



*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 Cefn Meiriadog  
Groesffordd Marli  
Abergele  
Denbighshire  
LL22 9DS  
United Kingdom**

**Date of inspection: October 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:

<b>Judgement</b>	<b>What the judgement means</b>
<b>Excellent</b>	Many strengths, including significant examples of sector-leading practice
<b>Good</b>	Many strengths and no important areas requiring significant improvement
<b>Adequate</b>	Strengths outweigh areas for improvement
<b>Unsatisfactory</b>	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 Cefn Meiriadog is in the village of Cefn Meiriadog, near the town of St Asaph, in the Denbighshire local authority. Pupils come from a wide range of backgrounds and live in the village or the surrounding rural areas.

The school caters for pupils between the ages of three and 11. Currently, 75 pupils attend the school, including nine who attend the nursery on a part-time basis. Pupil numbers are similar to those at the time of the last inspection. The school is organised into four mixed-age classes. No pupils speak Welsh as a first language or receives support for English as an additional language. Most pupils are of white British ethnicity with a very few pupils from mixed ethnic backgrounds.

Eighteen per cent of pupils are entitled to free school meals, which is lower than the local authority and all-Wales averages. The school has identified 21% of pupils as having additional learning needs. No pupil has a statement of special educational needs.

The headteacher has been in post since September 2006 and the school was last inspected in October 2007.

The individual school budget per pupil for Ysgol Cefn Meiriadog in 2013-2014 means that the budget is £4,348 per pupil. The maximum per pupil in the primary schools in Denbighshire is £8,594 and the minimum is £3,159. Ysgol Cefn Meiriadog is 25th out of the 48 primary schools in Denbighshire in terms of its school budget per pupil.

## Summary

<b>The school's current performance</b>	<b>Good</b>
<b>The school's prospects for improvement</b>	<b>Good</b>

### Current performance

The overall judgement of the school's current performance is good because:

- nearly all pupils achieve good standards in many aspects of their work;
- pupils are well behaved and have a positive attitude to learning;
- almost all teaching is of a high standard;
- provision for pupils with additional learning needs is good; and
- the school provides a caring and supportive environment for pupils.

### Prospects for improvement

The school's prospects for improvement are good because:

- the headteacher provides a clear direction for the school with a strong focus on improving standards;
- staff work together as a close and well-motivated team;
- the process of self-evaluation accurately identifies areas for improvement, which are reflected in the school development plan; and
- planning for improvement is effective in raising standards and improving provision.

## **Recommendations**

- R1 Raise the standard of Welsh in key stage 2 and ensure that all pupils make good use of their Welsh language skills during the school day
- R2 Develop the provision for the application of numeracy skills across the curriculum
- R3 Ensure that there are clear arrangements to cover leadership duties in the absence of the headteacher
- R4 Develop the role of the governing body in challenging the school and monitoring finances rigorously to ensure appropriate and timely use of the available funding
- R5 Improve the toilet facilities available for pupils

### **What happens next?**

The school will draw up an action plan, which shows how it is going to address the recommendations. The local authority will monitor the school's progress.

## Main findings

### Key Question 1: How good are outcomes?

Good

#### Standards: Good

Pupils represent the full range of ability, with attainment on entry similar to the local average. Nearly all pupils make good progress as they move through the school. They have a sound recall of previous learning and apply their learning well in new situations.

Pupils develop their speaking and listening skills well. In lessons, nearly all pupils listen attentively to staff and each other. Older pupils in key stage 2 are confident speakers who express themselves well.

Nearly all pupils make good progress in developing their reading skills. In the Foundation Phase, pupils talk knowledgeably about their favourite authors and a range of books. Most read texts accurately and talk about what they have read with understanding. By the end of key stage 2, nearly all pupils are confident readers. They are able to predict how a story may develop and what the outcome might be.

