughout the school. In the Foundation Phase, most pupils read in line with their age and ability. In key stage 2, most pupils read with increasing accuracy and confidence; however, a few read without appropriate expression in both languages.

Throughout the school, most pupils' writing skills are developing effectively. Many pupils in the Foundation Phase spell and write with increasing accuracy. They are also able to write independent pieces on a variety of topics. In key stage 2, most pupils use their Welsh writing skills effectively for different purposes. They use paragraphs and punctuation correctly in both languages. However, they do not write at length in their creative work in English. Standards of pupils' handwriting and presentation are appropriate in key stage 2.

Pupils' skills are high throughout the school. Most pupils use their numeracy skills, thinking skills and investigative skills purposefully across all subjects. By the end of key stage 2, they have a good understanding of numeracy strategies and the best are able to apply this knowledge effectively across the curriculum.

Nearly all pupils with additional learning needs make good progress in relation to the targets in their individual education plans. Most of the more able pupils make good progress; however, they are not always stretched across all subjects.

The small number of pupils in each year group has a significant effect on the school's overall performance in assessments at the end of the Foundation Phase and key stage 2 in comparison with national benchmarks, year on year.

In 2013, the percentage of pupils in the Foundation Phase who achieved the Foundation Phase indicator was lower than the average of the family of schools and

the average in Wales. The proportion of pupils who achieved higher than the expected level was also lower in all areas of learning.

When comparing the school's results with those of similar schools in terms of the percentage of pupils who are entitled to free school meals, the school performed in the lower 50% for all indicators at the end of the Foundation Phase. In 2012, the school performed in the top 25% for all indicators at the end of the Foundation Phase.

In key stage 2, the percentage of pupils who achieved the core subject indicator was lower than the average for the family of schools and the average in Wales in 2013. The trend has been uneven; however, in the main, it has been lower than the family of schools average over a four-year period. However, the percentage who achieve higher than the expected level is higher than the averages for the family and Wales in both languages, mathematics and science.

When comparing the percentage who achieve the expected level with that in schools with a similar proportion of pupils who are entitled to free school meals, the school performs in the lower 50% for English and mathematics, and in the bottom 25% for the core subject indicator, science and Welsh. This trend has been similar over three of the last four years. Trends at the higher levels show a positive picture during the last two years, mostly in the top 25% or upper 50%, following a period of being lower.

### **Wellbeing: Good**

All pupils enjoy the school's life and work and feel safe at school. They are aware of the importance of health, fitness and eating and drinking healthily. They also achieve consistently well in their personal and social development. Nearly all pupils are enthusiastic, enjoy their lessons and contribute eagerly to all aspects of their learning. They work together and support each other's learning very well in lessons.

Pupils' behaviour throughout the school is very good and they are polite and welcoming towards visitors. Pupils take good care of each other and show respect towards others in lessons and during playtime. Pupils of all ages offer support and friendship to others consistently.

Pupils' attendance levels are consistently high. Attendance has placed the school in the top 25% of similar schools in terms of the level of entitlement to free school meals in three of the last four years. Punctuality is also good.

Pupils play an important part in the life and work of the school through their roles with the school council and eco-council. They have developed class rules and Foundation Phase pupils are able to shoulder weekly responsibilities through their role as 'capteiniaid cyfrifoldeb' (responsibility captains) and 'arwyr annibynnol' (independent heroes). The school council's ideas are given a prominent place in the school development plan. This provides evidence that the pupil's voice is given due attention in the life and work of the school. Pupils take pride in what they have achieved to improve their school and their environment. They also take part in social activities in their locality.

<b>Key Question 2: How good is provision?</b>	<b>Good</b>
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**Learning experiences: Good**

The school provides pupils with a wide range of stimulating experiences, which respond fully to the requirements of the Foundation Phase, the National Curriculum and religious education, in addition to the needs of all pupils at the school. All teachers provide a variety of interesting experiences which engage most pupils' interest and curiosity. They ensure that learning experiences build successfully upon pupils' previous experiences throughout the school.

