



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 Beulah
Beulah
Newcastle Emlyn
Ceredigion
SA38 9QB**

Date of inspection: September 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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Context

Ysgol Gynradd Beulah is a community school which is situated in the village of Beulah near the town of Newcastle Emlyn in Ceredigion.

The school provides education for pupils aged between four and 11. There are 25 pupils on roll. The school admits pupils on a full-time basis at the beginning of the September following their fourth birthday.

Twenty-four per cent of pupils are entitled to free school meals, which is a little higher than the national average. Thirty-five per cent of pupils have additional learning needs, which is considerably higher than the national percentage. Ninety-two per cent of pupils come from homes where Welsh is not spoken.

The school was last inspected in October 2007.

The associate temporary headteacher, who is also responsible for three other schools, has been in post since September 2013.

The individual school budget per pupil for Ysgol Gynradd Beulah in 2013-2014 is £6,016. The maximum per pupil for primary schools in Ceredigion is £9,062 and the minimum is £3,119. Ysgol Gynradd Beulah is in seventh position of the 51 primary schools in Ceredigion in terms of the 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:

- many pupils in the Foundation Phase make sound and consistent progress across the curriculum;
- many pupils' standards of thinking and problem-solving skills are good;
- the school is a close, warm and inclusive society that provides particularly good care for its pupils;
- the school provides a wide range of stimulating learning experiences that gain interest and respond to the needs of many pupils;
- pupils' health and wellbeing are promoted effectively; and
- pupils who have additional learning needs make consistent and continuous progress.

However:

- many pupils in key stage 2 have not made enough progress in reading and extended language skills in both languages;
- the process for tracking pupils' progress from the Foundation Phase to the end of key stage 2 has not been established effectively enough; and
- the majority of pupils' presentation of work and handwriting is untidy and of poor quality.

Prospects for improvement

Prospects for improvement are adequate because:

- the associate headteacher gives clear and firm leadership to the school by setting high expectations;
- the associate headteacher has specified important aspects for improvement, and the staff are committed to ensuring continuous improvements;
- the school co-operates appropriately with a range of partners in relation to curricular experiences and promoting pupils' wellbeing; and
- the strong commitment to co-operating with other schools in relation to raising standards of literacy has a positive effect on pupils' standards and achievement.

However:

- the school's self-evaluation report does not provide an accurate picture of the quality of teaching and pupils' achievement;

- governors do not challenge the school effectively enough;
- teachers' planning does not pay enough attention to all aspects of the curriculum; and
- the school's internal monitoring programme does not pay enough attention to direct evidence in relation to teaching and learning.

Recommendations

- R1 Raise standards of reading and extended writing across the curriculum in both languages in key stage 2
- R2 Build on recent improvement in planning for progression in skills
- R3 Ensure more effective use of strategies for assessment and tracking progress
- R4 Develop governors' strategic role in order to enable them to monitor and challenge the school effectively
- R5 Strengthen the school's self-evaluation systems, especially the arrangements for observing lessons and monitoring pupils' work

What happens next?

Ysgol Gynradd Beulah will produce an action plan that shows how it will address the recommendations. Estyn will monitor Ysgol Gynradd Beulah's progress.

Main findings

Key Question 1: How good are outcomes?

Adequate

Standards: Adequate

By the end of the Foundation Phase, pupils' Welsh oral skills are good. Many are confident when discussing their work across a range of subjects, and they use a wide vocabulary. Most of them listen attentively and respond confidently to adults' instructions. By the end of key stage 2, the majority speak correctly in Welsh in formal situations, although only a few pupils speak at length.

Most pupils in the Foundation Phase enjoy reading and do so confidently and at a level that is suitable for their age and ability.

In key stage 2, the majority of pupils read with fluency and a few change their intonation effectively. However, there is not enough of a challenge in the reading material and only a few turn to a book voluntarily for enjoyment. Only a few pupils can speak about their favourite books or authors, or read regularly and widely. Many use reading strategies successfully to discover information when conducting research. As a result, many pupils' translanguaging skills are developing appropriately.

