



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 Caergeiliog Foundation School
Caergeiliog
Caergybi
Ynys Môn
LL65 3NP**

Date of inspection: November 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:

Judgement	What the judgement means
Excellent	Many strengths, including significant examples of sector-leading practice
Good	Many strengths and no important areas requiring significant improvement
Adequate	Strengths outweigh areas for improvement
Unsatisfactory	Important areas for improvement outweigh strengths

The report was produced in accordance with Section 28 of the Education Act 2005.

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Publication Section
Estyn
Anchor Court, Keen Road
Cardiff
CF24 5JW or by email to publications@estyn.gov.uk

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Context

Ysgol Caergeiliog Foundation School is situated in the village of Caergeiliog near to Valley in Anglesey. The school was the first primary school in Wales to be given grant maintained status in 1993 and in 1999 it became a foundation school. There are 387 pupils aged 3 to 11 years at the school, including 25 children in the nursery. There are 14 single-age classes, plus a nursery class in the morning and afternoon. Nursery children are admitted to the school on a part-time basis at the beginning of academic year following their third birthday.

The school attracts pupils from the village itself, from the RAF base at Valley and from as far afield as Bangor and Llandudno. Around 11% of pupils are entitled to free school meals, which is significantly lower than the local and national averages.

Nearly all pupils come from homes where English is the main language. Thirteen per cent of the pupils speak Welsh at home and pupils' ethnicity is largely white British. Eight per cent of the pupils are on the school's additional learning needs register and very few pupils have a statement of special educational needs. There have been no pupil exclusions in the last 12 months.

The school was last inspected in 2007. The headteacher has been in post since September 2013 .

The individual school budget per pupil for Ysgol Gynradd Caergeiliog in 2013-2014 means that the budget is £2,901 per pupil. The maximum per pupil in the primary schools in Anglesey is £9,156 and the minimum is £2,901. Ysgol Gynradd Caergeiliog is 48th out of the 48 primary schools in Anglesey in terms of its school budget per pupil.

Summary

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

Current performance

The current performance of the school is good because;

- there is an improving trend in relation to pupils' attainment at the end of the Foundation Phase and at the end of key stage 2;
- pupils with additional learning needs make good progress in relation to their individual learning targets;
- most pupils display a positive attitude towards school life and show pride and confidence in their work;
- behaviour is consistently good and nearly all pupils show respect, care and concern for others;
- learning experiences are stimulating and engage pupils well in most classes; and
- in general, the standard of teaching is good with some outstanding practice.

Prospects for improvement

The prospects for improvement are good because:

- the headteacher offers a clear strategic direction to the life and work of the school;
- there is a shared sense of direction between the governing body and the senior management team;
- all staff and governors understand their role and responsibilities within the school's self-evaluation process;
- the school development plan is comprehensive and identifies relevant and specific targets; and
- the school manages its resources well and there are good established procedures in place to ensure that the allocation of financial resources meets school priorities and children's needs effectively.

Recommendations

- R1 Raise standards in Welsh second language across the school
- R2 Improve the consistency and effectiveness of marking
- R3 Ensure that managers and leaders address safeguarding issues
- R4 Improve strategic partnerships with other schools and providers to improve standards

What happens next?

The school will draw up an action plan which shows how it is going to address the recommendations. The local authority will monitor the school's progress.

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

Throughout the school, nearly all pupils have good listening skills. In the Foundation Phase most pupils speak confidently and use a suitable range of vocabulary effectively to communicate their ideas and respond to questions. By the end of the Foundation Phase many are able to discuss their ideas in more detail using extended vocabulary to good effect. In key stage 2, nearly all pupils have good communication skills and most discuss topics confidently with their teachers and their peers. A majority of pupils speak with clarity and in a mature manner.

Pupils' reading skills are developed well. By the end of the Foundation Phase, most pupils enjoy reading stories and many read clearly and with expression according to age and ability. Many can talk about their favourite books and a few more able pupils are beginning to show preference for specific authors. Most use appropriate strategies when reading unfamiliar words.