Detailed plans for various activities in the Foundation Phase ensure that most pupils make good progress in their skills. The school has a clear action plan for implementing the Literacy and Numeracy Framework. Elements of this framework can already be seen in the classroom. Schemes of work in key stage 2 give appropriate attention to developing skills across the curriculum; however, more able pupils are not always challenged enough. Provision for developing oral, reading and writing skills is effective, but there are not enough opportunities for pupils to develop their extended writing skills fully in English. The way in which pupils' thinking skills are developed is one of the school's strengths.

Provision for developing the Welsh language and Welsh dimension in a variety of contexts is rich and is central to all of the school's life and work. However, the school does not provide enough extra-curricular activities to extend and enrich pupils' experiences.

Provision for promoting sustainable development and global citizenship is developing appropriately within the school. Pupils benefit from opportunities to contribute to the activity of the eco-council, which helps to ensure that the school operates sustainably.

**Teaching: Good**

Teaching is consistently effective throughout the school. All teachers have high expectations and use a good variety of learning methods and interesting activities to stimulate pupils' participation and interest. They have a clear focus on reinforcing skills. They ask probing questions and offer purposeful opportunities for pupils to work in pairs and small groups. All members of staff use a range of classroom management strategies very effectively. All teachers have good subject knowledge.

Lessons are planned appropriately, although expectations are not always challenging enough for children of higher ability. All teachers use a wide range of purposeful resources, including information and communication technology (ICT) equipment, successfully to support teaching and learning. However, at times, the over-use of worksheets hinders pupils' opportunities to write independently and at length.

Classroom assistants contribute significantly towards the quality of pupils' learning, and offer good support in line with individual pupils' needs in order for them to complete their tasks. Teachers and assistants work together successfully as a team.

The school has appropriate assessment procedures in place. The school makes suitable use of data to monitor pupils' progress and to provide additional educational programmes, as required.

Teachers have useful assessment for learning strategies. These have been established effectively throughout the school in order to offer suitable opportunities for pupils to assess their own work and that of their peers. Teachers share objectives and discuss success criteria with pupils effectively. They offer useful oral feedback during lessons. Teachers mark pupils' work consistently and offer constructive comments, and this helps pupils to know how to improve the standard of their work.

Staff produce useful annual reports for parents and carers on pupils' progress.

### **Care, support and guidance: Good**

The school provides a variety of exceptionally good opportunities to promote pupils' spiritual, moral, social and cultural development. Nearly all pupils take responsibility for their actions. They understand the importance of values such as honesty and respect in order to work successfully as a community.

The school provides very good individual support on pupils' educational, social and personal issues. It works very closely with external agencies, ensuring that pupils benefit from the relevant support that is available. This includes social services, the counselling service and psychology service. The school makes appropriate arrangements for promoting eating and drinking healthily.

The school uses a variety of suitable methods effectively to identify pupils' additional learning needs, including reading tests and teachers' professional opinion. These pupils benefit from good support such as intervention groups, individual support, and assistance in the classroom. The school has a comprehensive system of monitoring these pupils' progress, and it varies the level of support appropriately, as required.

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

### **Learning environment: Good**

Ysgol Ffrwd Win is a happy school. The school is committed to ensuring equal education and opportunities for all pupils. This enables everyone who is linked to the school to feel proud of their identity so that they can participate fully in school life. The school encourages co-operation, care and tolerance successfully between adults and children and between children, and gives attention to the contribution and views of all individuals.

The school has an attractive and colourful learning environment, with examples of pupils' duties and work being displayed tastefully. Following suggestions by the school council, the school has an impressive 'quiet garden', with an attractive oak chair for 'storytelling' as a focal point. The school also has an attractive outdoor area for delivering aspects of learning experiences in the Foundation Phase. Toilets are of a high standard and the school building and grounds are well maintained.