Many pupils in the Foundation Phase make sound progress in their writing. Nearly all pupils write for a wide range of purposes with increasing confidence. They use extended vocabulary and expressions, and are beginning to vary sentences and use punctuation. However, the majority of pupils' presentation of work and handwriting is untidy and of poor quality.

During the last academic year, the majority of pupils in key stage 2 made insufficient progress in terms of developing writing skills in both languages. As a result, evidence in pupils' books shows that the majority of pupils do not produce work that is appropriate to their age and ability. However, recently, many of the school's older pupils have produced work of a much more challenging nature. Although this improvement in standards of writing cannot be seen yet across the curriculum, many pupils now structure their writing more effectively and write in different styles. However, only a few pupils display extended writing skills. Overall, the majority of pupils' handwriting skills and presentation of work in key stage 2 is weak.

The majority of pupils make good progress in mathematics and apply their numeracy skills confidently and consistently. Many pupils in the Foundation Phase identify, order and use coins confidently and use suitable vocabulary to describe 2D and 3D shapes. Most pupils' number skills develop well from an early age.

Many pupils in key stage 2 collect, interpret and present relevant data in different subjects and learning areas effectively. The majority develop robust strategies for estimating and mental calculation when undertaking more challenging activities. Many pupils' standards of thinking and problem-solving skills are good and they apply these appropriately to new situations.

Pupils who have additional learning skills make appropriate progress against their personal targets.

Because of the small number of pupils often at the end of the Foundation Phase and key stage 2, the results of teachers' assessments must be treated with care.

The achievements of pupils in the Foundation Phase are similar to the average for the family in all learning areas during the last two years. However, pupils' performance in language, communication and literacy skills in addition to the Foundation Phase indicator has fallen in 2013. Pupils' achievement at the higher outcome (outcome 6) has been significantly higher than the averages for the family in all learning areas in the last two years. In comparison with similar schools in terms of the proportion of pupils entitled to free school meals, the school's performance has placed it among the higher 50% or the top 25% in the majority of indicators over the last two years.

In general, pupils' achievement at the end of key stage 2 has been robust over the last four years. The percentage of pupils who achieved the expected level (level 4 or higher) has been considerably higher than the averages for the family in all subjects. The percentage of pupils in key stage 2 who achieved beyond the expected level (level 5) over time, has been similar to or higher than the average for schools in the family in all subjects for the last four years. In comparison with schools that have a similar level of free school meals, the school's performance at the expected level has placed it in the top 25% over the last four years and in the higher 50% or the top 25% at the higher levels in the last two years.

Wellbeing: Good

Nearly all pupils feel happy and safe whilst they are at school and understand what they need to do if something is worrying them. Most appreciate the very close relationship that they have with staff, based on the principle that every individual is a full member of the school family. The majority of pupils can explain the importance of a healthy way of life and what needs to be done to be healthy.

All pupils are polite and children's behaviour during lessons and in informal situations is good. Foundation Phase pupils take responsibility and make decisions that have a positive effect on their learning. Recently, the ability of many pupils in key stage 2 to work independently and to make choices about their learning has developed appropriately.

Attendance is uneven over time but it has placed the school among the top 25% of similar schools in terms of levels of free school meals in two of the last three years.

Nearly all pupils work successfully in pairs and groups, and show respect for other viewpoints as they share ideas. They are keen to support each other and older pupils often go out of their way to help younger pupils.

Through a range of stimulating activities, which are frequently shared with pupils from nearby schools, pupils develop a good range of social and life skills.

The school council is enthusiastic. Its viewpoints are appreciated and members have had a positive effect on aspects such as the school environment, resources and developing the school's marking structure. Their conscientious work has had a positive influence on pupils' standards of wellbeing.

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

The school provides a wide and stimulating curriculum that gains pupils' interest across the school. This includes various, interesting experiences and themes that have a clear focus on developing independent learners. Across the school, teachers provide lively activities that stimulate pupils' curiosity.

