



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

Report on

**Ysgol Caer Drewyn
Clawdd Poncen
Corwen
Denbighshire
LL21 9RT**

Date of inspection: April 2014

by

**Estyn, Her Majesty's Inspector 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 in the Clawdd Poncen area, on the outskirts of the small rural town of Corwen in Denbighshire. There are 90 pupils between three and 11 years of age on roll, including 19 part-time nursery children. They are arranged into four mixed-age classes.

Nearly all pupils come from homes in which English is spoken as a first language. Very few pupils are from ethnic minority backgrounds. Nearly half of the pupils have additional learning needs, which is considerably higher than the national percentage. Very few pupils have a statutory statement of special educational needs. Thirty-five per cent of pupils are entitled to free school meals, which is much higher than the national figure.

The individual school budget per pupil for Ysgol Caer Drewyn in 2013-2014 is £5,023. The maximum per pupil in primary schools in Denbighshire is £8,594 and the minimum is £3,159. Ysgol Caer Drewyn is in 16th position of the 48 primary schools in Denbighshire in terms of school budget per pupil.

The headteacher was appointed to the post in September 2005. Since September 2012, the school has merged with Ysgol Carrog to create a federal school under the leadership of the headteacher of Ysgol Caer Drewyn.

The school was last inspected by Estyn in February 2008.

Summary

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

Current performance

Performance is good because:

- most pupils make good progress in their literacy and numeracy skills;
- nearly all pupils strive hard and make good progress in their learning;
- behaviour is consistently good and all pupils socialise happily;
- the pupil's voice has a prominent place in the school's life and work;
- good teaching motivates pupils to do their best and gain their interest and enthusiasm;
- assessment and self-assessment arrangements contribute well to pupils' progress and wellbeing; and
- the quality of care, support and guidance contributes strongly to creating an inclusive and caring environment.

Prospects for improvement

Prospects for improvement are good because:

- the headteacher has a clear vision for leading and developing the school;
- the school knows itself well and consistently explores ways to improve;
- teachers undertake their roles and responsibilities effectively;
- a wide range of partnerships have a positive effect on pupils' standards and wellbeing;
- governors ask questions confidently and succeed in holding the school to account for the quality of its provision and standards;
- the school co-operates effectively within professional learning communities, and this contributes considerably to improving educational provision; and
- leaders manage the school's resources skilfully and ensure good value for money.

Recommendations

R1 Improve pupils' ability to use control technology

R2 Improve the quality of handwriting and presentation of pupils' work in key stage 2

R3 Provide more opportunities for pupils to record in their own words

What happens next?

The school will produce an action plan that shows how it will address the recommendations.

Main findings

Key Question 1: How good are the outcomes?

Good

Standards: Good

Most pupils' literacy and numeracy skills in the Foundation Phase and key stage 2 are good.

When undertaking practical tasks indoors or in the outdoor areas, nearly all pupils in the Foundation Phase discuss their work sensibly and communicate effectively with each other and with adults. They show a liking for books and read with increasing accuracy, and pay good attention to expression and the text. By the top end of the Foundation Phase, most pupils write legibly and present imaginative and interesting pieces. Familiar words are usually spelt correctly and the work is presented neatly.

In key stage 2, nearly all pupils discuss their learning intelligently and explain information and ideas clearly. Most pupils read confidently and use a wide range of strategies to understand the meaning of words and sentences. By the end of the key stage, most apply their reading skills effectively in order to glean information from various sources such as books and websites. Although nearly all pupils write well for a wide range of purposes by Year 5, not many of them produce clear enough handwriting and the presentation of their work tends to be untidy.

Most pupils in the Foundation Phase use their number and measuring skills with increasing accuracy, especially when undertaking practical tasks. By the end of the key stage, nearly all of them have a firm grasp of the processes of addition and subtraction, they handle money accurately and they use standard measures of length and mass purposefully.