Nearly all pupils make good progress in developing their writing skills. Older pupils in the Foundation Phase write at length and use interesting vocabulary. They begin to make good use of basic punctuation, form letters correctly and spell simple words accurately. As pupils move through key stage 2, they develop their writing skills well. At the end of key stage 2, nearly all pupils produce well-presented written work that is lively and interesting. Pupils make good use of their communication skills to support their work across the curriculum.

Pupils develop their numeracy skills well in mathematics lessons. By the end of the Foundation Phase, many pupils use a good range of number facts with understanding, measure accurately and show a developing knowledge of shapes. Key stage 2 pupils build well on these skills and achieve particularly well in their use of data. However, pupils make limited use of their numeracy skills to support their work in a range of other subjects.

Pupils in the Foundation Phase are making good progress and gaining confidence in their ability to speak, read and write in Welsh. By the end of key stage 2, pupils have made good progress in writing in Welsh but their speaking and reading skills in Welsh are less well developed. All pupils make insufficient use of their Welsh language skills in the daily life of the school.

Pupils entitled to free school meals attain as well as other groups of pupils and pupils with additional needs achieve well against the targets in their individual education plans. There is no significant difference between the attainment of boys compared to girls.

Overall, attainment in 2013 at the end of the Foundation Phase was higher than at the end of 2012. In 2013, all pupils achieved at least outcome 5 in all areas of

learning. Performance at outcome 6 in personal and social development, wellbeing and cultural diversity was well above the family average, but performance in the other assessed areas of learning was below.

When compared to similar schools, the school's position in 2013 placed it higher than in 2012 at outcomes 5 and 6 in most areas of learning. However, performance in language, literacy and communication, and mathematical development placed it in the bottom 25%.

Performance over the past four years at the end of key stage 2, has remained relatively high at the expected level 4, and has improved at the higher level 5. In 2013, performance at level 4 was close to the family average. Attainment at level 5 in mathematics and science was well above the family average, but in English results were slightly below.

When compared to that of similar schools, performance has varied over the past four years. In 2013, performance at level 4 placed the school in the lower 50% or bottom 25% of similar schools for all assessed subjects. At level 5, performance in science placed the school in the lower 50%, while in English and mathematics results placed it in the upper 50% or top 25%.

There are small numbers of pupils in each year group that can significantly affect the school's overall performance in end of key stage assessments in comparison to national benchmarks from one year to the next.

### **Wellbeing: Good**

Pupils develop a secure understanding of how to keep healthy and safe, including the importance of healthy eating and drinking. Pupils feel safe in school and know whom to approach for support if they need it. Attendance has remained above 93% for the past three years and rose to above 95% for last year which compares well with that of similar schools. Nearly all pupils arrive at school punctually.

During lessons, pupils are well motivated and sustain concentration well. They work well together and respect the views of others. Their behaviour both in and out of lessons is good. They are polite and courteous to each other and to adults. The way in which older pupils care for the younger pupils is a particular strength.

Pupils have good levels of involvement in the life of the school. For example, they share in the planning of their own topics. The school council represents the views of pupils well and takes an active part in initiatives such as developing the outdoor area. Pupils take responsibility in various roles around school and fulfil these roles well. Key stage 2 pupils develop their independent learning skills effectively, including their ability to solve problems. Pupils in the Foundation Phase do not always work as independently as they could and pupils in key stage 2 do not consistently develop their thinking skills. Pupils develop a good awareness of the local community and the school prepares them well for the next stage of their learning.

<b>Key Question 2: How good is provision?</b>	<b>Good</b>
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**Learning experiences: Adequate**

The school provides a good range of interesting learning experiences that cover the curriculum well. Teachers make good use of curriculum maps to ensure continuity and progression in pupils' learning. The school successfully meets the needs of its pupils through providing a good range of stimulating enriching activities including Friday afternoon clubs, football across all ages, trips and visitors. Staff give pupils good opportunities to develop their literacy skills and data handling skills across the curriculum. There are good opportunities to develop information and communication technology (ICT) skills, especially in upper key stage 2. The provision for the development of thinking skills is less well developed and there are insufficient opportunities for pupils to develop their numeracy skills in other subjects.