### **Leadership: Good**

The headteacher has a clear vision, which is based on ensuring high standards and pupils' happiness and wellbeing. She succeeds in conveying this vision successfully to staff, pupils, parents and governors. The school is an orderly and caring community and it has clear structures and policies that contribute successfully towards realising its objectives. Although staff meetings are held regularly, they are not recorded formally. All members of staff at the school have detailed job descriptions that identify their roles and responsibilities clearly. The strong sense of working together as a team is one of the school's strengths.

The governing body undertakes its responsibilities conscientiously and plays a leading role in the school improvement strategy. The governors monitor the school's standards carefully and produce useful evaluative reports on what has been observed. They also monitor the progress of the school development plan effectively against the success criteria. Governors receive regular detailed reports from staff on pupils' attainment and the school's performance. As a result, their understanding of how the school is performing in comparison with schools in the family, and similar schools, is developing well. All of this enables them to challenge the school and hold it to account for its performance.

The school responds successfully to local and national priorities. The Foundation Phase was introduced effectively and the school has already incorporated elements of the Literacy and Numeracy Framework firmly in the school's plans.

### **Improving quality: Good**

The school has a good awareness of the school's strengths and areas for development. Staff, pupils, governors and parents play a full part in this process.

The self-evaluation process is rigorous and is based clearly on evidence from monitoring lessons, scrutinising pupils' work and a detailed analysis of data. Teachers and governors contribute effectively towards the process by producing comprehensive reports about the quality of provision and pupils' standards. All members of staff have a firm awareness of performance data, which enables them to identify the needs of individuals and cohorts of pupils. This is fed successfully into the school development plan. However, in places, there is a tendency for the self-evaluation report to be too descriptive and it does not always identify clearly the effect on standards.

There is a close link between the outcomes of the self-evaluation procedure and the priorities in the school development plan. The plan focuses clearly on improving standards, is costed carefully and identifies staff responsibilities clearly. The plan also includes success indicators and appropriate timetables for completing them.

### **Partnership working: Good**

The school works appropriately with a range of partnerships. This has a positive effect on pupils' wellbeing and attainment. A good relationship exists between the school and parents. The school shares information successfully about the school's activities and classroom work through regular letters.

There is a sound partnership between the school and the local community. Pupils' contribution towards community activities, such as thanksgiving services in the local church, along with a large number of visitors who come to the school, enriches learning experiences effectively.

The school has established a number of good partnerships with external agencies, the local authority and the consortium. These have a positive effect on the school's life and work.

The school works appropriately with the local nursery school to ensure that pupils settle quickly at school. Successful co-operation with primary and secondary schools in the catchment area, to standardise and moderate jointly, ensures the validity of levels at the end of key stage 2.

Effective co-operation also exists with the secondary school. The oldest pupils at the school are given a number of opportunities to work with the secondary school on several projects and activities. These arrangements promote effective transition to the next stage in their education.

### **Resource management: Good**

The school is staffed appropriately to ensure that the values of the Foundation Phase and the National Curriculum are delivered successfully. Full use is made of staff expertise. An example of this is the effective use of a teacher to teach scientific aspects of the curriculum throughout the school in order to ensure continuity and progression in teaching and learning. Teachers use classroom assistants and support staff very effectively to support individuals and groups of pupils.

The school's performance management processes lead effectively to staff development. A beneficial professional learning community has been established between the school and other schools in the catchment area to develop reading strategies. This has led to raising pupils' standards of reading according to standardised tests.

The school responds fully to the statutory requirements of teachers' workloads. Teachers use their non-contact time effectively for planning, preparation and assessment.

The school has a good range of resources and these are used effectively to support learning. The school has bought information technology equipment recently, which has had a positive effect on pupils' standards.

Expenditure is managed appropriately by the headteacher and the governing body. The school provides good value for money.

## Appendix 1

### Commentary on performance data

The small number of pupils in each year group can have a significant effect on the school's overall performance in assessments at the end of key stages in comparison with national benchmarks, year on year.