The ability of key stage 2 pupils to use number facts and to undertake mental calculations is a strength. By Years 5 and 6, nearly all pupils deal with five digit numbers and percentages confidently and use a number of strategies to check their answers. When conducting scientific investigations, these pupils collect data from a number of sources and present it skilfully in the form of tables and graphs. The ability of most pupils in the key stage to apply their numeracy skills to solve practical problems is good.

Across the school, most pupils use information and communication technology (ICT) equipment and programs very skilfully and for various purposes, but their control technology skills have not been developed sufficiently.

Nearly all pupils across the school strive hard in lessons and make good progress in their learning. They concentrate and persevere with tasks; they are alert to asking and answering questions and discuss their tasks confidently. By Year 3, most of them evaluate their work thoughtfully and identify what needs to be done to improve it.

Pupils' attainment in Welsh as a second language is good. Across the school, pupils delight in their ability to use Welsh and, by the end of key stage 2, most of them speak, read and write to a standard that is suitable for their age and linguistic ability.

In comparison with other schools that have a similar proportion of pupils who are entitled to free school meals, the school's performance in literacy and mathematical development in the Foundation Phase in 2012 placed the school in the top 25% in both subjects. In 2013, performance in literacy placed it in the lower 50% of similar schools, and performance in mathematical development placed it in the higher 50%. The proportion of pupils who achieved at the higher outcome during 2012 and in 2013 placed the school mostly in the higher 50% of schools with a similar proportion of pupils entitled to free school meals.

Performance at the end of key stage 2 has varied considerably over the period from 2010 to 2013. In comparison with schools that have a similar percentage of pupils who are entitled to free school meals, performance in English, mathematics and science during the period from 2010 to 2012 placed the school mostly in the lower 50%. Performance in 2013 at level 4 placed the school in the lower 50% for English and in the bottom 25% for mathematics and science.

The proportion of key stage 2 pupils who achieved at the higher level during the period from 2010 to 2013 has varied annually, moving the school from the top 25% to the bottom 25% of similar schools.

Wellbeing: Good

All pupils feel safe in the school environment and are free from any physical or verbal abuse. Nearly all pupils have a sound understanding of how to become healthy and they appreciate that healthy foods and regular physical exercise have a positive effect on their wellbeing and their development.

During lessons, nearly all pupils are active and enthusiastic; they co-operate harmoniously and keep diligently to a task over extended periods. Standards of behaviour are consistently good and all pupils socialise and play together happily. Without exception, pupils are respectful and courteous to each other, to staff and to visitors. This makes a considerable contribution to creating a pleasant ethos, which promotes effective learning.

The emphasis given to giving a prominent place to the pupil's voice in the life and work of the school strengthens their involvement in their learning and their local community. From an early age, there are regular opportunities for pupils to make choices about their learning and to contribute their ideas to the content of the curriculum. Older pupils accompany governors on their curricular walk around the school and, through the school council, the eco committee and the ambassadors, they have valuable opportunities to choose specific activities for different occasions, such as thematic days.

Pupils enjoy coming to school. Attendance rates have been consistently good over the past five years and have been higher than those of schools with a similar percentage of pupils who are entitled to free school meals.

Key Question 2: How good is provision?

Good

Learning experiences: Good

The school provides a wide range of stimulating learning experiences that meet the needs of the full range of pupils successfully. Planning in the Foundation Phase is

based firmly on the six areas of learning and on giving an active role to pupils in their learning. The curriculum at the beginning of key stage 2 builds systematically on pupils' current knowledge and understanding and ensures continuity and progression in their learning. Provision for ensuring that pupils of all ages acquire literacy and numeracy skills is effective, and leads to good standards of achievement. The school has recently started to embed the requirements of the National Literacy and Numeracy Framework in its termly plans.

A strong element of educational provision is the encouragement that pupils of all ages have to become independent learners and to make choices about their learning.

The useful range of additional experiences, which includes educational visits and opportunities to compete and perform at eisteddfodau, enriches pupils' experiences considerably. The school takes full advantage of visits by local artists and, through these visits, pupils develop their understanding of various artistic techniques well.