In the Foundation Phase, the provision for developing Welsh language skills is good. However, planning for key stage 2 pupils to build on their skills in speaking and reading in Welsh is not effective. Staff do not sufficiently encourage pupils to use Welsh outside Welsh lessons. The school provides suitable opportunities for pupils to learn about the history and culture of Wales.

The school provides pupils with a good range of opportunities to learn about sustainability and in promoting global citizenship.

**Teaching: Good**

All teachers provide work that engages pupils. In most lessons, enthusiastic teachers create a happy, lively atmosphere and provide a high level of support and encouragement for pupils. All teachers ensure that there is good pace to their lessons and use skilful questioning that develops pupils' understanding. In all classes, teachers have good working relationships with pupils. At the start of lessons, teachers always share the intention of the lesson and the success criteria with pupils. In many lessons, staff refer back to these during the lesson and ensure that this supports pupils' learning well. Learning support assistants participate fully in lessons and provide good support for individuals and groups of pupils. In a very few lessons, teachers do not sufficiently challenge the more able pupils.

Staff regularly assess the progress of individual pupils and use this information effectively to plan the next steps in their learning. The school also uses assessment well to identify pupils who need additional support. All teachers provide good verbal feedback to pupils and mark work regularly. Marking is effective in showing pupils what they do well and what they need to do in order to improve. Staff make good use of target setting for individual pupils.

Reports to parents are comprehensive and meet statutory requirements.

**Care, support and guidance: Good**

The school provides a good level of care, support and guidance for its pupils. Staff use a good range of strategies and programmes to support pupils' personal needs,



including their spiritual, moral, social and cultural development. Staff work closely with a range of external support services and use their advice effectively.

There are good arrangements in place to support pupils' wellbeing and healthy lifestyles. The school has appropriate arrangements to promote healthy eating and drinking. There are effective strategies to encourage good behaviour and pupils learn how to keep safe.

The provision for pupils with additional learning needs is good. Staff identify pupils with additional needs early. They carry out a thorough assessment of pupils' needs and use the information to compile individual education plans that provide a good level of challenge for pupils. Teaching assistants provide good support for pupils in small group and individual sessions. The provision is highly effective in ensuring that pupils with additional learning needs make good progress. The additional needs co-ordinator has a good overview of the needs of the pupils and a clear view of how to meet them.

The school's arrangements for safeguarding pupils meet requirements and give no cause for concern.

### **Learning environment: Good**

The school is inclusive, offers equal access to the curriculum for all pupils and promotes the importance of diversity well. There is a caring ethos and an effective, supportive atmosphere in the school.

The accommodation is sufficient for the number of pupils and well maintained. The school makes good use of the limited space available. Staff ensure the classrooms provide an environment that promotes learning successfully. Wall displays are attractive and support teaching and learning well. The school's outdoor area provides good opportunities to enhance pupils' learning, particularly in the Foundation Phase. There are sufficient good quality resources to meet the needs of all pupils.

The toilet facilities are not sufficient for the number of pupils on roll and are in need of refurbishment.

<b>Key Question 3: How good are leadership and management?</b>	<b>Adequate</b>
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### **Leadership: Adequate**

The headteacher ensures that the school has a clear focus on maintaining high standards. All staff work closely together to create a whole-school ethos that encourages and places value on teamwork. They use regular meetings and a well-established performance management system to support their professional development and move the school forward. This is having a positive impact on pupils' standards and learning experiences.

All staff promote a common vision and values that place importance on the caring ethos within the school. All staff roles have appropriate job descriptions. All teaching

staff have a role in subject leadership but the school has not formally defined arrangements to cover leadership responsibilities in the absence of the headteacher.

