



*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 Craig Yr Wylfa  
Francis Road  
Borth  
Ceredigion  
SY24 5NJ**

**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:

<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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**Publication date: 09/06/2014**

## Context

Ysgol Craig yr Wylfa is in the village of Borth, which is about eight miles north of the town of Aberystwyth. The school serves the village itself and the surrounding rural area.

There are forty pupils on roll, including 12 full-time nursery age pupils. They are organised into two mixed-age classes. Pupils are admitted on a full-time basis to the school at the beginning of the term following their fourth birthday. Pupil numbers have increased in the past year.

The school has identified that approximately 23% of pupils have additional learning needs, which is close to the national figure. There are no pupils with a statement of special educational needs. Around 27% of pupils are entitled to free school meals, which is higher than the national figure.

Welsh is the main medium of the school's life and work and the aim is to ensure that pupils are fully bilingual by the time they transfer to the secondary sector. English is the main home language for approximately 94% of pupils. A significant proportion of pupils are latecomers without previous experience of learning Welsh. A few pupils at the school are from ethnic minority backgrounds.

The current headteacher was appointed to his post in March 2011 and he has responsibility for two other schools in the area. He is supported by a temporary assistant headteacher who is also a teacher in the Foundation Phase.

The school was last inspected in May 2008. Since then, the school has been part of an informal plan of federalisation with Ysgol Gymunedol Llangynfelyn and Ysgol Gymunedol Talybont.

The individual school budget per pupil for Ysgol Craig yr Wylfa in 2013-2014 is £5,673. The maximum per pupil in primary schools in Ceredigion is £9,062 and the minimum is £3,119. Ysgol Craig yr Wylfa is in eighth position out of the 51 primary schools in Ceredigion in terms of the 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 school's current performance is good because:

- most pupils make appropriate progress during their time at the school;
- there is a trend of improvement in pupils' results at the end of key stage 2;
- Foundation Phase pupils develop their basic Welsh skills at an early age;
- pupils are well behaved and polite, and they show good attitudes towards learning;
- the wide range of experiences provided enrich pupils' learning;
- teaching is generally good; and
- the school is an inclusive community with a homely and caring ethos.

### Prospects for improvement

The school's prospects for improvement are good because:

- the headteacher has a firm vision that is based on raising standards;
- there is a team of committed teaching and support staff;
- self-evaluation procedures identify appropriate areas for improvement;
- there is a clear link between the self-evaluation process and priorities in the improvement plan;
- the school works well in partnership with other schools in the federation; and
- close co-operation with the governing body, parents and other partners has a constructive influence on the school's work.

## **Recommendations**

- A1 Strengthen pupils' Welsh literacy skills
- A2 Improve planning to ensure consistent progress in pupils' skills across the curriculum
- A3 Extend opportunities for pupils to assess their work and respond to teachers' comments
- A4 Review procedures for setting and reviewing targets for pupils with additional learning needs
- A5 Improve the handwriting skills and presentation of work of pupils in key stage 2

### **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 outcomes?

Good

#### Standards: Good

The basic skills of a minority of pupils on entry to the school are below those expected. During their time at the school, most pupils make appropriate progress in their learning from their starting point. There are a significant number of latecomers in terms of the Welsh language.

Across the school, pupils' listening skills are good. The majority are able to recall previous learning effectively, and use this information purposefully in their work.

In the Foundation Phase, most pupils develop their oral skills consistently, and older pupils communicate confidently when discussing their work and in various situations. In key stage 2, most pupils communicate freely and show an appropriate grasp of subject and general vocabulary when discussing their work. A few pupils lack the range of vocabulary to discuss and respond in full. In key stage 2, most pupils communicate confidently in English and discuss and share ideas effectively in a variety of contexts.

In the Foundation Phase, most pupils read at a level that is appropriate to their age and ability, and use appropriate strategies when reading unfamiliar words. In key stage 2, most pupils read accurately and meaningfully in Welsh and English. They discuss the content of their books effectively, especially their English books. Most pupils make suitable use of their reading skills to glean information from books and websites.

By the end of the Foundation Phase, most pupils write effectively for a range of purposes. They are able to write a sequence of sentences with good accuracy. In key stage 2, most pupils write appropriately in a range of forms in Welsh and English, demonstrating a sound grasp of punctuation skills. A minority of pupils' grasp of Welsh sentence patterns is not developed fully. Most pupils write purposefully in subjects across the curriculum but examples of extended writing are inconsistent. Many pupils' handwriting and presentation of work are not always neat enough.