Through the activities of the eco committee and the gardening club and participating in campaigns to raise money for various charities, there are good opportunities for pupils to learn about the importance of sustainability and to become more aware of their role in society and the wider world.

There is comprehensive provision for developing the Welsh language and the Welsh dimension. The Welsh language is very visible in the school environment and there is a strong emphasis in the curriculum on raising pupils' awareness of Welsh history, geography and traditions.

Teaching: Good

Effective teaching results in good learning, encouraging pupils to do their best and engaging their interest and enthusiasm. Teachers and assistants have sound subject knowledge and they use a wide range of strategies to inspire and challenge pupils. The close working relationship between staff and pupils creates an active and supportive ethos that promotes effective learning.

The practice of sharing lesson goals along with the success criteria with pupils leads to clear expectations and working productively. Regular opportunities for pupils to take responsibility for their work along with the regular use of the Welsh language by teachers during sessions are strong features of teaching. These practices contribute significantly towards the personal and educational development of all pupils. However, the overuse of worksheets in key stage 2 in subjects such as science restricts pupils' opportunities to devise their own methods of recording.

The whole school system that has been established to track pupils' progress is used effectively to keep a constant eye on each pupil's progress and to identify those who need additional support.

The detailed oral feedback to groups and individuals during sessions, along with written feedback following marking work, helps pupils to know how well they are doing and what they need to do to improve.

The regular opportunities that key stage 2 pupils have to self-assess and be assessed by their peers and set personal targets contribute well towards their progress and wellbeing.

Annual reports to parents on their children's progress are of good quality and include comprehensive and personal comments on achievement and progress.

Care, support and guidance: Good

The school is an inclusive and caring community in which adults and pupils show care and respect towards each other and others very well. The school promotes pupils' spiritual, moral, social and cultural development successfully.

The school makes appropriate arrangements for promoting healthy eating and drinking. The variety of regular extra-curricular activities, such as football and cricket practices, provide valuable experiences to promote all pupils' wellbeing and fitness.

There are thorough and effective arrangements for identifying and supporting pupils with additional learning needs, and the designated co-ordinator gives clear guidance to teachers and school governors. Through early intervention, the school provides effective support to pupils who need additional support with their work. The individual teaching plans set clear and appropriate targets and are reviewed and monitored regularly. They have a positive effect on pupils' outcomes.

There are particularly effective links between the school and a variety of external agencies such as educational psychologists, a service for the hard of hearing and occupational therapists. As a result, the quality of care and support for pupils is very good.

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

The learning environment: Good

The school is a happy and inclusive community that promotes equal opportunities well. It provides an attractive and stimulating learning environment that enriches pupils' learning experiences considerably. The school's physical environment is good and there is plenty of space and teaching rooms that contain interesting displays and stimulating artwork. This stimulates pupils' interest and promotes effective learning.

The school buildings and the extensive surrounding grounds are used effectively by pupils and adults and are well maintained. The garden and the greenhouse are used purposefully for pupils' purposes. The entire site is kept in good condition and is used efficiently by pupils and teachers.

There is a large supply of purposeful resources of good quality in the classes. This includes computer equipment such as tablet computers, which are used effectively by pupils and teachers to support learning and teaching.

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

Leadership: Good

The headteacher has a clear vision for leading an inclusive school in which all pupils are important and reach their full potential. She shares the vision purposefully with staff and governors in order to improve pupils' attainment and wellbeing. The deputy headteacher supports her very effectively and, as a senior management team, they provide a clear focus for the school's work. They appreciate the contribution of all staff and have high expectations of them. All staff understand their roles and responsibilities thoroughly. Discussions between leaders and staff ensure improvements in learning and teaching and this has a very positive effect on the standards of pupils' work.

The governing body is very supportive of the headteacher and staff and contributes regularly to setting a strategic direction to the life and work of the school. Governors receive a wide range of information from the headteacher and this enables them to understand the school's performance well. They ask questions confidently and hold the school to account for the quality of its provision and standards. There are good links between governors, staff and pupils and, through joint curricular walks, they jointly evaluate different aspects of the educational provision very effectively.

