



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 Gynradd Beaumaris
Maeshyfryd
Beaumaris
Anglesey
LL58 8HL**

Date of inspection: January 2014

by

**Estyn, Her Majesty's Inspectorate for Education
and Training in Wales**

During each inspection, inspectors aim to answer three key questions:

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

Inspectors also provide an overall judgement on the school's current performance and on its prospects for improvement.

In these evaluations, inspectors use a four-point scale:

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

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

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Context

The school is situated on the outskirts of the town of Beaumaris, and is maintained by Anglesey education authority. The school serves the town and nearby rural villages. The school admits pupils from the whole ability range.

The school provides bilingual education for pupils aged between three and 11 years, but the main medium of learning is Welsh. Children are admitted to the school's nursery class on a part-time basis in the September following their third birthday and full-time to the reception class in the September following their fourth birthday.

During the inspection, there were 80 pupils on roll. They are taught by four full-time teachers, including a non-contact headteacher and two part-time teachers.

About 30% of pupils are entitled to free school meals, which is considerably higher than the average for Anglesey and Wales. Forty-one per cent of pupils are on the school's additional learning needs register. These figures are considerably higher than the percentages for the county. Very few pupils come from Welsh-speaking homes. There are very few pupils from an ethnic minority background at the school.

The school was last inspected in January 2008. The headteacher has been in post since April 2012.

The individual school budget per pupil for Ysgol Beaumaris in 2013-2014 is £5,136. The maximum per pupil in primary schools in Anglesey is £9,156 and the minimum is £2,901. Ysgol Beaumaris is ninth out of the 48 primary schools in Anglesey in terms of school budget per pupil.

Summary

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

Current performance

The school's current performance is adequate because:

- the majority of pupils in the Foundation Phase and key stage 2 make suitable progress in relation to their starting points;
- relationships between staff and pupils are positive and levels of care and support are high;
- there is effective provision to promote wellbeing and an inclusive, homely ethos in which pupils feel happy and safe; and
- there is effective provision for pupils who have additional learning needs.

However:

- over time, pupils' standards of attainment do not compare well with standards in similar schools;
- planning does not include enough details to ensure progression and continuity;
- most pupils' skills have not been developed adequately for them to take full advantage of the wider curriculum; and
- most pupils' understanding of how well they are doing and how to improve is not robust enough.

Prospects for improvement

The school's prospects for improvement are adequate because:

- the headteacher provides effective and purposeful leadership for the school;
- a number of appropriate procedures have been implemented in order to ensure robust management processes for wellbeing and raising standards;
- members of staff willingly co-operate in pupils' interests; and
- the governing body has a sound understanding of the school's strengths and the areas that need to be developed.

However:

- procedures have not had time to have a full influence on raising standards;
- the role of governors as critical friends has not been developed sufficiently in order to hold the school to account by challenging performance; and
- teachers' role as leaders has not been developed sufficiently.

Recommendations

- R1 Raise standards of oracy, reading and writing in Welsh across the school
- R2 Plan more purposefully in order to ensure suitable activities for the whole ability range
- R3 Prepare detailed plans for ensuring development and continuity in skills across the curriculum
- R4 Provide more opportunities for pupils to make decisions and take responsibility for their own learning in order to develop into independent learners
- R5 Develop staff and governors' leadership responsibilities so that they operate more strategically

What happens next?

The school will produce an action plan that shows how it will address the recommendations. Estyn will monitor the school's progress.

Main findings

Key Question 1: How good are outcomes?

Adequate

Standards: Adequate

The majority of pupils across the school make suitable progress during their time at the school. In general, they achieve work of an appropriate standard in lessons and in books, but there is too much inconsistency in standards throughout the school. The majority of pupils across the school recall previous learning well and show good knowledge and understanding of what they have learnt. Many pupils' skills have not developed well enough.

In the Foundation Phase, nearly all pupils listen attentively to adults. The majority are keen to offer answers or comments when speaking about their work but the development of oracy skills in Welsh is too slow in the Foundation Phase. By the end of key stage 2, pupils of higher ability are beginning to show confidence when discussing issues that are within their experience and interest. However, many pupils are unwilling to use Welsh voluntarily in the classroom and around the school. Most are far more confident in English when discussing their work and they become increasingly confident in expressing an opinion, asking questions and offering comments.

In the Foundation Phase, many pupils' progress in their reading skills in Welsh is very slow. A minority read simple texts accurately and show an understanding of the main events or ideas in stories. Only a few pupils use strategies when reading unfamiliar words and establishing meaning.