In the Foundation Phase, most pupils develop their numeracy skills successfully in mathematics lessons. Older pupils show a sound grasp of number facts and use this information skilfully to solve number problems in their activities. They handle different measurements with good accuracy, using mathematical vocabulary correctly to discuss their work. They collect and present information in the form of graphs with confidence. Most pupils use their numeracy skills effectively to support their work in science and history activities.

In key stage 2, most pupils have a firm grasp of an appropriate range of number skills. They use appropriate methods to undertake their measuring, shape and data handling tasks with good accuracy. They collect information in a variety of ways and present their conclusions accurately in the form of simple graphs. Older pupils do not

make enough use of different types of graphs to present their work. Most pupils apply their numeracy skills appropriately in research work, for example by analysing the population of other countries and comparing the temperature with the local area. Pupils begin to use their numeracy skills effectively to solve real-life problems such as analysing bus and train timetables to arrange journeys.

Pupils who receive support for their additional learning needs make consistent progress.

The school's performance data over time must be treated with care because the number of pupils in a year group and the percentage of pupils with additional learning needs can have a significant impact on the school's performance from one year to the next.

At the end of the Foundation Phase in 2012, the school's performance at the expected outcome and the higher outcome placed the school in the top 25% compared with schools that have similar levels of free school meals. In 2013, the school's performance was more uneven. In language skills, pupils' results at the expected outcome and the higher outcome placed the school in the upper 50%. In mathematical development, results at the expected outcome placed it in the upper 50%. Results at the higher outcome were in the bottom 25%.

At the end of key stage 2, the pupils' performance over four years at the expected level and the higher level has been uneven but shows good progress in the past two years, moving the school to the top 25% of similar schools in most of the indicators.

### **Wellbeing: Good**

Most pupils are aware of the importance of keeping healthy by eating fruit and vegetables regularly and taking regular physical exercise. Pupils compete enthusiastically in sport activities and have had considerable success in areas such as swimming, football and cross-country running.

Most pupils enjoy their learning and work productively with others within their groups. Nearly all feel safe in school and can turn to members of the school staff for help when needed. Their behaviour is consistently good towards staff, visitors and towards each other. They treat everyone with respect and courtesy.

Pupils play an active part in school life. They undertake the role of 'helper of the day' and monitor with pride. Members of the school council, who are also responsible for the eco work, contribute constructively to decisions about their school. Recent examples include discussions to ensure more information and communication technology (ICT) resources and play equipment. As part of their work to develop the school environment, members have had bird and bat boxes installed at the site.

Pupils contribute well to the life of the community by holding services in the village, undertaking charity work, and contributing to activities with the elderly. These experiences develop a range of social skills that prepare the pupils effectively for life outside the school.

The school's attendance percentage has consistently placed it in the top 25% and the upper 50% of similar schools. Most pupils arrive at school punctually.

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

Teachers plan a suitable range of learning experiences that gain pupils' interest. Provision responds fully to the statutory requirements. The wide range of extra-curricular activities, along with visits and contributions by visitors, enrich the curriculum further.

There is an appropriate system for delivering the curriculum through a series of themes that are suitable for pupils' age and interests. Teachers provide effective activities that offer purposeful opportunities for pupils to use their literacy, numeracy and ICT skills. However, planning is not always purposeful enough to ensure consistent continuity and progression in pupils' skills across the curriculum. Teachers have begun to apply the Literacy and Numeracy Framework appropriately in their planning.

Welsh language provision supports most pupils in making appropriate progress from their starting point. There are various opportunities through interesting cross-curricular work and out-of-school activities for pupils to learn about their area, and the culture of Wales successfully.

Education for global citizenship is developing well through charity work and beneficial links with schools in other countries. There are effective opportunities for pupils to learn about environmental issues through recycling activities, developing a nature area at the school, and visits to a forestry centre and a nature reserve.

**Teaching: Good**

Teachers have sound subject knowledge and this is reflected in detailed planning for lessons. They make appropriate use of a range of teaching methods and purposeful resources that ensure pupils' active involvement in their learning. There are clear presentations, good questioning and interaction, and purposeful opportunities for pupils to work in pairs and groups. In a few sessions, tasks do not offer the appropriate challenge for pupils of different abilities.

The warm working relationship between teachers and pupils creates a positive learning environment in classrooms. Support staff and voluntary staff provide effective support to pupils within classes and in a range of other activities throughout the school.

The school has detailed progress tracking systems that record test results for each pupil. Teachers make suitable use of the information gathered to monitor pupils' progress and to provide additional support as needed.

Teachers mark pupils' work in detail. However, there are not enough opportunities for pupils to respond to comments and to address those aspects that need attention.



There are opportunities for pupils to assess their own work and that of their peers, and to set targets, but they have not developed fully throughout the school.

Annual reports to parents are of good quality and meet statutory requirements.

