



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 Beuno Sant Y Bala
Heol y Castell
Bala
Gwynedd
LL23 7UU**

Date of inspection: April 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 date: 09/06/2014

Context

Ysgol Beuno Sant is a voluntary aided Church in Wales primary school, which serves the town of Bala and the surrounding area. There are currently 51 pupils on roll. Numbers have decreased over the years. The school admits pupils to the reception class on a full-time basis in the September following their fourth birthday. Pupils are taught in three mixed-age classes, one Foundation Phase class and two classes in key stage 2.

Twenty per cent of pupils are currently entitled to free school meals at the school, which is close to the average for Wales. Fifty eight per cent of pupils come from Welsh-speaking homes. However, the school states that only 6% of pupils come from a background in which Welsh is the main language of the home. Welsh is the medium of teaching and learning in the Foundation Phase. In key stage 2, pupils are taught through the medium of Welsh and English, with the aim that they are bilingual by the time they transfer to secondary school at 11 years of age. Approximately 34% of pupils are on the additional learning needs register, which includes a very few pupils with a statement of special educational needs.

The school was last inspected in March 2008. The headteacher has been in post since September 2005. During the inspection, the school was under the leadership of the acting headteacher and the assistant headteacher.

The individual school budget per pupil for Ysgol Beuno Sant in 2013-2014 is £4,239. The maximum per pupil in primary schools in Gwynedd is £10,616 and the minimum is £2,936. Ysgol Beuno Sant is in 45th place of the 103 primary schools in Gwynedd 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:

- the majority of pupils work together effectively in their groups and respond appropriately to tasks;
- the school's performance in mathematics at level 5 or above has placed it in the top 25% in comparison with similar schools in three of the last four years;
- lively presentations engage pupils successfully at the top of the school; and
- the school identifies pupils' learning needs at an early stage, and provides appropriate additional support for them.

However:

- the school's performance in Welsh has placed it in the bottom 25% in comparison with similar schools during three of the last four years;
- school attendance has placed it in the bottom 25% in comparison with similar schools;
- pupils do not use their skills enough across the curriculum and areas of learning;
- pupils' range of extended and independent writing is limited;
- plans at the bottom of key stage 2 and the Foundation Phase do not show continuity and progression in skills, and tasks are not always challenging enough; and
- marking does not ensure that pupils understand better what they need to do in order to improve their work.

Prospects for improvement

Prospects for improvement are adequate because:

- the senior management team that was established recently has implemented a number of robust strategies based on raising standards;
- the current self-evaluation document gives a balanced picture of the school's life and work, and is based on an evaluation of areas for development; and
- the school has put sound processes in place to raise the school's standards of attendance.

However:

- the school's leaders have not acted effectively enough on information resulting from monitoring in order to address weaknesses in planning and teaching;

- the principles of the Foundation Phase and assessment for learning are not implemented effectively enough; and
- governors do not have a sound enough understanding of the school's performance in order to challenge the school about its performance.

Recommendations

- R1 Improve standards of writing across the school
- R2 Raise pupils' attendance levels
- R3 Implement the Foundation Phase more effectively, particularly in terms of planning and teaching
- R4 Extend the level of challenge for pupils of higher ability across the school
- R5 Refine assessment for learning procedures in order to ensure that pupils understand better what they need to do to improve their work
- R6 Ensure that school leaders implement and monitor the school's processes more effectively in order to improve pupils' achievements
- R7 Develop the governors' understanding of the school's performance data in order for them to challenge the school and operate more effectively

What happens next?

In accordance with the Education Act 2005, HMCI is of the opinion that this school is in need of significant improvement. The school will produce an action plan, which shows how it will address the recommendations. Estyn will monitor the school's progress approximately 12 months after publication of this report.

Main findings

Key Question 1: How good are outcomes?

Adequate

Standards: Adequate

During their time at the school, most pupils make appropriate progress, including pupils with additional learning needs.

