



Report on

**Ysgol Gymuned Llanfechell
Llanfechell
Amlwch
Anglesey
LL68 0SA**

Date of inspection: June 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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Publication Section

Estyn

Anchor Court, Keen Road

Cardiff

CF24 5JW or by email to publications@estyn.gov.uk

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Context

Ysgol Gymuned Llanfechell is situated on the outskirts of the village in the north of Anglesey, and it is maintained by Anglesey education authority. The school serves the village and the nearby rural area.

The school provides bilingual education for pupils between the ages of three and 11. Welsh is the main medium of learning. About 67% of the pupils come from Welsh speaking homes. Children are admitted to the school on a part-time basis to the nursery class, in the September following their third birthday, and full-time in the September following their fourth birthday.

During the inspection, there were 12 children in the nursery class on a part-time basis and 94 full-time pupils on roll. They are taught by three full-time teachers and three part-time teachers.

About 16% of pupils are eligible for free school meals, which is lower than the average for Wales. Sixteen per cent of pupils are on the school's additional learning needs register. Very few pupils have a statement of special educational needs. These figures are lower than the figure for Wales.

The headteacher has been in post since October 2013. The school was last inspected in May 2008.

The individual school budget per pupil for Ysgol Gymuned Llanfechell in 2013-2014 is £3,818. The maximum per pupil in primary schools in Anglesey is £9,156 and the minimum is £2,901. Ysgol Gymuned Llanfechell is in 40th position of the 48 primary school in Anglesey in terms of the school budget per pupil.

Summary

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

Current performance

The school's current performance is good because:

- most pupils across the school make good progress;
- levels of attendance and behaviour are high and nearly all pupils are enthusiastic and eager to learn;
- the quality of teaching and assessment is good and assistants support learning effectively;
- staff give a high level of care, support and guidance to pupils; and
- the school is an inclusive community in which pupils are appreciated.

Prospects for improvement

Prospects for improvement are good because:

- the management team provides robust leadership;
- the governing body is effective in holding the school to account about the standards that are achieved;
- the leadership team has a good awareness of the school's strengths and areas to be developed, arising from effective self-evaluation procedures; and
- the school works well in partnership with other schools.

Recommendations

- R1 Raise standards in Welsh writing in key stage 2
- R2 Ensure that pupils use Welsh regularly inside and outside the classrooms
- R3 Plan more purposefully in order to challenge pupils of higher ability regularly and differentiate effectively for them
- R4 Increase opportunities for pupils in Year 2 to use the outdoor learning areas

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

In their lessons, and when discussing their work, most pupils recall previous learning well and show good knowledge and understanding of what they have learnt in a number of subjects. Most of them, by the end of key stage 2, have developed their thinking skills well, acquire information purposefully and apply these successfully to new situations.

Most pupils across the school make good progress in their use of language, literacy and their communication skills in Welsh. Nearly all of them listen attentively to their teachers during lessons and are eager to offer suitable answers or comments when speaking about their work. However, the majority do not use their Welsh regularly enough in a variety of different contexts. Most pupils' oral skills in English in key stage 2 are good.

Most pupils make good progress in their reading skills in Welsh, take an interest in books and develop into independent learners. In the Foundation Phase, most children read meaningfully and with appropriate fluency and expression. By the end of key stage 2, most pupils read a wide range of texts fluently and respond meaningfully to the text. They use their reading skills in Welsh and English effectively to glean information and present it in an interesting way in a number of subjects.

By the end of the Foundation Phase, nearly all pupils write independently for various purposes and begin to use syntax appropriately, and vocabulary that is linked to the theme. Nearly all spell familiar vocabulary correctly.

In key stage 2, many pupils make good progress in their written work in Welsh and English. They write using a range of extended methods in both languages. They use their writing skills successfully across a range of subjects. However, the accuracy of a minority of pupils in Welsh prevents them from making appropriate progress, and they do not vary syntax and select words in order to create effect. Many pupils' handwriting and presentation of work across the school are tidy.

Most pupils who have additional learning needs make appropriate progress against their individual targets. However, pupils of higher ability do not always achieve their full potential.