In key stage 2, only the few higher ability pupils read confidently and with meaningful expression in Welsh. The majority of pupils are able to choose suitable texts from a variety of sources to improve knowledge across the curriculum under the teacher's guidance. Many are more confident in English and show an increasing understanding of significant events and characters in books.

By the end of the Foundation Phase, the writing skills of about half of the pupils are developing appropriately, but a significant percentage demonstrate an over-dependence on writing scaffolds. In key stage 2, only a minority of pupils use their writing skills in Welsh effectively. Many show a lack of use of varied and complex syntax accurately. Many pupils' written skills in English show varied use of sentence patterns and higher ability pupils begin to arrange their work in paragraphs. Most pupils' ability in key stage 2 to write at length in Welsh and English has not developed sufficiently. On the whole, the handwriting of the majority is clear and legible.

The majority of pupils develop their numeracy skills robustly as they move through the school. By the end of the Foundation Phase, the majority of pupils add and subtract accurately using tens and units. A few can discuss their simple graph work with good understanding and handle money up to 20 pence. The majority use their measuring skills accurately in practical activities around the classroom. However,

mental calculation strategies to solve number problems have not been developed sufficiently. The majority of pupils talk about their work by using familiar mathematical language.

In key stage 2, many use their understanding of place value to multiply and divide whole numbers by 10 and 100. They add and subtract decimals consistently accurately to two places. They use fractions with a sound understanding. The majority of pupils do not develop strategies for problem-solving and present information and results in a systematic way. Pupils do not apply the numeracy strategies they learn in mathematics lessons at the same level across wider aspects of the curriculum.

Almost all pupils who have additional learning needs make appropriate progress in relation to the targets in their individual education plans.

When comparing results in the Foundation Phase in 2013 with those of similar schools across Wales in terms of the percentage of pupils who are entitled to free school meals, the proportion of pupils who achieved the expected outcome, (outcome 5) in language, literacy and communication skills in Welsh and mathematical development placed the school in the bottom 25% of schools. No pupils achieved the higher outcome, namely outcome 6.

In key stage 2 in 2013, the percentage of pupils who achieved the expected level (level 4) in the core subject indicator compares well with the average for the family of similar schools and Wales. However, results in Welsh are significantly lower. In general, over a period of four years, apart from in 2012, the pattern is the same. The percentage of pupils who achieved level 5 in 2013 was higher than similar schools and all-Wales averages in all subjects apart from Welsh. In 2013, in comparison with performance levels of schools with similar levels of entitlement to free school meals, the percentage of pupils who achieved the expected level (level 4), except in Welsh, was among the higher 50% in English and science but in the lower 50% in mathematics. Except in 2012, when the school was in the bottom 25% in all subjects, the school's general performance over time has placed it in the higher 50% of similar schools.

The percentage of pupils who achieved level 5 or higher at the end of key stage 2 in 2013 placed the school in the top 25% of similar schools in English and science and in the top 50% in mathematics. No pupils achieved the higher levels in Welsh. Over a period of four years, apart from in Welsh, results have varied, moving the school between the top 50% and lower 50% of similar schools.

Wellbeing: Good

Nearly all pupils are aware of the importance of health, fitness and eating healthily. One of the school's strengths is the good behaviour of almost all pupils. They are courteous and show respect for each other and for adults. Nearly all pupils feel safe at school and know to whom to turn if something is worrying them. Pupils contribute well to the community, visit local businesses and improve the environment around them by planting flowers and keeping the beach clean.

The school council is very active and ensures that the pupil's voice contributes to the school's life and work. They keep detailed minutes of their meetings and make decisions that facilitate the school's daily arrangements. They arrange fundraising activities to raise money to buy equipment for the school and to support various charities.

Pupils' attendance level has varied, moving the school from being in the top 50% of similar schools in terms of levels of entitlement to free school meals in two out of the last four years, to the bottom 25% in 2012. Pupils' punctuality is good.

In the Foundation Phase, pupils are confident in taking responsibility and make decisions that have a positive effect on their learning. This has not been developed specifically enough in key stage 2.

Overall, pupils become increasingly confident in setting and monitoring their own targets, but they are not always clear enough about how to improve their learning.

Key Question 2: How good is provision?

Adequate

Learning experiences: Adequate

Teachers provide a range of suitable experiences outdoors and indoors that satisfy the majority of pupils' interest and needs. The provision deals appropriately with the requirements of the Foundation Phase, the National Curriculum and religious education.