Across the school, most pupils listen well and are able to recall previous learning appropriately. In the Foundation Phase, the majority of pupils are able to talk confidently about their work and put their ideas in order. In key stage 2, most pupils concentrate well in lessons and take an interest in their work. Most pupils communicate clearly and confidently in both languages, and join in enthusiastically in class discussions. By the end of key stage 2, a few more able pupils use a wider vocabulary within the context of the work. An example of this is the ability to conduct a mature discussion as pupils discuss and reason the results of a scientific investigation.

In the Foundation Phase, most pupils read appropriately for their age and ability. However, a few more able pupils do not read to their full potential. In key stage 2, many pupils read correctly and meaningfully in both languages and show a sound understanding of the text. They read meaningfully and hold the listener's interest well. The majority of pupils at the top of the school use higher-order reading skills confidently when gathering information.

In the Foundation Phase, a minority of pupils write appropriately and independently by using simple syntax and vocabulary. However, the majority of pupils do not write at length or punctuate their work consistently. In key stage 2, the majority of pupils write appropriately for different purposes in Welsh and English, showing a sound awareness of different forms. However, a few pupils use awkward syntax in their written Welsh work. The majority of pupils' standard of writing is more correct in English. A few more able pupils develop their ideas interestingly in English and use a wider vocabulary. In general, the majority of pupils' handwriting and presentation of work across the school is untidy.

In the Foundation Phase, most pupils recognise, sort and use number effectively in their learning activities. The majority are able to collect, record and analyse data appropriately by using an increasing range of sources. However, a few pupils' measuring skills have not developed to the same degree.

By the end of key stage 2, most pupils have a sound understanding of number patterns and undertake mental calculations and explain the strategies that they use effectively. The majority of pupils use their problem-solving skills confidently. An example of this is the way in which pupils are able to cost a weekly menu for a family during the Second World War. Most pupils use their numeracy skills confidently across the curriculum. In science lessons, for example, many of the school's oldest pupils present information in detailed line graphs.

The majority of pupils work together effectively in their groups and respond appropriately to tasks, but pupils' ability to work independently and take responsibility for their own learning has not been developed as well.

The small number of pupils in each year group can have a significant effect on the school's performance in end of key stage assessments from one year to the next, in comparison with benchmarks.

In general, over the last two years, performance at the end of the Foundation Phase at the expected outcome in all areas of learning has placed the school in the bottom 25% in comparison with similar schools. In 2013, there was a clear decrease in the percentage of pupils who attained outcome 5 in literacy and mathematical development. The school's performance at outcome 6 in literacy compares more favourably. However, no pupils achieved outcome 6 in mathematical development last year.

In key stage 2, the school's performance has placed it between the lower 50% and bottom 25% in comparison with similar schools in three of the last four years in all core subjects. The school's performance at the higher levels, namely level 5 or above, has varied. The school's performance in English, Welsh and science has placed it in the bottom 25% in comparison with the performance of similar schools, while performance in mathematics compares more favourably and has placed the school in the top 25% in three of the last four years.

Wellbeing: Adequate

Nearly all pupils feel safe and happy at school and know whom to approach for support and advice. Most feel that that school deals well with any threats. Many pupils have a good understanding of the importance of eating and drinking healthily, and the effect that regular exercise has on the body.

During three of the last four years, the school's attendance has been in the bottom 25% in comparison with the attendance levels of similar schools.

Across the school, nearly all pupils behave well and treat each other with respect and courtesy. Many pupils work successfully with each other and keep on task for specific periods. However, the majority of pupils across the school are not confident to make choices and take responsibility for their own learning.

The school council and eco council play an active part in making decisions that have a positive effect on school life. An example of this is the resources that were bought for pupils to use during play time.

Pupils are very proud of their school and play an active part in the community. By visiting local businesses and old people's homes regularly, the majority of pupils' understanding and pride in the community and the local area are developing effectively.

Key Question 2: How good is provision?	Adequate
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Learning experiences: Unsatisfactory

In general, the school offers activities that meet the requirements of the National Curriculum and the principles of the Foundation Phase. However, there is not enough detail in most short-term plans, particularly in terms of ensuring an appropriate level of challenge in learning activities. This limits the ability of a minority of pupils to achieve as well as they could in all aspects of their work.