In the Foundation Phase, most pupils develop their numeracy skills successfully in mathematics lessons. For example, by the end of the Foundation Phase, nearly all pupils use standard units to measure length and capacity correctly, arrange numbers up to 100 in their correct order and present information well in the form of a simple graph. Most pupils use their numeracy skills effectively in other areas of learning. For example, children in Years 1 and 2 use their knowledge of simple fractions skilfully as they prepare a picnic for the class.

In key stage 2, most pupils attain good standards in their numeracy skills. They use a range of calculation strategies in order to solve number and word problems confidently. They have a sound understanding of their work in using data, shape and space. Most apply their numeracy skills successfully across the curriculum. For example, pupils in Years 3 and 4 use Venn diagrams accurately in work on the local area, and Years 5 and 6 use their measuring skills correctly when designing a Victorian classroom.

In the Foundation Phase, the percentage of pupils who achieved the expected outcome (outcome 5) in language, literacy and communication skills in Welsh placed the school in the upper 50% of similar schools in 2013 and in the top 25% in 2012. In mathematical development, performance placed the school in the lower 50% in 2013, but in the upper 50% in the previous year.

Pupils' performance at outcome 6 in 2013 placed the school in the top 25% of similar schools in language, literacy and communication and in mathematical development. Performance in language, literacy and communication in 2012 placed it also in the top 25%, and in the upper 50% in mathematical development.

In key stage 2 in 2013, the proportion of pupils who achieved the expected level, (level 4) placed the school in the lower 50% of similar schools in Welsh, in the bottom 25% in English, in the upper 50% in mathematics and in the top 25% in science. In two of the three previous years, performance placed the school mostly in the top 25% in Welsh and English, but in the lower 50% in science and mathematics.

In 2013, the percentage who achieved the higher level (level 5) placed the school in the top 25% of similar schools in English, Welsh and science, and in the upper 50% in mathematics. For the previous three years except for that in Welsh and English in 2011, performance placed the school in the lower 50% or the bottom 25% of similar schools.

Wellbeing: Good

All pupils at the school feel safe and happy and confident to turn to any member of staff for help when needed.

Nearly all pupils' behaviour is good. As they co-operate on tasks or move around the school, they behave responsibly and show respect and care for each other and for visitors. They are industrious and enthusiastic learners who work harmoniously.

Punctuality is good and attendance has improved considerably over the last two years. In comparison with similar schools on the basis of eligibility for free school meals, the school has risen from being in the lower 50% in 2012 to the top 25% in 2013, after being in the bottom 25% in the three years before that.

Members of the school council shoulder their responsibilities appropriately. They make decisions that have a positive effect on other pupils' wellbeing. For example, the school council was responsible for securing and managing a considerable sum of money to buy play equipment for the playground, and is responsible for running the fruit shop. These two ventures have contributed effectively to pupils' sound understanding of the importance of keeping fit and eating healthily.

Across the school, most pupils have a good understanding of what they need to do to improve their work. Through a range of activities in the school, and participation in the community, the social skills and life skills of nearly all pupils develop well.

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 engage the pupils' interest and meet the requirements of the Foundation Phase, the National Curriculum and religious education in full. Purposeful planning ensures a good range of experiences that develop pupils' knowledge, understanding and skills successfully as they move through the school. However, activities are not always challenging enough to extend pupils of higher ability.

Teachers plan thoroughly for developing communication skills in Welsh, English, numeracy and information and communication technology (ICT) and ensure coherence in pupils' experience. The requirements of the Literacy and Numeracy Framework are implemented effectively across the curriculum. The wide range of extra-curricular activities enriches the curriculum further for the majority of pupils.

The school provides a rich range of activities that promote the Cwricwlwm Cymreig. By selecting topics and themes, and through exhibitions and visits, the school promotes pupils' awareness of their heritage and their local area successfully.

Provision for sustainable development and global citizenship is good. The eco council is working effectively, and has contributed well to reducing the school's use of electricity, and to reducing the use of paper by using text messages. By studying various economically developing countries, such as Lesotho, pupils have valuable opportunities to raise their awareness of the difference in the lives of citizens around the world.