There are appropriate opportunities for developing communication, numeracy and information and communication technology skills across all aspects of the curriculum. As a result of a recent focus, opportunities for developing literacy and numeracy skills are beginning to have a positive effect on standards.

There is effective provision for developing pupils' understanding of the need to care for the environment. Collective worship sessions provide rich opportunities for considering issues that involve love, fairness, thanksgiving and inequality.

Provision for developing the Welsh language and the Welsh dimension is robust throughout the school.

Termly educational visits to places such as Carew Castle and taking part in Lampeter College's African day ensure further understanding of local culture and the wider world. Pupils have extensive opportunities in lessons to find out about different cultures and to have experiences of life in other countries. These experiences help them to respect and understand other traditions, arts and ways of life.

Extra-curricular provision such as the Urdd and the running club is offered to all of the school's various age ranges and it has a positive effect on pupils' standards of wellbeing.

Teaching: Adequate

Teachers have a positive and caring relationship with pupils.

Overuse of work sheets during the previous academic year has hindered many pupils' development in extending their skills of writing at length. However, recently, learning activities have presented an appropriate challenge, in addition to opportunities to develop literacy skills across the curriculum. Teachers now differentiate suitably to meet the needs of the age and ability range effectively. By using open-ended, probing questions consistently, pupils develop thinking skills in order to reinforce learning experiences.

Teachers assess specific aspects of pupils' development regularly. However, these outcomes are not used effectively enough in order to plan the next steps in every

pupil's development. The process of tracking pupils' progress from the Foundation Phase to the end of key stage 2 is not effective enough.

Pupils are given constructive oral feedback on their efforts. Pupils' written work is marked regularly and, recently, teachers' comments have shown what needs to be done to improve. Teachers are beginning to provide opportunities to enable pupils to discuss good features of their work, as well as what they can do to improve it. Opportunities for pupils to review their own work are developing appropriately in the core subjects. However, opportunities for them to review their peers' work are scarce. The process of setting and monitoring personal targets for pupils has not yet been embedded across the school.

Reports for parents provide clear information about their children's progress and they meet statutory requirements.

Care, support and guidance: Good

The school is a happy and supportive community in which fostering fairness and pupils' moral and social values is embedded in school life. Effective provision promotes pupils' health and wellbeing through activities such as physical exercise every morning and principles of fair pay. The advantages of living, drinking and eating healthily encourage them consistently across the curriculum.

Successful procedures ensure that pupils foster respect and feel safe in the school community. This is modelled successfully by all the school's staff.

The school identifies the needs of pupils who need additional support early on, by conducting thorough foundation assessments. The effectiveness of intervention arrangements for supporting pupils who have additional learning needs and more able pupils is comprehensive and has a positive effect on the standards of those pupils. Pupils have suitable individual education plans, which are shared with parents and reviewed regularly.

Circle time sessions are provided effectively. They are an integral part of classroom activity and have a positive effect on pupils' standards of wellbeing.

'A minute to think' sessions and assemblies of worship have a positive effect on pupils' behaviour and their spiritual development, in addition to the school's ethos. The school's systems to promote attendance and punctuality over time are effective.

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

Learning environment: Good

The associate headteacher and staff pay appropriate attention to promoting equality among pupils. Through rich activities, pupils understand the importance of sustainability within their community.

Because of the small numbers of pupils, some activities are arranged by co-operating effectively with the community and nearby schools. This ensures full access to all aspects of the curriculum.

Although the building is limited in size, it is maintained well. The governing body and staff have developed the building to be an attractive and safe place. They make effective use of the few empty spaces that are available to teach focus groups and to create colourful and purposeful displays that support learning. Effective use is made of the nearby community field that is available to the school. The wooded area is particularly good, a valuable resource that is used effectively by staff in order to offer very interesting and stimulating experiences for pupils.

There is a good range of suitable resources in the Foundation Phase's outdoor area, which enriches learning and teaching appropriately.