There are not enough opportunities for pupils to use their skills across the curriculum and areas of learning. The overuse of worksheets limits pupils' extended and independent writing in these classes. Robust planning at the top of the school gives due attention to developing skills across the curriculum. The requirements of the literacy and numeracy framework have also been incorporated into these plans. However, plans at the bottom of key stage 2 and the Foundation Phase do not show continuity and progression in skills.

The school reinforces pupils' learning experiences effectively by inviting poets and resident artists to the school occasionally to support and develop their Welsh identity further.

Provision for promoting global citizenship is developing well. The school has suitable links with Tanganyika. This develops pupils' understanding of life and work in foreign countries successfully. However, there are few opportunities for pupils to take responsibility for the environment and act sustainably.

Teaching: Adequate

In general, teachers have good subject knowledge and an effective working relationship exists between adults and pupils. Teachers model language clearly, which contributes appropriately to pupils' standards of spoken language.

In half of lessons, when teaching is at its best, particularly at the top of the school, there are lively presentations that engage pupils successfully. In these cases, teachers plan carefully and have high expectations. In a few lessons in which teaching is less effective, planning is not detailed enough and tasks do not always challenge pupils to achieve their full potential. There are few opportunities for pupils to develop to become independent learners.

There are assessment for learning strategies in place; however, they are not implemented consistently or effectively enough throughout the school. The school's oldest pupils are beginning to set their own success criteria and beginning to play more of a part in their learning.

Teachers mark pupils' work regularly. In the majority of classes, where marking is most effective, they offer useful comments. However, comments do not guide pupils successfully enough to know what they need to do in order to improve their work. There are few opportunities for pupils to assess their own work and improve their first attempts.

The school uses assessment findings appropriately to identify specific groups of pupils and to set appropriate provision for them in order to improve standards.

Parents receive clear information about their children's progress and achievement through mid-year and end of year reports, including comments on the way forward.

Care, support and guidance: Good

Ysgol Beuno Sant is a caring community. The school has robust policies and arrangements in place which support pupils' health and wellbeing successfully. The school has robust arrangements for promoting eating and drinking healthily. This is supported well by sports lessons and events such as 'Fruit Week'. Pupils at the school are given valuable opportunities to express an opinion and shoulder responsibilities through the school council and eco council.

The school celebrates pupils' successes effectively by distributing 'star of the week' certificates to reward good work.

The school provides good opportunities to promote pupils' spiritual, moral, social and cultural development successfully through class and whole-school assemblies.

Provision for additional learning needs complies fully with the code of practice. The school identifies pupils' learning needs at an early stage, and provides suitable additional support as required. Appropriate intervention programmes are used to develop individuals' literacy skills, and effective use is made of classroom assistants to support learning. The school makes effective use of the knowledge and guidance of specialist external agencies regularly. This has led to improving provision for a cohort of pupils with profound needs.

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

Learning environment: Good

Ysgol Beuno Sant has succeeded in creating a homely ethos that ensures that pupils are valued and respected. Equality is promoted successfully within the school and pupils are included fully in the school's activities. Tolerance and racial equality are given appropriate attention through the personal and social education programme. An effective example of this is the work done on Tanganyika.

The building is of appropriate quality and the school makes full use of the extensive site. The school offers a stimulating environment in which displays celebrate pupils' work well. The whole site is well-maintained. The school has a good supply of resources, which are used effectively to support teaching and learning.

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

Over a period of time, the school's leadership has been ineffective. Shortcomings in important aspects of the school's provision and performance have not been addressed sufficiently. Leaders give suitable attention to the majority of national priorities. However, not enough support is given to implementing the principles of the Foundation Phase effectively, and there continues to be a lack of consistency in important aspects of assessment for learning.

Recently, the acting headteacher and assistant headteacher have shared a clear vision for developing the school with staff, pupils, governors and parents. Within a short period of time, a senior management team has been established and a number of robust strategies have been implemented based on raising standards. The senior management team is beginning to play a more active part in monitoring standards of teaching and learning, and contribute to the school's strategic direction. It is too early to measure the effect of these recent processes on standards at the school.