In key stage 2, many pupils enjoy reading a range of books and read with confidence and accuracy. Pupils are developing good comprehension skills and a majority are able to retrieve information from different sources including using information and communication technology (ICT). Year 6 pupils use their reading skills successfully to research topics, for example the Second World War, and present the information in various formats such as multimedia presentation.

Throughout the school, many pupils make good progress in developing their writing skills. By the end of the Foundation Phase, many produce appropriate pieces of writing using sound sentence structures and a range of vocabulary to good effect. During key stage 2, many pupils write effectively in a wide variety of forms. By the end of key stage 2, many pupils produce written work of a good standard in a range of styles and contexts across the curriculum, for example writing instructions in science, and reports in history and geography. Overall, the quality of spelling, punctuation, and presentation of most pupils' work is good.

Most pupils develop their numeracy skills well as they move through the Foundation Phase, for example when using tally charts and generating bar charts in their topic work. In Year 1, most pupils have a good understanding of odd and even numbers, with a few more able pupils able to recognise them when dealing with larger numbers.

In key stage 2, standards in numeracy are generally sound. Pupils apply their skills well across the curriculum, for example when interpreting data and collating and presenting results about rainfall in geography. In science, most pupils record results clearly and effectively in bar and line graphs, with a majority of older pupils able to calculate averages within results .

Most pupils' Welsh skills are developing well in the Foundation Phase. Pupils listen and respond enthusiastically to Welsh songs and rhymes. By the end of the Foundation Phase, most pupils respond enthusiastically to a range of simple instructions, greetings and questions in Welsh. However, a majority of pupils in key stage 2 lack confidence in speaking Welsh outside of the classroom, and vocabulary is often limited. Pupils in both the Foundation Phase and key stage 2 write appropriately in a variety of written forms following established patterns. However, more able pupils do not write at length consistently. The majority of pupils read Welsh books competently with an appropriate level of understanding.

Pupils with additional learning needs make good progress in relation to their individual learning targets.

Overall, there is an improving picture in relation to pupils' attainment at the end of the Foundation Phase and at the end of key stage 2.

The school's performance at the end of the Foundation Phase compares well with averages for the family and other similar schools. The school is in the upper 50% of schools for the proportion of pupils who achieve the expected outcomes in language, literacy and communication and mathematical development and is in the top 25% in personal and social development. At key stage 2, pupil performance at both the expected and higher than expected levels in English, mathematics and science is above the average for the family of schools and for primary schools in Wales. At the expected and at the higher level, for all core subjects, the school is in the upper 50% of similar schools. In general, at key stage 2, boys' performance at both the expected and higher levels in English and mathematics has consistently been better than that of girls.

Wellbeing: Good

Most pupils and have a good understanding of how to develop a healthy life style. Nearly all pupils listen attentively and many are confident in expressing their views and opinions in class discussions. Most pupils display a positive attitude towards school life and show pride and confidence in their work. Nearly all pupils are proud of their school and of their individual achievements within it. Many are able to speak well and eloquently about the school community, their work and their responsibilities. All pupils feel safe in school and know whom to talk to if they have any concerns.

Behaviour is consistently good and nearly all pupils show respect, care and concern for others. Nearly all are polite and friendly and relate well to adults and to each other.

The school council, the eco committee and other pupil committees are active and deal with a range of matters effectively. They play an important part in decision making, for example in developing the school yard. All committees take their roles and responsibilities seriously and conscientiously.

The school's overall attendance places it in the top 25% of schools with a similar proportion of pupils entitled to free school meals.

Key Question 2: How good is provision?