Teaching: Good

Teachers and other adults have good relationships with pupils and have relevant subject knowledge. Throughout the school, the successful co-operation between teachers and teaching assistants provides effective support to specific individuals and groups.

Where teaching is at its best, teachers share clear educational goals and use helpful resources to support learning and teaching. Effective questioning engages pupils' interest and pupils obviously enjoy lessons. Teachers across the school manage behaviour well. In the few lessons where teaching is not as good, activities are not always differentiated suitably and short-term planning is not detailed enough to respond to the age and ability range.

Teachers model language well, but they do not always encourage pupils enough to communicate in Welsh in a wide variety of different contexts.

Assessment for learning strategies have been established firmly throughout the school. Pupils in all classes have regular opportunities to assess and improve their own work and that of their peers. Feedback to pupils, both orally and through marking, is good. Comments are constructive and identify strengths as well as summarising what pupils need to do to improve.

There are good arrangements for tracking pupils' progress. Information about progress is analysed and used effectively to monitor progress and to provide additional support for pupils as required.

Annual reports to parents include clear information about each child's progress.

Care, support and guidance: Good

The school promotes pupils' health and wellbeing effectively. It has appropriate policies and procedures for this and for promoting pupils' spiritual, moral, social and cultural development successfully. The school is a happy community in which pupils feel safe. Pupils have a good opportunity to express opinions or share concerns.

There are effective systems in place to improve attendance and this has had a positive impact on pupils' attendance over the past two years. The school makes good use of a wide range of external agencies to provide helpful guidance and support to staff, pupils and parents, when necessary.

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

The robust systems in place for pupils with additional learning needs are effective. Pupils' needs are identified early and their progress is tracked through regular assessments. Pupils are supported well in intervention groups and in classes. Individual education plans are detailed with clear targets for improvement. They are reviewed every term in consultation with parents and pupils.

Learning environment: Good

The school has a positive ethos, where everyone is respected and supported. The sense of inclusiveness fosters responsible individuals who are willing to help each other and others. This ethos is based on implementing policies and procedures that respect the rights of all individuals within the school. The school ensures that it offers the same opportunities and experiences to all pupils regardless of their social background and ability.

The school deals effectively with the very rare cases of bullying or any other form of harassment or discrimination. The school's equality policy and disability action plan are effective in promoting equal opportunities in all aspects of school life.

The school has a rich variety of resources that enrich learning and teaching. There is a range of suitable classes and facilities for the number of pupils. The school makes good use of the site and the building and the surrounding grounds are kept in a good and tidy condition. The outdoor area for the Foundation Phase is safe. However, there is no easy access to the area for Year 2, which limits their opportunities to learn outdoors.

Displays of pupils' work and achievements are evident throughout the school and contribute towards creating an attractive environment, which motivates pupils to learn.

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

The quality of the headteacher's leadership is good and has a positive impact on the school's strategic direction. The management team and school staff share this vision, along with the governors, parents and pupils. The school staff understand their roles well. There are high expectations of them, and they contribute effectively to maintaining and raising standards. The management team and the rest of the staff encourage and value teamwork. This is a prominent feature that creates a strong foundation in addressing raising standards and providing a broad curriculum across the school.

Staff have specific responsibilities to develop the school as a learning community and they share good practice purposefully and successfully. Staff meetings focus directly on the school improvement process and lead to clear actions to improve practice.

The school is successful in addressing and fulfilling local and national priorities. Prominence is given to adopting and implementing the principles and procedures that derive from the Literacy and Numeracy Framework, and to developing pupils' bilingual skills. The Foundation Phase is implemented very creatively.

Governors undertake their roles and responsibilities conscientiously. They have a sound understanding of how the school is performing through handling school performance data effectively, listening to staff members and visiting classrooms. They attend training and challenge the school regularly as critical friends.

Improving quality: Good

The self-evaluation process is comprehensive and develops all staff members' understanding of the school's strengths and weaknesses. The self-evaluation report is a detailed document, based on a wide range of direct evidence. Data analysis is an integral part of the process. Evidence is collected effectively through classroom observations, scrutinising pupils' work, and listening to the views of pupils and parents.