Teachers in the Foundation Phase and key stage 2 co-operate effectively to ensure consistency in learning experiences and to offer a range of interesting activities. The school is beginning to give prominent attention to improving provision for skills, but short-term planning does not give enough guidance to ensure progress, progression and continuity. A range of visits and extra-curricular activities enriches children's learning well.

Provision for Welsh is beneficial and refers clearly to oracy, reading and writing requirements, but it is not detailed enough to ensure sound linguistic development.

The school provides a variety of good experiences that promote the Welsh dimension effectively. These include a rich range of experiences within the town and beyond and, as a result, pupils' knowledge and understanding of their local area and Welsh are good.

Provision for sustainable development is suitable and the school ensures that there is effective provision to improve children's understanding of the need to look after their environment.

Through a range of activities, pupils' understanding of global citizenship is promoted effectively.

Teaching: Adequate

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

Where teaching is at its best, teachers share the lesson objectives clearly and use useful resources to support learning and teaching. Presentations are lively and include a good pace and effective questioning. Where teaching is not as good, activities are not always differentiated suitably to respond to the age and ability range. As a result, there is not always enough challenge in order to ensure that higher ability pupils achieve as well as they should. At times, a tendency to over-direct children limits opportunities to take responsibility for their own learning. Teachers across the school control behaviour well.

In some lessons, teachers model language well and encourage pupils to develop their Welsh in a wide variety of different contexts. However, this is not consistent across the school.

On the whole, teachers give useful feedback to pupils orally and through marking. Marking does not always show pupils how to improve their work. Opportunities for pupils to self-assess and assess their peers' work are only just beginning.

The school's arrangements for tracking pupils' progress have been reviewed recently, but there is not enough evidence at present to judge how effective the process is for setting challenging targets for pupils.

Annual reports to parents contain clear information about the progress of each individual child and fulfil statutory requirements fully.

Care, support and guidance: Good

The school is a safe and caring community. Effective arrangements exist for supporting pupils' health and wellbeing. Provision for promoting social, moral, cultural and spiritual development is good. Collective worship sessions reinforce these positive values successfully across the school. The school has appropriate arrangements for promoting healthy eating and drinking.

There are clear strategies for promoting behaviour and they have had a positive effect on pupils' behaviour. The school places a strong emphasis on the importance of attendance and punctuality and there are clear strategies for promoting this.

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

Provision for pupils who have additional learning needs is good. The school makes effective use of procedures that identify children's additional learning needs early on. They put purposeful and effective interventions and support in place for them. Individual educational plans are produced and reviewed effectively with parents' willing co-operation.

Effective use is made of external agencies and specialist social and welfare services to support pupils.

Learning environment: Adequate

The school is an inclusive and friendly community in which pupils are treated equally in all the school's activities. This is one of the school's strengths and is based on values which promote respect for everyone. The school's policies and procedures promote equality, equal access to provision and social diversity effectively.

On the whole, there is an appropriate supply of resources for lessons and activities across the curriculum. Although a considerable investment has been made recently to improve information and communication technology (ICT) resources, they are not sufficient to respond to the requirements of large groups of pupils at the same time.

Classrooms and walls around the school are colourful and attractive, with a variety of displays which celebrate pupils' work. The purpose-built hall is used effectively for assemblies and physical education activities. Although significant improvement has been made to the outdoor area for the Foundation Phase, it has not been arranged to be a natural extension of the classroom. The whole site is not accessible to people who have physical disabilities.

The building and the grounds around the school are maintained in good condition.

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

The headteacher provides effective and purposeful leadership for the school. Her expectations are high and she has created an inclusive ethos, which focuses on improving pupils' standards and wellbeing.

Following a period of instability before her appointment, the headteacher's leadership is beginning to have a positive effect on the school's strategic development. A number of appropriate procedures have been put in place recently, in order to lay firm foundations for pupils' wellbeing and raising standards. The procedures have already had a positive effect on pupils' behaviour, but they have not been embedded firmly enough to have enough of an effect on standards of attainment.

The governing body is very supportive of the life and work of the school. Governors have a sound understanding of the school's strengths and the areas that need to be developed. To date, their role as critical friends has not been developed sufficiently in order for them to hold the school to account by challenging performance.

Staff at the school co-operate well and undertake their duties conscientiously. They support the work of the headteacher, although they do not have a direct influence on the school's strategic direction. Regular staff meetings focus appropriately on discussing pupils' performance and achievement. However, the teachers' role as leaders has not been developed sufficiently.