In 2013, the percentage of pupils in the Foundation Phase who achieved the Foundation Phase indicator was lower than the average of the family of schools and the average in Wales. The proportion of pupils who achieved higher than the expected level was also lower in all areas of learning.

When comparing the school's results to those of similar schools in terms of the percentage of pupils who are entitled to free school meals, the school performed in the lower 50% for all indicators at the end of the Foundation Phase. In 2012, the school performed in the top 25% for all indicators at the end of the Foundation Phase.

In key stage 2 in 2013, the percentage of pupils who achieved the core subject indicator was lower than the average of the family of similar schools and the average in Wales. The trend has been uneven, although, in the main, it has been lower than the family of schools average over a four-year period. However, the percentage who achieved higher than the expected level has been higher than the averages for the family and Wales in both languages, mathematics and science.

When comparing the percentage who achieve the expected level with that in schools with a similar percentage of pupils entitled to free school meals, the school performs in the lower 50% for English and mathematics, and in the bottom 25% for the core subject indicator, science and Welsh. This trend has been similar over three of the last four years. Trends at the higher levels show a positive picture during the last two years, mostly in the top 25% or top 50%, following a period of being lower.

Due to the very small cohorts at the school, it is not possible to form a meaningful judgement on the pattern of underperformance by groups of pupils, based on attainment data. In lessons and in pupils' work books, there is no clear pattern of difference between the achievement of boys and girls.

## Appendix 2

### Stakeholder satisfaction report

#### Responses to learner questionnaires

Denotes the benchmark – this is the 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.	16	16 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	16	16 100%	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.	16	16 100%	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	16	16 100%	0 0%	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
		98%	2%	
There are lots of chances at school for me to get regular exercise.	16	16 100%	0 0%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	16	16 100%	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.	16	16 100%	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.	16	16 100%	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.	16	16 100%	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.	16	16 100%	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.	16	14 88%	2 12%	Mae plant eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
		78%	22%	
Nearly all children behave well at playtime and lunch time	16	16 100%	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 the 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 Dalim yn gwybod	
Overall I am satisfied with the school.	22	18 82%	4 18%	0 0%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	22	18 82%	4 18%	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.	22	18 82%	4 18%	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.	22	17 77%	3 14%	1 5%	0 0%	1	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	0%		
Pupils behave well in school.	22	13 59%	7 32%	2 9%	0 0%	0	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	46%	4%	1%		
Teaching is good.	22	17 77%	5 23%	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.	22	18 82%	2 9%	0 0%	0 0%	2	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.	19	12 63%	5 26%	0 0%	0 0%	2	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.	22	18 82%	2 9%	0 0%	0 0%	2	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.	22	17 77%	4 18%	0 0%	0 0%	1	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.	22	16 73%	6 27%	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'.	20	14 70%	5 25%	0 0%	0 0%	1	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		50%	35%	4%	1%		

I am kept well informed about my child's progress.	21	17 81%	4 19%	0 0%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		49%	41%	8%	2%		
I feel comfortable about approaching the school with questions, suggestions or a problem.	22	18 82%	4 18%	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.	22	16 73%	4 18%	2 9%	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.	22	17 77%	4 18%	0 0%	0 0%	1	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		55%	39%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	19	14 74%	5 26%	0 0%	0 0%	0	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.	21	15 71%	5 24%	1 5%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	38%	5%	1%		
The school is well run.	22	18 82%	4 18%	0 0%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	33%	3%	1%		

## Appendix 3

### The inspection team

Ann Jones	Reporting Inspector
Anwen Eluned Griffith	Team Inspector
Glenda Jones	Lay Inspector
Carolyn Jane Thomas	Peer Inspector
Nia Lloyd Thomas	School Nominee

## Copies of the report

Copies of this report are available from the school and from the Estyn website ([www.estyn.gov.uk](http://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.