Minutes of recent senior management team meetings and staff meetings focus appropriately on raising standards and setting targets for improvement. However, most teachers have little understanding of pupils' standards of achievement and the school's performance.

Recently, the governing body has received detailed reports about the school's performance. A few governors have also visited the school to improve their understanding of the school's work and standards. However, governors do not have a detailed enough understanding of the school's performance to challenge the school and hold it to account for its performance. Over a period of time, the governing body has not contributed effectively enough to setting a strategic direction for the school's work.

Improving quality: Adequate

The most recent self-evaluation report is based on an appropriate range of evidence, including attainment data, outcomes of recent monitoring processes, responses to the pupil and governor questionnaires, and parents' opinions. On the whole, the document gives a balanced picture of the school's life and work.

In general, monitoring reports are analytical, and identify strengths and areas for development appropriately. Findings of the process of scrutinising books are discussed in staff meetings. This develops staff's understanding of the school's standards appropriately. However, the school's leaders have not acted effectively enough on information arising from recent monitoring in order to address the weaknesses in planning and teaching.

There is a clear link between the self-evaluation document and the school development plan. The school development plan focuses clearly on raising standards. It includes appropriate strategies for action, along with suitable success criteria and monitoring arrangements. It also includes measurable targets for

reviewing progress. The school has put robust processes in place to raise the school's standards of attendance. This is beginning to have a positive effect on school attendance.

Partnership working: Good

The school has a number of robust partnerships. The school shares information with parents effectively through regular newsletters. Parents are active in the school's daily life and share expertise in extra-curricular activities, such as the art club.

Pupils' contribution to community activities, along with the large number of visitors who come to the school to enrich learning experiences, is effective. Pupils take part in the local Eisteddfod and contribute regularly to the church magazine, 'Cloch y Llan'. This develops pupils' understanding well of the importance of the local community.

Successful co-operation with the authority's welfare officers and educational psychologists has improved provision for the cohort of pupils with additional learning needs, and raised the school's attendance rate.

Suitable arrangements have been established with the local nursery group in order to facilitate the children's transfer to the school.

The school works closely with the schools in the catchment area to share good practice and on projects to raise standards of literacy. The school works effectively with schools in the catchment area to moderate pupils' work in order to ensure consistency in their assessments. This has increased teachers' confidence in assessing and levelling pupils' work. Effective co-operation with the secondary school ensures successful transition for pupils and prepares them for the next stage in their learning.

Resource management: Adequate

The school is staffed appropriately to teach the curriculum effectively. Teaching staff and support staff work together effectively as a team. Teachers make appropriate use of their planning, preparation and assessment time. The school makes good use of the expertise of a teacher who uses these periods to teach music to pupils.

There are appropriate performance management arrangements in place for all staff.

Teachers and assistants benefit from opportunities to receive training in specific areas and to observe good practice in other schools. Teachers and assistants participate in learning communities outside the school, and these are beginning to have an effect on standards of writing.

Leaders manage the school's financial resources appropriately and ensure that they are linked to the development plan. The budget is monitored appropriately by the finance committee and the local authority.

Considering pupils' achievement, the school offers adequate value for money.

Appendix 1

Commentary on performance data

The small number of pupils in each year group can have a significant effect on the school's performance in end of key stage assessments from one year to the next, in comparison with benchmarks.

In general, over the last two years, performance at the end of the Foundation Phase at the expected outcome in all areas of learning has placed the school in the bottom 25% in comparison with similar schools. In 2013, there was an obvious decrease in the percentage of pupils who attained outcome 5 in literacy and mathematical development, and personal and social development. The school's performance was below the average for the family and Wales. The school's performance at outcome 6 in language, literacy and communication skills compares more favourably and is close to the average for Wales. No pupils achieved outcome 6 in mathematical development or personal and social development in 2013.

In key stage 2, performance at the expected level has varied over the last four years. In general, the school's performance has placed it between the lower 50% and bottom 25% in comparison with similar schools in three of the last four years in all core subjects. In 2013, the school's performance placed it in the lower 50% in English, mathematics and science and in the bottom 25% in Welsh, in comparison with similar schools. The percentage of pupils who have attained level 4 in writing in Welsh has been significantly lower than the average for Wales for the last four years.