The main priorities in the school development plan focus clearly on improving the attainment of particular groups of pupils. There is a clear link between the findings of the self-evaluation report and the priorities. The plan includes an appropriate range of relevant actions and identifies members of staff with responsibility for achieving them. It also includes challenging success criteria and specific time limits for completing tasks. The school monitors progress effectively.

The school has a strong history of implementing improvements. Steps taken in recent years have led to marked improvements in key areas. Attendance is a good example of this.

Partnership working: Good

The school works well with a range of strategic partners that have a beneficial effect on pupils' wellbeing and progress. There is a close partnership with parents. They are very supportive of the school and contribute to a range of activities, including fundraising initiatives, and supporting learning experiences such as visits.

The strong partnership between the school and the cylch meithrin ensures that pupils settle quickly into the nursery class. The school also works successfully with the secondary school and there are effective transition arrangements, which include visits. This ensures a smooth transition for pupils at the end of their time at the school.

The school benefits from constructive links with the community and pupils are given beneficial opportunities to participate in community activities. This contributes effectively to pupils' knowledge of their local area.

The partnership with local schools in the area is effective. Recently, the school's headteacher has led on establishing 'Learning Trios' within the family of local schools to examine good teaching practice. This has been an obvious success. The school works closely with other schools in the family to standardise and moderate pupils' work and this ensures consistency and accuracy in the school's assessments.

Resource management: Good

The school has a full complement of teachers with suitable experience and qualifications to teach every aspect of the curriculum. It uses staff's expertise effectively and makes good use of their particular talents. An excellent example of this is the way the school has been allocated additional funding to train one of the assistants to shadow another assistant in the local authority. This has enabled them to lead others in the school and to work extremely effectively as a team with teachers. This contributes significantly to improving standards and pupils' wellbeing.

All members of staff have regular opportunities for continuous professional development, which is linked clearly to priorities in the school development plan. Their participation in networks of professional practice is effective and has led, for example, to improving methods of introducing success criteria for children in Year 2. This has led to fostering children's confidence in assessing their own work.

Arrangements for teachers' planning, preparation and assessment time respond to the statutory requirements.

Resources and the building are managed carefully to ensure that they are appropriate to pupils' needs.

The headteacher, the governing body and the finance sub-committee meet regularly and monitor the budget effectively. On this basis, and because the pupils achieve good standards, the school provides good value for money.

Appendix 1

Commentary on performance data

When comparing results in the Foundation Phase in 2013 with those of similar schools across Wales in terms of the percentage of pupils eligible for free school meals, the proportion of pupils who achieved the expected outcome (outcome 5) in language, literacy and communication skills in Welsh placed the school in the upper 50% of schools, and in the lower 50% for mathematical development. All children achieved the expected outcome in personal and social skills, which placed the school in the top 25% of schools. Performance in language, literacy and communication in 2012 also placed the school in the top 25%, and in the upper 50% for mathematical development. Pupils' performance at outcome 6 in 2013 placed the school in the top 25% for both language, literacy and communication and mathematical development. Performance in language, literacy and communication in 2012 also placed the school in the top 25%, and in the upper 50% for mathematical development.

In 2013, boys' performance at outcome 5 was better than that of girls in language, literacy and communication skills and in mathematical development. There was no difference in personal and social development. In 2012, apart from in language and literacy, girls' performance was better in mathematics and personal and social development. Over the past two years, apart from in mathematical skills, girls' performance at outcome 6 was better than that of boys in all areas of learning.

The attainment of pupils who are eligible for free school meals is better than that of their peers in all areas of learning. However, at outcome 6, pupils who receive free school meals do not achieve as well as other pupils in mathematical development, language, literacy and communication.

When comparing results in key stage 2 in 2013 with those of similar schools across Wales in terms of the percentage of pupils who are eligible for free school meals, the percentage of pupils achieving the expected level (level 4) placed the school in the lower 50% of schools in Welsh in the lowest 25% in English, in the upper 50% in mathematics and in the top 25% in science. The school's performance was slightly above the averages for the family of similar schools. In two of the previous three years, performance placed the school mostly in the top 25% in Welsh and English, but in the lower 50% in science and mathematics. The percentage achieving the higher level (level 5) placed the school in the top 25% in English, Welsh and science, and in the upper 50% in mathematics. Performance was slightly below that of similar schools in Welsh and in mathematics, but it was higher in English and science. For the previous three years, apart from in Welsh and English in 2011, performance placed the school in the lower 50% or in the lowest 25% of similar schools.

