



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 Gynradd Eder
Ffordd y Rhos
Edern
Pwllheli
Gwynedd
LL53 8YW**

Date of report: June 2014

by

**Estyn, Her Majesty's Inspectorate for Education and
Training in Wales**

During each inspection, inspectors aim to answer three key questions:

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

Inspectors also provide an overall judgement on the school's current performance and on its prospects for improvement.

In these evaluations, inspectors use a four-point scale:

Judgement	What the judgement means
Excellent	Many strengths, including significant examples of sector-leading practice
Good	Many strengths and no important areas requiring significant improvement
Adequate	Strengths outweigh areas for improvement
Unsatisfactory	Important areas for improvement outweigh strengths

The report was produced in accordance with Section 28 of the Education Act 2005.

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Publication Section
Estyn
Anchor Court, Keen Road
Cardiff
CF24 5JW or by email to publications@estyn.gov.uk

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Context

The school is situated on the outskirts of the village of Edern in a rural area, about three miles from Nefyn, Gwynedd. Most pupils come from the villages of Edern and Dinas and the nearby rural area.

There are 70 pupils aged between three and 11 on roll, including nine part-time nursery children. They are arranged into three mixed-age classes. The school admits pupils on a full-time basis in the September following their fourth birthday.

About 91% of pupils are from homes in which Welsh is spoken as a first language. There are no pupils from an ethnic minority background. Fifteen per cent of pupils have additional learning needs, which is much lower than the national percentage. There are no pupils with a statutory statement of special educational needs. Around 15% of pupils are entitled to free school meals, which is lower than the national figure.

The individual school budget per pupil for Ysgol Edern in 2013-2014 is £4,002. The maximum amount per pupil in primary schools in Gwynedd is £10,616 and the minimum is £2,936. Ysgol Edern is in 57th position of the 103 primary schools in Gwynedd in terms of the school budget per pupil.

The headteacher was appointed in September 2007.

The school was last inspected by Estyn in May 2008.

Summary

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

Current performance

The school's current performance is good because:

- nearly all pupils strive hard and make good progress in their learning;
- the literacy and numeracy skills of pupils of all ages are good;
- pupils have a sound understanding of how to keep healthy;
- many pupils are active and enthusiastic and co-operate harmoniously;
- pupils have a strong commitment to the school and behave responsibly;
- there are numerous opportunities for pupils to develop their investigative skills;
- there are robust assessment arrangements in all classes; and
- the school is a happy and inclusive community.

Prospects for improvement

Prospects for improvement are good because:

- the headteacher leads the school effectively and there is a strong sense of team work among all staff;
- governors have a sound understanding of the school's strengths and the areas that need to be improved;
- self-evaluation has resulted in clear improvements in standards and provision;
- productive links with a number of strategic partners have a positive effect on pupils' wellbeing and attainment;
- professional networks with other schools have a positive effect on pupils' standards and wellbeing; and
- the school provides good value for money.

Recommendations

A1 Increase pupils' ability to evaluate and improve their work

A2 Provide more opportunities for pupils to respond to teachers' marking comments

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

Nearly all pupils across the age range strive hard in lessons and make good progress in their learning. During learning sessions, they focus and persevere on tasks; they are alert to asking and answering questions and discuss their tasks confidently. Most pupils use their thinking skills skilfully when planning together and solving practical problems, for example when they investigated in the Foundation Phase to see which containers are the best for holding a certain amount of pasta. Pupils of all ages acquire new knowledge and skills effectively and approach their work positively. This has a positive effect on their learning and the standards they achieve.

The literacy and numeracy skills of pupils of all ages are good. Nearly all pupils in the Foundation Phase listen attentively to adults and other pupils and express their ideas confidently and correctly. They have an interest in books, and most choose books independently and use a wide range of strategies to enable them to read unfamiliar words. By the end of Year 1, many have started to write in a conventional way and use words, phrases and sentences effectively to communicate their ideas.

Most pupils in key stage 2 listen attentively to others and contribute purposefully, and use polished language, during group and class discussions. Most are confident readers and, by the end of the key stage, they glean knowledge in an organised way from various sources, such as books and websites. Throughout the key stage, many pupils are very skilful when using information collected from English reference books to support their work in Welsh. By Year 5, many write well with a clear purpose across the curriculum and show good consideration for the reader. In the main, they mutate correctly and use a good variety of adjectives and phrases.

Pupils' numeracy skills across the school are good. By the end of the Foundation Phase, nearly all pupils use the correct mathematical phraseology when talking about their ideas and are very confident when reading and writing numbers up to 100. They use standard units with suitable precision to measure objects of various sizes and they are very confident when describing the properties of solid and flat shapes. These pupils' ability to transfer their mathematical skills to play and problem-solving activities in the classroom is very robust.

Nearly all pupils in key stage 2 have good number skills. Most use a good range of mental calculation strategies to solve number problems and they have a sound understanding of the relationship between fractions, decimals and percentages. When dealing with scientific investigations, for example when discovering whether the area of a container affects the speed of evaporation, most use a wide range of standard measures with precision. They make purposeful use of data bases to record and interpret data. Across the key stage, nearly all pupils' ability to apply their numeracy skills to solve practical problems is good.