Adequate

Learning experiences: Good

The school provides a broad and balanced coverage that meets the requirements of the Foundation Phase and National Curriculum. Learning experiences are stimulating and engage pupils well in most classes. Teachers across the school work well as a team and plan a good range of activities effectively. This ensures continuity and progression in pupils' learning. Teachers' planning focuses appropriately on developing pupils' skills across areas of learning and the curriculum. Planning for literacy, numeracy, ICT and thinking skills is effective and ensures that pupils have an appropriately varied range of learning experiences.

The school offers a wide range of extra-curricular activities such as French club, football club and homework club, which enrich the pupils' learning.

Welsh language provision in all the Foundation Phase classes is good, and this is impacting well on pupils' linguistic development. All pupils in key stage 2 have access to the Welsh Language Unit on a weekly basis. This develops pupils' Welsh skills appropriately. The school provides a range of opportunities that develop the pupils' knowledge and understanding of the cultural, environmental, historical and linguistic characteristics of Wales.

The school's provision for promoting awareness of sustainable development is good. Through thematic work, pupils develop their awareness of global citizenship successfully.

Teaching: Good

Overall, the standard of teaching is good with evidence of some outstanding practice. In the most effective lessons, teaching is enthusiastic and innovative and activities are challenging and interactive. Pupils take an active role in their learning. In most lessons, introductions are lively, and stimulating activities engage all learners. Most teachers have up to date subject knowledge and set open-ended questions to extend pupils' thinking and communication skills effectively. Teachers and support staff engage well with pupils and this has a positive impact on pupils' standards of learning and wellbeing. Behaviour is well managed and a good working atmosphere is maintained in all classes. However, in the very few lessons where teaching is less effective, learning tasks do not always challenge pupils of all abilities and the pace of learning is slow.

The school has comprehensive assessment systems in place to monitor pupils' progress. Teachers use this information appropriately to inform future planning and to identify those who require additional support or challenge.

Assessment for learning strategies are developing well in some classes, although this is not consistent throughout the school. Most teachers mark books regularly. However, marking does not always show pupils what they need to do to improve their work well enough.

Parents receive valuable information regarding their child's progress in regular parents' meetings and annual reports.

Care, support and guidance: Unsatisfactory

The school's inclusive family ethos is a strong feature that successfully nurtures responsible attitudes throughout a vibrant learning community.

Pupils are encouraged to eat healthily and, through physical activities, the school ensures that they have a wide range of opportunities to increase their fitness levels and improve their health. The school has the appropriate arrangements for promoting healthy eating and drinking. Pupils' personal, spiritual, moral, and cultural development is co-ordinated well and is rooted deeply in the curriculum and in the school's daily activities. The school develops pupils' social skills well through a positive behaviour approach.

The school promotes good attendance consistently and ensures that pupils and parents are aware of the school's expectations. There are good links with external agencies to support pupils' wellbeing.

The provision for pupils with additional needs is good. The school identifies pupils who have additional learning needs early and provides detailed and purposeful individual education plans. Effective use is made of specialist services and individuals to provide support and guidance.

The school arranges regular review meetings and the recommendations are acted upon effectively. Parents and carers are actively involved in the process. The school has appropriate provision to identify and target more able and talented pupils.

The school's arrangements for safeguarding pupils do not meet requirements and give serious cause for concern.

Learning environment: Good

The school's ethos promotes pupils' wellbeing very effectively. Pupils are self-motivated and achievements are celebrated regularly in whole school assemblies. The school is a caring, learning community and promoting respect towards all is one of the school's strengths. The school has a wide range of appropriate policies in place to ensure that staff and pupils are treated fairly. The school promotes equality appropriately.

The physical environment is good. The school buildings are spacious, well organised and well maintained. The school has a range of good quality resources including a Sports Pavilion, interactive whiteboards in all classes and a wide range of ICT equipment to meet the needs of learners. There is sufficient space for outdoor learning and recreation activity. The school provides a stimulating environment for pupils and the outdoor area for the Foundation Phase is well equipped.