The school is making good progress in introducing initiatives that meet local and national priorities, such as literacy and assessment for learning strategies. These are having a positive impact on pupils' standards of achievement.

The governing body is supportive and ensures that the school meets statutory obligations. Many governors are relatively new to their role but have undertaken a considerable amount of training to develop their expertise. They receive regular information about the school's strengths, shortcomings and future priorities. They have a developing understanding of performance data. Governors do not always use their knowledge to challenge the school effectively or have a clear enough understanding of the school's financial position.

### **Improving quality: Good**

The school has developed an effective process of planning for improvement that focuses clearly on raising standards and improving quality. Self-evaluation strategies draw on a wide range of first-hand evidence including classroom observation and the scrutiny of pupils' work. Staff use performance data effectively and consistently in order to monitor and plan for improving standards. The school seeks the views of pupils and parents regularly and uses the information to inform the self-evaluation process. The governing body approves the self-evaluation report but does not have a sufficiently active role in the self-evaluation process.

The outcomes of self-evaluation provide an accurate assessment of the school's strengths and areas for development. Leaders use the information well to determine clear priorities and targets for school improvement that are contained in a detailed school development plan. This document contains relevant and specific targets, monitoring and progress reviews, as well as staff responsibility and funding. Success criteria focus well on pupil outcomes.

The school has made good progress in addressing the recommendations from the last inspection although there is still a need to improve standards in Welsh for pupils in key stage 2 and to improve pupils' use of bilingual skills.

### **Partnership working: Good**

There is a good relationship between the school and most parents. The school involves parents in all aspects of school life and benefits from their continuous support.

The school has a very close relationship with the pre-school group that meets at the school. This ensures that pupils settle in well to the Foundation Phase. There are strong links and effective transfer arrangements between the school and the secondary school with a range of purposeful transition activities for pupils in Year 6 as well as provision for pupils across the school.

The school has good links with other primary schools in the area for the standardisation and modernisation of pupils' work. This process has ensured better quality and consistency in the school's assessments. Other projects undertaken with the local group of schools has resulted in extending the range of activities available to pupils that are more able.

The school works effectively with the local authority and makes good use of the advice and training available.

**Resource management: Adequate**

There are sufficient well-qualified teachers and teaching assistants to deliver all aspects of the curriculum. Managers ensure that good use is made of staff expertise and experience, and plan the work of teaching assistants effectively.

The school ensures that suitable arrangements are in place to manage the performance of all staff. The headteacher places good emphasis on all staff's continuous professional development. However, the school does not allocate sufficient time for a few members of staff to carry out their responsibilities.

The school is developing as a professional learning community by forging links with other schools in the area to enrich pupils' creative learning experiences and impact on standards in numeracy.

Staff make full and effective use of all parts of the school's building and grounds. They use the good quality resources efficiently to support learning and teaching.

The school is carrying a large budget surplus and there is no current financial plan for expenditure. The headteacher and the governing body have not monitored the school budget effectively in order to respond to the school's needs.

Although standards and provision at the school are good, managers do not ensure that good use is made of the funding available to the school; therefore, the school gives adequate value for money.

## Appendix 1

### Commentary on performance data

There are small numbers of pupils in each year group which can significantly affect the school's overall performance in end of key stage assessments in comparison to national benchmarks from one year to the next.

In 2013, attainment at the end of the Foundation Phase at the expected outcome 5 was higher than it was in 2012. All pupils achieved at least outcome 5 in language, literacy and communication, mathematical development and personal and social development, wellbeing and cultural diversity. Performance at outcome 5 was above the all-Wales and family averages in all three areas of learning.

When compared to that of similar schools, performance at outcome 5 in language, literacy and communication, and personal and social development, wellbeing and cultural diversity rose from the lower 50% in 2012 to the top 25% in 2013. Attainment in mathematical development rose from the bottom 25% in 2012 to the top 25% in 2013.