In 2013, girls' performance was better than that of boys at the expected level and at the higher level in all subjects. There is no significant difference between the performance of pupils who receive free school meals and that of their peers.

Appendix 2

Stakeholder satisfaction report

Responses to learner questionnaire

Denotes the benchmark – this is a total of all responses to date since September 2010.

	Number of responses Nifer o imitation	Agree Cytuno	Disagree Anghytuno	
I feel safe in my school.	59	59 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	54	49 91%	5 9%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	59	57 97%	2 3%	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	59	58 98%	1 2%	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.	59	58 98%	1 2%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	58	54 93%	4 7%	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.	59	58 98%	1 2%	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.	58	52 90%	6 10%	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.	59	48 81%	11 19%	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.	59	53 90%	6 10%	Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
		95%	5%	
Other children behave well and I can get my work done.	58	50 86%	8 14%	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	59	53 90%	6 10%	Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
		84%	16%	

Response to the parent questionnaire

Denotes the benchmark – this is a total of all responses to date since September 2010.

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf					Don't know Ddim yn gwybod	
		Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf				
Overall I am satisfied with the school.	28	14 50%	9 32%	4 14%	1 4%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.	
		63%	33%	3%	1%			
My child likes this school.	28	19 68%	9 32%	0 0%	0 0%	0	Mae fy mhlentyn 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.	28	20 71%	7 25%	0 0%	0 0%	1	Cafodd fy mhlentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.	
		72%	26%	1%	0%			
My child is making good progress at school.	28	12 43%	11 39%	3 11%	2 7%	0	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.	
		61%	34%	3%	1%			
Pupils behave well in school.	28	16 57%	9 32%	0 0%	0 0%	3	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.	
		45%	46%	4%	1%			
Teaching is good.	28	14 50%	8 29%	6 21%	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.	28	15 54%	11 39%	2 7%	0 0%	0	Mae'r staff yn disgwyl i fy mhlentyn 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.	27	12 44%	8 30%	5 19%	2 7%	0	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhlentyn yn ei ddysgu yn yr ysgol.	
		47%	40%	6%	1%			
Staff treat all children fairly and with respect.	27	15 56%	8 30%	3 11%	0 0%	1	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.	
		58%	34%	4%	1%			
My child is encouraged to be healthy and to take regular exercise.	28	16 57%	12 43%	0 0%	0 0%	0	Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.	
		59%	36%	2%	0%			
My child is safe at school.	28	19 68%	8 29%	0 0%	0 0%	1	Mae fy mhlentyn yn ddiogel yn yr ysgol.	
		66%	31%	1%	0%			
My child receives appropriate additional support in relation to any particular individual needs'.	28	14 50%	8 29%	4 14%	1 4%	1	Mae fy mhlentyn 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.	28	14 50%	8 29%	2 7%	4 14%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.	
		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.	28	16 57%	6 21%	4 14%	2 7%	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.	28	13 46%	9 32%	4 14%	1 4%	1	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.	27	17 63%	7 26%	1 4%	1 4%	1	Mae'r ysgol yn helpu fy mhentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		56%	39%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	25	14 56%	5 20%	1 4%	4 16%	1	Mae fy mhentyn 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.	28	19 68%	7 25%	1 4%	1 4%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	38%	5%	1%		
The school is well run.	28	14 50%	10 36%	1 4%	0 0%	3	Mae'r ysgol yn cael ei rhedeg yn dda.
		60%	33%	3%	2%		

Appendix 3

The inspection team

Mervyn Jones	Reporting Inspector
Rhian Jones	Team Inspector
Huw Roberts	Lay Inspector
Geraint Jones	Peer Inspector
Meinir Roberts	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 during the academic year, and Year 13 is the year group who reach the age of 18 during the academic year.

Primary phase:

Year	Nursery	Reception	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, well-being 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 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 educational needs at school action plus or with a statement of special educational needs, and pupils learning English as an additional language.