The school pays relevant attention to national and local priorities, including beginning to plan for raising standards of literacy across the school. These arrangements are now being implemented at the school and provide clear guidance for the school's staff.

Improving quality: Adequate

The school's self-evaluation report is comprehensive and reflects most of the strengths and areas to be developed. Teachers and governors have a good knowledge of the school's strengths and areas to be developed. However, the self-evaluation process does not give enough consideration to the viewpoints of pupils, all staff members and parents.

The headteacher is mainly responsible for monitoring the school's work. Good use is made of data and the findings from monitoring teaching and learning in order to prioritise for ensuring progress. Recently, teachers have scrutinised pupils' work effectively and their role in monitoring standards is developing satisfactorily.

The school improvement plan is an active document that identifies appropriate priorities. There is an obvious link between the findings of self-evaluation and the improvement plan. The plan contains measurable targets and allocates specific sums of money in order to address priorities. The headteacher monitors and evaluates the progress of the priorities and reports on them effectively in meetings of the governing body.

Partnership working: Good

The school has fostered a range of partnerships that promote pupils' learning and wellbeing effectively.

It has developed valuable links with parents and carers. The school's Friends Association raises substantial and regular amounts of money for the school and good use is made of the additional funding for pupils' benefit. A recent example of this is the investment that was made to improve ICT provision and buy reading books that will be more appealing to boys.

There are constructive links with the local community and volunteers come to listen to pupils reading. This fosters respect towards adults and contributes towards improving literacy skills. Good use is made of local people's expertise in order to improve pupils' awareness of their local area. Good examples of this are the prominent part that pupils take in Keep Wales Tidy activities and the annual Victorian fair in town. Links with various charities and agencies promote pupils' wellbeing.

There is an effective partnership with the local university in which the science department provides interesting experiences to pupils. Effective arrangements are in place for transferring pupils to the local secondary school and these prepare them well for the next stage in their education.

The school fosters a beneficial partnership with the local authority's education services in order to develop staff and respond to pupils' needs.

Resource management: Adequate

The school has enough experienced teaching staff and support staff to deal with all aspects of the school curriculum. Effective use is made of support staff to support intervention groups and they have a positive effect on the standards and wellbeing of specific individuals and groups of pupils.

Teachers make appropriate use of their time for planning, preparation and assessment. The school has an appropriate system for performance management, which now offers consistent opportunities for continuous professional development.

Although there is some co-operation with other local schools, involvement in professional networks has not been established.

The school's decisions on expenditure link appropriately with priorities for raising pupils' standards and wellbeing. Expenditure is monitored effectively by the headteacher. However, monitoring procedures on behalf of the governors are not incisive enough.

Considering pupils' achievements, the school provides adequate 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 who are entitled to free school meals, the proportion of pupils who achieved the expected outcome (outcome 5) in language, literacy and communication skills in Welsh and mathematical development placed the school in the bottom 25% of similar schools. All pupils achieved the expected outcome in personal and social skills, which was a little higher than the averages for the family of similar schools, the local authority and Wales.

Apart from in personal and social skills, no pupils achieved the higher outcome, namely 'outcome 6', in language, literacy and communication skills and mathematical development. Although the families of similar schools changed in 2013, the result has been the same for the last two years.

In key stage 2 in 2013, the percentage of pupils who achieved the expected level (level 4) in the core subject indicator, in addition to English, mathematics and science, compares well with the average for the family of similar schools and Wales. However, results in Welsh are significantly lower. Overall, over a period of four years, apart from 2012, the pattern is the same. The percentage of pupils who achieved level 5 was higher than similar schools and all-Wales averages, apart from in Welsh. No pupils achieved level 5 in Welsh.

In 2013, in comparison with schools that have similar levels of entitlement to free school meals, the percentage of pupils who achieved the expected level (level 4) placed the school among the higher 50% in English and science, but in the lower 50% in mathematics and the bottom 25% in Welsh.

Except in 2012, when the school was in the bottom 25% for all subjects, the school's performance over time, apart from English in 2013, has placed it in the top 50% of similar schools.

The percentage of pupils who achieved level 5 or higher at the end of key stage 2 in 2013 placed the school in the top 25% of similar schools in English and science, and in the higher 50% in mathematics. No pupils achieved the higher levels in Welsh. Over a period of four years, apart from in Welsh, results in every subject have varied, moving the school between the higher 50% and the lower 50% of similar schools.