Performance at outcome 6 was higher in 2013 than in 2012 across all areas of learning. In 2013, performance in personal and social development, wellbeing and cultural diversity was above the all-Wales and family averages. In language, literacy and communication and mathematical development, performance was below both these comparisons.

When compared to that of similar schools, performance at outcome 6 in personal and social development, wellbeing and cultural diversity rose from the bottom 25% to the top 25%. However, attainment in mathematical development fell from the lower 50% to the bottom 25%, and attainment in language, literacy and communication remained in the bottom 25%.

Performance over the past four years at the end of key stage 2 has remained relatively high at the expected level 4 and has improved at the higher level 5. All pupils have attained at least level 4 in science over the past three years.

In 2013, performance at level 4 in English and mathematics was close to the all-Wales and family averages, with performance in science well above. Performance in all three subjects at the higher level 5 was well above the all-Wales averages in 2013. Performance in mathematics and science was above the averages for the family of similar schools, but results in English were slightly below.

When compared to that of similar schools, performance at level 4 in English and mathematics in 2013 was in the bottom 25%. At level 5 in 2013, performance in mathematics was in the top 25%, performance in English was in the higher 50% and performance in science was in the lower 50%.

## Appendix 2

### Stakeholder satisfaction report

#### Responses to learner questionnaires

##### Primary Questionnaire (Overall)

denotes the benchmark - this is a total of all responses since September 2010.

	Number of responses Nifer o ymatebion	Agree Cytuno	Disagree Anghytuno	
I feel safe in my school.	37	37 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	37	36 97%	1 3%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	37	37 100%	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	37	36 97%	1 3%	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.	37	35 95%	2 5%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	37	37 100%	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.	37	37 100%	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.	37	36 97%	1 3%	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.	37	32 86%	5 14%	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.	37	31 84%	6 16%	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.	37	23 62%	14 38%	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	37	28 76%	9 24%	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 a total of all responses since September 2010.

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gry	Don't know Ddim yn gwybod	
Overall I am satisfied with the school.	12	4 33%	6 50%	2 17%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	12	7 58%	5 42%	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.	12	9 75%	3 25%	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.	12	6 50%	5 42%	1 8%	0 0%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	0%		
Pupils behave well in school.	12	5 42%	6 50%	1 8%	0 0%	0	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	46%	4%	1%		
Teaching is good.	12	5 42%	5 42%	2 17%	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.	11	4 36%	6 55%	1 9%	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.	12	5 42%	3 25%	2 17%	2 17%	0	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.	12	5 42%	5 42%	1 8%	0 0%	1	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		58%	34%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	12	6 50%	5 42%	1 8%	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.	11	7 64%	4 36%	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'.	12	5 42%	2 17%	3 25%	0 0%	2	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		50%	35%	4%	1%		

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gry	Don't know Ddim yn gwybod	
I am kept well informed about my child's progress.	12	4 33%	5 42%	3 25%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		49%	41%	8%	2%		
I feel comfortable about approaching the school with questions, suggestions or a problem.	11	5 45%	1 9%	0 0%	5 45%	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.	11	3 27%	2 18%	3 27%	2 18%	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.	12	5 42%	5 42%	1 8%	0 0%	1	Mae'r ysgol yn helpu fy mhlentyn i dded 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.	12	2 17%	3 25%	4 33%	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.	11	3 27%	8 73%	0 0%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	38%	5%	1%		
The school is well run.	11	3 27%	4 36%	1 9%	3 27%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	33%	3%	1%		

## Appendix 3

### The inspection team

Mrs Jane Williams	Reporting Inspector
Mrs Hazel Hughes	Team Inspector
Mr Peter Duncan Haworth	Lay Inspector
Tim Newbould	Peer Inspector
Jill Bathie	Nominee



## Copies of the report

Copies of this report are available from the school and from the Estyn website ([www.estyn.gov.uk](http://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.