The school responds well to national and local priorities. The Foundation Phase has been established successfully and teachers have already started to respond to the requirements of the recent Literacy and Numeracy Framework. A number of comprehensive strategies have been established to ensure that no pupils suffer because of disadvantage, and these improve pupils' wellbeing and attainment considerably.

Improving quality: Good

The self-evaluation report is of good quality and gives an accurate and balanced picture of the school. Leaders, staff and governors have a very clear understanding of its strengths and the aspects that need to be improved.

The school has effective procedures for observing lessons, scrutinising pupils' work and conducting curricular walks around the classrooms for staff, governors and pupils. By carefully analysing a wide range of information about the school's performance and provision, leaders and teachers identify development priorities clearly. They give full consideration to parents' opinions through regular questionnaires, comments on their children's annual reports, and by providing a suggestion box. Through the school council, the eco council and a worry box, there are appropriate opportunities for pupils to express an opinion about standards and provision.

There is a clear link between the outcomes of the self-evaluation report and the priorities in the school development plan. Leaders set challenging targets to improve standards and, as a result, the document is useful and relevant and leads to further improvements in achievement and provision.

Partnership working: Good

A wide range of partners have a positive effect on pupils' standards of attainment and wellbeing. There is a strong relationship between the school and parents. A good example of this is the story sacks and the phonics and mathematics tools that have been provided to help parents to work with their children. The very good co-operation that arises from a local project ensures that parents receive advice, support and direction of high quality, helping them to solve practical problems. This has a very positive effect on pupils' wellbeing and attainment.

The positive relationship with the local playgroup and nursery ensures that children settle very successfully on entry to the school. The comprehensive transition arrangements with the secondary school ensure that pupils move on to the next stage in their education confidently. Teachers co-operate regularly with teachers in other schools in the cluster to standardise pupils' work in the core subjects, and the headteachers in the cluster meet regularly to share good practice and discuss the funding of specific curricular projects.

The school has a significant place in the local community. An important element of this is the relationship with sports clubs in Corwen. There are close links with the church and chapel and the school conducts services and concerts in the places of worship. Parents of pupils in the Foundation Phase receive strong support by joining family schemes, and community agencies also benefit greatly from holding sessions on the school site.

Resource management: Good

Leaders manage the school's resources skilfully. The headteacher organises teaching staff effectively and supports them purposefully in order to make the best use of their knowledge and skills.

Provision for planning, preparation and assessment has been organised well and teachers use this time effectively. There are good arrangements for staff's professional development, and purposeful performance management procedures ensure that all staff are part of the process.

The school works effectively within professional learning communities with schools in the cluster and with a specific group of schools, and this contributes significantly to improving educational provision. Good examples include their co-operation to raise standards of reading in the Foundation Phase and to develop pupils' investigative skills.

With the support of a local authority officer and the governing body, the headteacher manages the use of financial resources carefully in order to support the school's priorities. Although the school has a considerable surplus in reserve, the governors plan to spend it in the near future. Considering the good outcomes and the high quality of provision, the school provides good value for money.

Appendix 1

Comments on performance data

The proportion of pupils who attained the expected outcome 5 in literacy at the end of the Foundation Phase in 2013 was similar to the average for schools in the family but a little lower than national averages. Performance in mathematical performance was higher than the average for the family and the whole of Wales. The proportion who achieved at the higher outcome was similar to the averages for the family and the national averages in literacy and much higher in mathematical development. The proportion of pupils who achieved the Foundation Phase indicator, namely outcome 5 or higher in both learning areas, was similar to the performance for the family and for the whole of Wales.

In comparison with other schools that have a similar proportion of pupils who are entitled to free school meals, the school's performance in literacy and mathematical development in the Foundation Phase in 2012 placed it in the top 25% for both subjects. In 2013, performance in literacy placed the school in the lower 50%, whilst performance in mathematical development placed it in the higher 50%. The proportion of pupils who achieved at the higher outcome during 2012 and in 2013 placed the school mostly in the higher 50% of schools with a similar proportion of pupils entitled to free school meals.