### **Care, support and guidance: Good**

The school operates as a happy and caring community, placing strong emphasis on developing pupils' wellbeing.

The school promotes and supports pupils' health and wellbeing well and has appropriate policies and procedures in place. There are effective opportunities to promote health and fitness through physical education lessons and through experiences with the sports clubs and various sports activities. The school has appropriate arrangements for promoting healthy eating and drinking.

The school provides valuable learning experiences that promote pupils' spiritual, moral, social and cultural development successfully. Collective worship sessions, circle time and good co-operation with the local community offer beneficial experiences that contribute to this.

There are detailed arrangements to identify pupils with additional learning needs through observation, discussion and conducting formal assessments. Pupils receive effective support within their intervention groups and on an individual level from experienced assistants. Pupils have appropriate individual education plans, which are a basis for discussions with pupils and their parents. However, procedures for setting and reviewing pupils' targets are not always robust enough in order to offer a clear picture of their needs and development.

The constructive links with specialist services, such as social and medical services, and welfare officers, ensure appropriate support for pupils, staff and parents equally.

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

### **Learning environment: Good**

The school is an inclusive community that offers a safe and welcoming environment for all pupils. This ethos is one of the school's strengths and is based on implementing appropriate procedures to ensure equal access to the provision and promote respect for all.

The school makes full use of the buildings and the site. Displays along the school's corridors and in classrooms appropriately show samples of pupils' work and experiences. There are enough resources for lessons and general activities.

The external area has been developed effectively over recent years, following some recommendations by the school council. For example, a nature area has been created to attract local birds and grow plants. Full use is made of the Foundation

Phase's external learning area in order to develop pupils' learning skills in different contexts. The buildings and grounds are maintained to an appropriate standard.

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

The headteacher has a robust strategic vision that sets a clear direction for the school's work. He conveys that vision successfully to staff, pupils, parents and governors. He is supported effectively by the temporary assistant headteacher.

Every member of staff has a job description that reflects their roles and responsibilities clearly. Staff understand their responsibilities and co-operate effectively as a team across the school. Regular staff meetings focus appropriately on pupils' standards of achievement and progress.

Governors are very supportive and undertake their duties effectively. Through reviewing data, discussions with the headteacher and visits to the school, they have sound knowledge of the school's strengths and priorities for improvement. This helps them to challenge the school confidently about aspects of provision and pupils' standards.

The school pays appropriate attention to national and local priorities. The principles of the Foundation Phase receive suitable attention. Teachers are developing the use of the Literacy and Numeracy Framework, and co-operate effectively with other schools in the federation in order to plan collaboratively.

### **Improving quality: Good**

The school makes effective use of a range of sources to evaluate its performance. It collects the views of pupils, parents, staff, governors and the local authority and gives them fair consideration.

An appropriate range of evaluation methods is in place in order to identify pupils' progress and areas for improvement. The headteacher monitors the standards and quality of provision regularly by analysing data, observing lessons, talking to pupils and scrutinising their work. Reports that arise from this provide useful guidance for staff and for the governing body.

The self-evaluation report is detailed and comprehensive and all members of staff and governors contribute to it. It clearly identifies the school's strengths and areas to be developed.

The school improvement plan is an active document and priorities match the issues identified in the self-evaluation. The plan includes specific and measurable objectives that have been funded and timetabled. These give a constructive focus to future planning.

### **Partnership working: Good**

The school has a close partnership with parents this has a positive effect on the quality of pupils' wellbeing and education. There are beneficial links with the Parents, Friends and Teachers Association, which contributes generously towards raising money to buy and improve learning resources. The ICT equipment that was bought recently is an example of this and they are valuable resources that help pupils with their work.

There are valuable links with the community, organisations and local businesses. Pupils visit various places in the community and contribute regularly to activities such as sports days and concerts. These links enrich pupils' learning experiences and expand their awareness of their locality. The school receives the support of a number of volunteers from the community and friends of the school to assist with activities such as listening to reading and developing aspects of the outdoor area.

The strong links between the school and pre-school settings in the village ensure a smooth transfer to the Foundation Phase for pupils. Effective transition plans help pupils move confidently to the secondary school.

There are close links with local schools. The link with the two schools within the federal system is a strength and contributes effectively to providing opportunities for teachers to plan jointly and share good practice.

The close link with the secondary school and other schools in the cluster provides effective opportunities for staff to co-operate with others to standardise and moderate teachers' assessments. There is constructive use of the local authority's services for developing and supporting staff in order to raise standards further.

### **Resource management: Good**

The school makes good use of the expertise of teachers and support staff to deliver the school curriculum. They work productively together, having a positive effect on pupils' achievement and development.