The school's performance at the higher levels, namely level 5 or above, has varied. Its performance in Welsh, English and science has been in the bottom 25% in comparison with the performance of similar schools, while performance in mathematics compares more favourably and has placed the school in the top 25% in three of the last four years. The percentage of pupils who attained level 5 or above in Welsh, English and science has decreased significantly over the last two years. The school's performance in Welsh and science has been below the average for Wales for the last four years.

In general, there is no significant pattern between the performance of boys and girls at the end of the Foundation Phase. However, boys perform better at level 5 in mathematics at the end of key stage 2. In general, throughout the school, pupils who are not entitled to free school meals perform better in comparison with pupils who are entitled to free school meals in the outcomes and higher levels.

Appendix 2

Stakeholder satisfaction report – Responses to learner questionnaires

Primary Survey (All Pupils)

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

	Number of responses Nifer o ymatebion	Agree Cytuno	Disagree Anghytuno	
I feel safe in my school.	28	28 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	28	27 96%	1 4%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	28	27 96%	1 4%	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	28	28 100%	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.	28	28 100%	0 0%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	28	26 93%	2 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.	28	28 100%	0 0%	Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddysgu a gwneud cynnydd.
		99%	1%	
I know what to do and who to ask if I find my work hard.	28	28 100%	0 0%	Rwy'n gwybod beth I'w wneud a gyda phwy i siarad os ydw I'n gweld fy ngwaith yn anodd.
		98%	2%	
My homework helps me to understand and improve my work in school.	28	26 93%	2 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.	28	26 93%	2 7%	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.	28	25 89%	3 11%	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.	28	24 86%	4 14%	Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
		84%	16%	

Responses to parent questionnaires

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

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
Overall I am satisfied with the school.	16	3 19%	10 62%	3 19%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	16	6 38%	10 62%	0 0%	0 0%	0	Mae fy mhentyn yn hoffi'r ysgol hon.
		72%	26%	1%	0%		
My child was helped to settle in well when he or she started at the school.	16	4 25%	12 75%	0 0%	0 0%	0	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		72%	26%	1%	0%		
My child is making good progress at school.	16	2 12%	12 75%	1 6%	0 0%	1	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	16	3 19%	12 75%	1 6%	0 0%	0	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	46%	4%	1%		
Teaching is good.	16	3 19%	12 75%	1 6%	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.	16	4 25%	11 69%	0 0%	0 0%	1	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		63%	34%	1%	0%		
The homework that is given builds well on what my child learns in school.	16	2 12%	11 69%	2 12%	0 0%	1	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhentyn yn ei ddysgu yn yr ysgol.
		47%	40%	6%	1%		
Staff treat all children fairly and with respect.	16	3 19%	10 62%	1 6%	0 0%	2	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		58%	34%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	16	3 19%	11 69%	2 12%	0 0%	0	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		59%	36%	2%	0%		
My child is safe at school.	16	5 31%	10 62%	1 6%	0 0%	0	Mae fy mhentyn yn ddiogel yn yr ysgol.
		66%	31%	1%	0%		
My child receives appropriate additional support in relation to any particular individual needs'.	16	3 19%	10 62%	0 0%	0 0%	3	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		50%	34%	4%	1%		
I am kept well informed about my child's progress.	15	3 20%	9 60%	3 20%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		49%	41%	8%	2%		

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
I feel comfortable about approaching the school with questions, suggestions or a problem.	16	4 25%	8 50%	3 19%	1 6%	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.	16	3 19%	11 69%	2 12%	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.	16	4 25%	12 75%	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.	15	1 7%	8 53%	3 20%	1 7%	2	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.	16	3 19%	12 75%	1 6%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	38%	5%	1%		
The school is well run.	16	3 19%	10 62%	3 19%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	33%	3%	2%		

Appendix 3

The inspection team

Anwen Griffith	Reporting Inspector
Buddug Bates	Team Inspector
Dylan Roberts	Lay Inspector
Gareth Owen	Peer Inspector
Robert 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 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.