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

In the very short time since the appointment of the associate headteacher, she has given the school clear leadership. She has high expectations and a robust vision. Recent arrangements, which focus on raising standards of pupils' work and refining systems to ensure improvement, have begun to have a positive effect on standards.

Staff meetings now pay appropriate attention to raising standards and discussing the school's priorities. As a result, there is a renewed commitment across the school to understand, develop and promote continuous improvements in order to raise standards. All members are now aware of their roles and responsibilities and they are beginning to shoulder their responsibilities conscientiously.

The governing body receives regular reports from the associate headteacher about the general running of the school from day to day. However, governors do not have a detailed understanding of the school's performance in order to set a strategic, clear direction. Although their understanding of the school's priorities is developing, they do not plan in enough detail for improvement by checking progress against outcomes. They have begun to use analyses of the school's data to discuss its performance. However, they do not receive detailed enough information on learning and teaching in order to challenge the school effectively.

Improving quality: Adequate

The school's self-evaluation report is a detailed document that makes appropriate use of data analyses. The areas for development link clearly to the priorities of the school improvement plan, such as objectives to develop pupils' literacy and numeracy skills. The school does not have formal arrangements for collecting and analysing the opinion of governors, pupils and parents regularly.

The school's improvement plan is a comprehensive document which gives details of suitable strategies in order to ensure improvements. The associate headteacher has

set specific responsibilities and success indicators, in addition to specific time limits and costs.

The associate headteacher's and teaching staff's understanding of the school's strengths and weaknesses is developing appropriately. However, not all staff have a full enough role in the process of monitoring standards at present. The school's internal monitoring programme does not pay enough attention to direct evidence in relation to teaching and learning and findings do not focus sufficiently on outcomes for improvement.

Partnership working: Good

The school has good strategic partnerships which contribute to improving pupils' standards and wellbeing and valuable learning experiences. A strong relationship exists between the school and parents and friends. The provision of family literacy programmes helps parents to support their children's education, and fosters pupils' bilingual skills and joint reading activities. Considerable funding is contributed by parents, in order to buy additional resources and equipment.

There are strong links with the nursery class that meets at the school. Through sharing themes and planning jointly, pupils settle in quickly when they start at school.

The school has very successful partnerships with the local secondary schools and effective transition arrangements and staff visits ensure smooth transfer. The school co-operates effectively with cluster schools and secondary schools as part of the education authority's arrangements for standardising and moderating pupils' work. This helps teachers to understand better the expected standards at the end of the key stages.

Flourishing partnerships, along with consistent co-operation with nearby primary schools, have a robust effect on raising pupils' standards and attainment.

The school has good links with the local community through holding assemblies and concerts. The school plans a stimulating programme of visits and visitors.

Resource management: Adequate

The school has robust arrangements in place for managing the budget and expenditure links well with the school's objectives, targets and plans.

Staff and financial resources are managed and used to support and improve learning. Teachers make purposeful use of their planning, preparation and assessment time, and arrangements are managed well. Assistants provide good support and have a positive influence on pupils' attainment.

Appropriate arrangements are in place for managing the performance of teachers and teaching assistants. All staff benefit from training opportunities that support their continuous professional development and contribute appropriately to raising standards throughout the school.

The school is developing into a professional learning community, which enables staff to share their knowledge and expertise to support teaching. Effective networks of professional practice with other schools and partners are beginning to have a positive effect on pupils' standards and attainment.

Considering pupils' standards, the school provides adequate value for money.

Appendix 1

Commentary on performance data

Because of the small number of pupils at the end of the Foundation Phase and key stage 2, the results of teachers' assessments must be treated with care. One pupil's results can have a significant effect on the school's performance.

Pupils' achievements in the areas of language, communication and literacy skills in addition to the Foundation Phase indicator have declined in 2013. However, pupils' expected achievement (outcome 5) continues to be higher than the average for the family in all areas. In 2013, in comparison with similar schools on the basis of the percentage of pupils who are entitled to free school meals, the school performed in the lower 50% in language, communication and literacy skills and in the top 25% in mathematical development and personal and social development, wellbeing and cultural diversity. Pupils' achievement at the higher outcome (outcome 6) in the Foundation Phase was higher than the averages for the family and Wales in all learning areas. This placed the school among the top 25% of similar schools in all areas.