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

Leadership: Adequate

The new headteacher has a clear vision for the school. She shares this vision and her values effectively with staff, parents, governors and pupils. In a professional and open manner, she offers a clear strategic direction to the life and work of the school. This improves standards of teaching and learning, and impacts positively on the wellbeing of pupils across the school.

The staff and governors work effectively, and regular meetings focus well on standards, the quality of teaching and areas for improvement. As part of recent changes in the staffing structure, a few members of the school management team have taken on new roles and responsibilities and undertake them competently.

All staff work effectively to create a whole-school ethos that encourages and values teamwork. They make good use of regular meetings and a well-established performance management system to support their professional development and move the school forward. This is having a positive impact on pupils' standards and learning experiences. The school has a detailed plan for implementing the statutory Literacy and Numeracy Framework. All staff roles have appropriate job descriptions.

Sub-committees such as those with responsibility for standards and curriculum, work effectively to improve the quality of provision in the school. There is a shared sense of direction between the governing body and the school's senior management team. However, leaders and managers do not ensure that statutory requirements regarding safeguarding procedures are fully met.

The governors are supportive of the school. Their understanding of performance data is developing well. However, they do not always use their knowledge effectively to challenge the school appropriately.

Improving quality: Good

Senior leaders have developed a robust strategy for self-evaluation that draws on a wide range of first-hand evidence, including pupil performance data, classroom observation and the regular views of pupils, parents and others. All staff and governors understand their roles and responsibilities within the self-evaluation process. The outcomes of these processes provide an appropriate assessment of the school's strengths and areas for development and, as a result, leaders know the school well.

School leaders use the information gathered through the self-evaluation process well to determine key priorities and targets for school improvement. The school development plan is comprehensive and identifies relevant and specific targets with success criteria that focus well on pupil outcomes. It outlines clearly staff responsibilities, funding and resource requirements and methods for monitoring progress. Improvements in provision over the past few years have had a positive impact on improving standards, for example in ICT, mathematics and Welsh second language.

Partnership working: Adequate

The school works well with parents. They are kept well informed and feel comfortable approaching the school on any matters of concern.

Links with the local playgroup are good, ensuring that young children settle well in school. The school has an effective transition process for pupils moving from the Foundation Phase to Year 3 and this ensures continuity in learning and wellbeing. Well-developed links with a secondary school outside of the county, to which nearly all pupils transfer, are effective. However, partnerships with the local secondary school and local primary schools that promote sharing of expertise and resources, and effective moderation of teacher assessments, are underdeveloped. The school works well with the local authority's educational psychology and speech and language therapy services to ensure effective help, support and guidance to staff and pupils. However, the school's partnerships with the wider range of authority support services are limited.

There are appropriate links with the local community. For example, staff at the local RAF base provided valuable support for the theme 'up in the air' undertaken recently in the nursery class.

There are suitable partnerships with industry and businesses, which develop pupils' understanding of the world of work. Effective links with a local supermarket provided pupils with useful opportunities to learn about food preparation and baking skills. However, these partnerships are not strategic enough to impact fully on standards of learners.

Resource management: Good

The school manages its resources well and there are good established procedures in place to ensure that the allocation of financial resources meets school priorities and children's needs. The school's Principal Business Manager, headteacher and governors plan expenditure successfully and monitor the school budget effectively.

The school's new staffing structure ensures that the school deploys staff effectively. There are sufficient qualified and experienced teachers to deliver the curriculum, and the school uses teachers' expertise well to enhance provision and raise standards. Arrangements for providing planning, preparation and assessment time for teachers are successful. The school has an effective performance management system through which it identifies the continuous professional development needs of all members of staff. They are linked appropriately to school improvement priorities.

The school plans effectively for the continuous professional development of staff. This has had a positive impact on pupils' wellbeing and has raised standards of school performance. The school deploys classroom assistants well to support pupils' learning. Pupils make good progress as they move through the school. Overall, the school provides good value for money.