The proportion of pupils who attained the expected level 4 at the end of key stage 2 in 2013 in English, mathematics and science was mostly similar to the averages for schools in the family and the national averages. The proportion who attained the higher level was lower than the averages for the family and the whole of Wales in the three areas. The greatest difference was in science and no-one attained the higher level 5.

In two of the three years over the period from 2010 to 2012, the proportion of key stage 2 pupils who achieved at the expected level 4 placed the school in the lower 50% of similar schools for all subjects. However, during 2012, performance in the four subjects placed it in the upper 50% of similar schools. In 2013, performance in mathematics and science placed the school among the bottom 25% of similar schools, and performance in English placed it among the lower 50%. The proportion of pupils who achieved at the higher level during the period from 2010 to 2012 and during 2013 has varied annually, moving the school from the top 25% to the bottom 25% of schools with a similar proportion of pupils entitled to free school meals.

There has been no consistent trend of differences in performance between boys and girls from one year to the next. Pupils who are entitled to free school meals perform as well as the remainder of the cohort.

Appendix 2

Stakeholder satisfaction report – responses to the learner questionnaire

Primary Survey(All pupils)

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.	42		41 98%	1 2%	Rwy'n teimlo'n ddiogel yn fy ysgol.
			98%	2%	
The school deals well with any bullying.	42		41 98%	1 2%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			92%	8%	
I know who to talk to if I am worried or upset.	42		42 100%	0 0%	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	42		41 98%	1 2%	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
			98%	2%	
There are lots of chances at school for me to get regular exercise.	42		39 93%	3 7%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			96%	4%	
I am doing well at school	42		36 86%	6 14%	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.	42		41 98%	1 2%	Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddysgu a gwneud cynnydd.
			99%	1%	
I know what to do and who to ask if I find my work hard.	42		39 93%	3 7%	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.	42		35 83%	7 17%	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.	42		38 90%	4 10%	Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
			95%	5%	
Other children behave well and I can get my work done.	42		20 48%	22 52%	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	42		38 90%	4 10%	Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
			84%	16%	

Response to parent questionnaire

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

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
Overall I am satisfied with the school.	24	21 88%	3 12%	0 0%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	24	22 92%	2 8%	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.	24	21 88%	3 12%	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.	24	20 83%	4 17%	0 0%	0 0%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	24	14 58%	10 42%	0 0%	0 0%	0	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	46%	4%	1%		
Teaching is good.	24	21 88%	3 12%	0 0%	0 0%	0	Mae'r addysgu yn dda.
		60%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	24	21 88%	3 12%	0 0%	0 0%	0	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		63%	34%	1%	0%		
The homework that is given builds well on what my child learns in school.	22	15 68%	4 18%	1 5%	0 0%	2	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.	24	17 71%	7 29%	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.	24	17 71%	7 29%	0 0%	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.	24	22 92%	2 8%	0 0%	0 0%	0	Mae fy mhentyn yn ddiogel yn yr ysgol.
		66%	31%	1%	0%		
My child receives appropriate additional support in relation to any particular individual needs.	23	20 87%	3 13%	0 0%	0 0%	0	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.	24	20 83%	4 17%	0 0%	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.	24	22 92%	2 8%	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.	24	16 67%	7 29%	0 0%	0 0%	1	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		44%	39%	7%	2%		
The school helps my child to become more mature and take on responsibility.	24	19 79%	5 21%	0 0%	0 0%	0	Mae'r ysgol yn helpu fy mhlentyn 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.	18	13 72%	3 17%	1 6%	0 0%	1	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.	23	15 65%	6 26%	0 0%	0 0%	2	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	38%	5%	1%		
The school is well run.	24	20 83%	4 17%	0 0%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	33%	3%	2%		

Appendix 3

The inspection team

Wil Williams	Reporting Inspector
Rhiannon Harris	Team Inspector
Gwen Aubrey	Lay Inspector
Gwyneth Hughes	Peer inspector
Jayne Davies	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.