In general, over a period of four years, girls have achieved better than boys in all subjects. On the whole, pupils who are entitled to free school meals do not achieve as well as the remainder.

Appendix 2

Stakeholder satisfaction report

Responses to learner questionnaires

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

	Number of responses Nifer o ymatebion	Agree Cytuno	Disagree Anghytuno	
I feel safe in my school.	38	37 97%	1 3%	Rwy'n teimlo'n ddiogelynfyysgol.
		98%	2%	
The school deals well with any bullying.	40	38 95%	2 5%	Mae'r ysgolyndelio'n dda ag unrhywfwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	39	39 100%	0 0%	Rwy'n gwybod pwy isiarad ag ef/â hi os ydwl'n poenineu'ngofidio.
		97%	3%	
The school teaches me how to keep healthy	39	38 97%	1 3%	Mae'r ysgolyfnysguisutiarosyni ach.
		98%	2%	
There are lots of chances at school for me to get regular exercise.	40	40 100%	0 0%	Mae llawer o gyfleoedd yn ryngoli mi gael ymarfercorff yn rheolaidd.
		96%	4%	
I am doing well at school	39	39 100%	0 0%	Rwy'n gwneud yn dda yn ryngol.
		96%	4%	
The teachers and other adults in the school help me to learn and make progress.	40	40 100%	0 0%	Mae'r athrawon a roedolion eraill yn ysgolyfnfyhelpuiddysgu a gwneud cynnydd.
		99%	1%	
I know what to do and who to ask if I find my work hard.	40	39 98%	1 2%	Rwy'n gwybod beth i'w wneud a gydaphwyisiarados ydwl'ngweldfyngwaith yn nodd.
		98%	2%	
My homework helps me to understand and improve my work in school.	39	39 100%	0 0%	Mae fyngwaith cartref yn helpu i ddeall a gwella fyngwaith yn ryngol.
		91%	9%	
I have enough books, equipment, and computers to do my work.	40	40 100%	0 0%	Mae gen iddigon o lyfrau, offer a chyfrifiadurowneudfyngwaith.
		95%	5%	
Other children behave well and I can get my work done.	37	25 68%	12 32%	Mae plant eraill yn ymddwyn yn dda ac rwy'n gallu gwneudfyngwaith.
		78%	22%	
Nearly all children behave well at playtime and lunch time	34	33	1	Mae bron pob un o'r plant yn ymddwyn yn dda am serch warae ac amser cinio.

Responses to parent questionnaires

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

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
Overall I am satisfied with the school.	10	4 40%	5 50%	1 10%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	10	8 80%	2 20%	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.	10	7 70%	3 30%	0 0%	0 0%	0	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.	10	8 80%	2 20%	0 0%	0 0%	0	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	0%		
Pupils behave well in school.	10	3 30%	6 60%	1 10%	0 0%	0	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	46%	4%	1%		
Teaching is good.	10	6 60%	4 40%	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.	10	5 50%	5 50%	0 0%	0 0%	0	Mae'r staff yn disgwyl i fy mhlentyn weithio'n galed ac i wneud ei orau.
		63%	33%	1%	0%		
The homework that is given builds well on what my child learns in school.	10	1 10%	8 80%	0 0%	0 0%	1	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.	10	4 40%	5 50%	1 10%	0 0%	0	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		58%	34%	3%	1%		
My child is encouraged to be healthy and to take regular exercise.	10	5 50%	5 50%	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.	10	6 60%	4 40%	0 0%	0 0%	0	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'.	9	4 44%	3 33%	0 0%	0 0%	2	Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		50%	34%	4%	1%		

	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 am kept well informed about my child's progress.	10	2 20%	6 60%	2 20%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynydd fy mhentyn.
		49%	40%	8%	1%		
I feel comfortable about approaching the school with questions, suggestions or a problem.	10	7 70%	2 20%	1 10%	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.	10	2 20%	8 80%	0 0%	0 0%	0	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		44%	39%	7%	2%		
The school helps my child to become more mature and take on responsibility.	10	2 20%	8 80%	0 0%	0 0%	0	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.	9	2 22%	5 56%	1 11%	0 0%	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.	10	4 40%	6 60%	0 0%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	38%	5%	1%		
The school is well run.	10	7 70%	2 20%	1 10%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	32%	3%	1%		

Appendix 3

The inspection team

Mervyn Lloyd Jones	Reporting Inspector
Rhian Jones	Team Inspector
Margaret Gwyn Watkins	Lay Inspector
Elin Mai Evans	Peer Inspector
Gwyneth Hughes	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.