Appendix 1

Commentary on performance data

In the Foundation Phase in 2013, 96% of pupils achieved the expected outcome in language, literacy and communication, and in mathematical development, while 100% achieved the expected outcome in personal and social development. This is above the average for the family of schools. The proportion of pupils who achieved a higher than expected outcome was slightly above the average for the family of schools in all three areas of learning.

In comparison to schools with similar proportions of pupils entitled to receive free school meals, the school's performance at the expected outcome placed it in the upper 50% for the development of pupils' language literacy and communication and mathematical development and in the top 25% for personal and social development. At the higher than expected outcome, the school is in the higher 50% for language, literacy and communication and mathematical development and in the lower 50% for pupils' personal and social development, wellbeing and cultural diversity.

In key stage 2, the percentage of pupils who attain the expected level or above in English, mathematics and science, when combined, is above the average for the family of schools. Over the last three years, the overall trend of performance has been upward. Pupils' performance in all core subjects is slightly higher than the average for the family of schools.

In 2013, the proportion of pupils who achieved the higher level was slightly above the family average for English, mathematics and science, although in general there is a slight decline. In comparison to the performance of all schools in Wales, the school's results are slightly above average in English, mathematics and science.

In relation to schools with a similar proportion of pupils entitled to receive free school meals, the school is in the upper 50% for performance in English, mathematics, science and the core subject indicator. Overall performance over the last two years shows improvement.

Appendix 2

Stakeholder satisfaction report

Responses to learner questionnaires

Yn dynodi'r meincnod – mae hwn yn gyfanswm o'r holl ymatebion hyd hyn ers mis Medi 2010.

	Number of responses Nifer o ymatebion	Agree Cytuno	Disagree Anghytuno	
I feel safe in my school.	104	104 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	104	102 98%	2 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.	104	102 98%	2 2%	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	104	102 98%	2 2%	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.	104	99 95%	5 5%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	104	102 98%	2 2%	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.	104	104 100%	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.	104	100 96%	4 4%	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.	104	98 94%	6 6%	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.	104	103 99%	1 1%	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.	104	91 88%	13 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	104	98 94%	6 6%	Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
		84%	16%	

Responses to parent questionnaires

Yn dynodi'r meincnod – mae hwn yn gyfanswm o'r holl ymatebion hyd hyn ers mis Medi 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.	58	51 88%	6 10%	1 2%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	56	48 86%	8 14%	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.	58	50 86%	8 14%	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.	58	48 83%	10 17%	0 0%	0 0%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	0%		
Pupils behave well in school.	57	45 79%	12 21%	0 0%	0 0%	0	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	46%	4%	1%		
Teaching is good.	57	50 88%	7 12%	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.	58	54 93%	4 7%	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.	58	49 84%	9 16%	0 0%	0 0%	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.	58	49 84%	6 10%	1 2%	1 2%	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.	58	44 76%	12 21%	1 2%	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.	58	48 83%	10 17%	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.	52	37 71%	13 25%	0 0%	0 0%	2	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.	58	40 69%	14 24%	4 7%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		49%	41%	8%	2%		

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
I feel comfortable about approaching the school with questions, suggestions or a problem.	56	43 77%	11 20%	1 2%	1 2%	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.	54	30 56%	19 35%	3 6%	0 0%	2	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.	58	44 76%	14 24%	0 0%	0 0%	0	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.	49	35 71%	8 16%	0 0%	0 0%	6	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		42%	34%	4%	1%		
There is a good range of activities including trips or visits.	57	32 56%	17 30%	7 12%	0 0%	1	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	38%	5%	1%		
The school is well run.	55	44 80%	9 16%	0 0%	0 0%	2	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	33%	3%	1%		

Appendix 3

The inspection team

Anwen Eluned Griffith	Reporting Inspector
Hazel Hughes	Team Inspector
Anthony Bate	Team Inspector
Jeremy George Turner	Lay Inspector
Bethan Bleddyn	Peer Inspector
Paula Murphy	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.