In key stage 2, the percentage of pupils who achieved the expected level (level 4) or higher has been considerably higher than the averages for the family in all subjects over the last four years. In comparison to similar schools in terms of pupils who are entitled to free school meals, the school has been in the top 25% in all subjects over the last four years.

The percentage of pupils in key stage 2 who achieved above the expected level has been considerably higher than the average for schools in the family in all subjects over the last four years. Attainment in Welsh has not been as good as the in remainder of the subjects for the last two years. In comparison with similar schools in terms of the percentage of pupils who are entitled to free school meals, the school has been among the top 25% in Wales in English, mathematics and science, and in the higher 50% in Welsh for the last two years.

Appendix 2

Stakeholder satisfaction report

Responses to learner questionnaires

Primary survey (All Pupils)

Designating 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.	14	14 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	14	11 79%	3 21%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	14	13 93%	1 7%	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	14	14 100%	0 0%	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
		98%	2%	
There are lots of chances at school for me to get regular exercise.	14	12 86%	2 14%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	14	14 100%	0 0%	Rwy'n gwneud yn dda yn yr ysgol.
		96%	4%	
The teachers and other adults in the school help me to learn and make progress.	14	13 93%	1 7%	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.	14	12 86%	2 14%	Rwy'n gwybod beth I'w wneud a gyda phwy i siarad os ydw I'n gweld fy ngwaith yn anodd.
		98%	2%	
My homework helps me to understand and improve my work in school.	14	13 93%	1 7%	Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol.
		91%	9%	
I have enough books, equipment, and computers to do my work.	14	11 79%	3 21%	Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
		95%	5%	
Other children behave well and I can get my work done.	14	8 57%	6 43%	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	14	8 57%	6 43%	Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
		84%	16%	

Responses to parent questionnaires

Designating 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.	12	12 100%	0 0%	0 0%	0 0%	0 0%	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	13	12 92%	1 8%	0 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.	13	13 100%	0 0%	0 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.	13	12 92%	1 8%	0 0%	0 0%	0 0%	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	0%		
Pupils behave well in school.	13	10 77%	3 23%	0 0%	0 0%	0 0%	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	46%	4%	1%		
Teaching is good.	13	11 85%	2 15%	0 0%	0 0%	0 0%	Mae'r addysgu yn dda.
		60%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	13	12 92%	1 8%	0 0%	0 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.	13	9 69%	3 23%	0 0%	0 0%	1 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.	13	11 85%	2 15%	0 0%	0 0%	0 0%	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.	13	13 100%	0 0%	0 0%	0 0%	0 0%	Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		60%	36%	2%	0%		
My child is safe at school.	13	11 85%	2 15%	0 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'.	13	9 69%	4 31%	0 0%	0 0%	0 0%	Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		50%	35%	4%	1%		
I am kept well informed about my child's progress.	13	9 69%	4 31%	0 0%	0 0%	0 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.	13	10 77%	3 23%	0 0%	0 0%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		62%	31%	4%	2%		
I understand the school's procedure for dealing with complaints.	13	9 69%	4 31%	0 0%	0 0%	0	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		44%	39%	7%	2%		
The school helps my child to become more mature and take on responsibility.	13	10 77%	3 23%	0 0%	0 0%	0	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		55%	39%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	13	8 62%	1 8%	1 8%	0 0%	3	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.	13	11 85%	2 15%	0 0%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	38%	5%	1%		
The school is well run.	13	11 85%	2 15%	0 0%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	32%	3%	1%		

Appendix 3

The inspection team

Dyfrig Ellis	Reporting Inspector
Hazel Hughes	Team Inspector
Ruth Elaine Rhydderch	Lay Inspector
Judith Owen	Peer Inspector
Mair Potter	School 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.