Performance management arrangements for teachers are effective. The staff all benefit from training that is arranged according to individuals' needs and the school's priorities. This enables teachers to extend their expertise and update their teaching strategies. Appropriate arrangements are in place to provide planning, preparation and assessment time for teachers.

Teachers take advantage of the close co-operation with the other schools in the federation and schools in the cluster to share experiences and good practice in order to improve the quality of provision and raise standards. An example of this is the close co-operation with local schools to develop pupils' literacy and numeracy skills.

The range of learning resources and facilities are used purposefully to support learning and teaching.

The school has effective budgetary arrangements to ensure provision that is based on priorities in the school improvement plan. The school makes good use of additional funding, such as grants, to expand resources in order to extend pupils' educational experiences. Expenditure is monitored regularly and carefully by the headteacher, the governing body and the local authority's finance officer.

Considering pupils' standards and the quality of provision, the school provides good value for money.

## Appendix 1

### Comments on performance data

Data on the school's performance over time must be treated with care as the number of pupils in a year group and the percentage of pupils who have additional learning needs can have a significant effect on the school's performance from one year to the next.

At the end of the Foundation Phase in 2012, the school's performance at the expected outcome (outcome 5) and the higher outcome (outcome 6) was higher than the averages for the family of schools in all areas that were assessed. Compared with schools that have a similar percentage of pupils who are entitled to free school meals, the school's performance placed it in the top 25% in terms of the expected outcome and the higher outcome.

In the 2013 assessments, the percentage of pupils at the end of the Foundation Phase who achieved the expected outcome was higher than the averages for the family of schools in language, literacy and communication skills and mathematical development. It was a little lower in personal and social development. Compared with similar schools in terms of levels of eligibility for free school meals, results placed the school in the upper 50% for language, literacy and communication skills and in the lower 50% for mathematical development and personal and social development.

Compared with similar schools, the percentage of pupils who achieved the higher outcome placed the school in the upper 50% for language, literacy and communication skills and in the bottom 25% for mathematical development and for personal and social development.

At the end of key stage 2 over four years, pupils' performance at the expected level (level 4) varied in comparison with that in similar schools. Results have been on an upward trend in the last two years and have placed the school in the top 25% in all subjects. Apart from those for Welsh, results at the higher level (level 5) have also increased and have placed the school in the top 25% for English, mathematics and science.

There is no consistent pattern of difference between the performance of boys and girls, or when comparing pupils who are entitled to free school meals with the remainder.

## Appendix 2

### Stakeholder satisfaction report

#### Responses to the learner questionnaire

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.	23	23 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	23	22 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.	23	23 100%	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	23	23 100%	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.	23	22 96%	1 4%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	23	22 96%	1 4%	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.	23	22 96%	1 4%	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.	23	22 96%	1 4%	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.	23	22 96%	1 4%	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.	23	22 96%	1 4%	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.	23	21 91%	2 9%	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.	23	21 91%	2 9%	Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
		84%	16%	

## Response to the parent questionnaire

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.	13	6 46%	5 38%	1 8%	0 0%	1	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	13	8 62%	3 23%	0 0%	1 8%	1	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.	13	8 62%	4 31%	0 0%	0 0%	1	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.	13	6 46%	5 38%	0 0%	1 8%	1	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	13	5 38%	6 46%	1 8%	0 0%	1	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	46%	4%	1%		
Teaching is good.	13	7 54%	4 31%	0 0%	1 8%	1	Mae'r addysgu yn dda.
		60%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	13	7 54%	3 23%	2 15%	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.	13	4 31%	5 38%	0 0%	2 15%	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.	13	7 54%	4 31%	0 0%	1 8%	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.	13	7 54%	4 31%	0 0%	0 0%	2	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.	13	7 54%	3 23%	1 8%	1 8%	1	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'.	13	7 54%	3 23%	0 0%	1 8%	2	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.	13	5 38%	5 38%	2 15%	1 8%	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.	13	6 46%	6 46%	0 0%	0 0%	1	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		62%	31%	4%	2%		
I understand the school's procedure for dealing with complaints.	13	6 46%	5 38%	1 8%	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.	13	7 54%	2 15%	1 8%	1 8%	2	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.	13	5 38%	3 23%	1 8%	0 0%	4	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		42%	34%	4%	1%		
There is a good range of activities including trips or visits.	13	8 62%	5 38%	0 0%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	38%	5%	1%		
The school is well run.	12	5 42%	4 33%	1 8%	0 0%	2	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	32%	3%	2%		



## Appendix 3

### The inspection team

Dorothy Morris	Reporting Inspector
Glyn Griffiths	Team Inspector
Glenda Jones	Lay Inspector
Dilys Ellis-Jones	Peer Inspector
Hefin Jones	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.