Small numbers of pupils were assessed at the end of the Foundation Phase in 2013 and, therefore, it is not appropriate to compare the school's performance with national benchmarks.

In comparison with other schools that have a similar proportion of pupils who are entitled to free school meals, performance in the Foundation Phase in 2012 placed the school in the upper 50% for literacy and in the lower 50% for mathematics. The proportion of pupils who achieved at outcome 6 placed the school in the top 25% for literacy and in the lower 50% for mathematics.

Performance in key stage 2 at the expected level 4, in comparison with that of schools with a similar percentage of pupils who are eligible for free school meals, has varied considerably over the period between 2009 and 2013. Performance in Welsh, mathematics and science has placed the school mostly in the upper 50% of similar schools, and English performance has placed it in the lower 50%.

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

Wellbeing: Good

All pupils enjoy coming to school. They feel safe at the school and are confident that staff would deal effectively with any threats to their health and wellbeing. Pupils of all ages have a sound understanding of how to keep healthy and appreciate that healthy foods and regular physical exercise have a beneficial effect on their health and development.

Nearly all pupils' social and life skills are good. As they co-operate on tasks or move around the school, they behave responsibly and show respect and care for each other and towards visitors. They are active and enthusiastic learners who co-operate harmoniously and keep on task diligently over extended periods. Although key stage 2 pupils have begun to evaluate their work and identify what needs to be done to improve, this element is still in the early days of its development.

From an early age, many pupils are confident when making choices about their learning and address problem-solving tasks skilfully.

Pupils have a strong commitment to the school and staff and, as they mature, they are willing to shoulder additional responsibilities, for example looking after younger children in the playground and being members of various committees. The school council undertakes its work conscientiously and is a strong influence on the school's life and curriculum.

Teachers in all classes provide regular opportunities for pupils to voice an opinion and contribute to the content of the curriculum.

The practice of taking part in a variety of activities in the village strengthens pupils' commitment to their local community considerably.

Most pupils' attendance is good. In comparison with similar schools on the basis of free school meals, the school has been in the top 25% during three of the last five years.

Key Question 2: How good is provision?	Good
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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 that there is progression and continuity 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 curriculum meets all statutory requirements, including the Literacy and Numeracy Framework, in full. Entrepreneurship activities, including planting, growing and then selling vegetables, contribute significantly to developing pupils' numeracy skills in key stage 2.

Visits, guest speakers, and opportunities to contribute to activities in the local community, such as eisteddfodau, enrich pupils' learning experiences significantly.

The comprehensive provision for the Welsh language and the Welsh dimension contributes strongly towards raising pupils' awareness of the history, geography and traditions of Wales. This element is reinforced further by following whole-school projects on the work of Welsh contemporary artists, such as Kyffin Williams and Luned Rhys.

Lessons, educational visits and the school's recycling practices contribute significantly towards increasing pupils' understanding and values of sustainable development. By supporting good causes, for example sponsoring a girl in a poor village in Brazil, the school provides a wide range of experiences that enable pupils to become more aware of their role in society and the wider world.

Teaching: Good

Teachers use an effective range of teaching strategies and present lessons that are lively and enthusiastic. The activities that are provided, both in the Foundation Phase and in key stage 2, offer numerous opportunities for pupils to practise and develop their learning skills, and especially their investigative skills. Teachers and assistants have sound subject knowledge and use a wide range of strategies to ensure pupils' commitment to their learning.

The close working relationship between staff and pupils creates an active and supportive ethos that promotes effective learning. Through purposeful intervention and skilful questioning, teachers and assistants extend pupils' knowledge and understanding and develop their learning skills effectively.

Robust arrangements have been established for assessment of learning and also assessment for learning. The practice of setting improvement targets for all pupils, and of including the pupils themselves in the discussion, promotes good learning outcomes. Each pupil's progress is recorded regularly and assessment information is used purposefully to identify the next steps in learning.

Through purposeful marking, pupils have clear guidance on the standard of their work and what needs to be done to improve it. However, they are only required to respond to teachers' marking comments occasionally and this makes the process less effective.

Annual reports for parents are of good quality and give useful information to them about their children's wellbeing and progress.

Care, support and guidance: Good

The school is a happy community with a homely, caring ethos, and it has comprehensive and appropriate policies and procedures. Staff create a safe environment in which pupils' health and wellbeing are a high priority. They respond effectively to any alleged cases of harassment or bullying. The school's arrangements for safeguarding pupils meet requirements and are not a cause for concern.

Pupils' personal, spiritual, moral, social and cultural development is embedded firmly in the curriculum and the school's day-to-day procedures. The school promotes high values that help pupils to distinguish between right and wrong and encourages them to take responsibilities for their actions. Collective worship sessions contribute significantly to pupils' spiritual and personal development.

There are appropriate arrangements for promoting healthy eating and drinking. The essentials of healthy eating, fitness and regular physical exercise are fostered effectively throughout the school.

The school uses a good range of methods for identifying pupils' additional learning needs at an early stage. Provision and support for these pupils is effective and leads to consistent progress in learning and standards. All pupils who have additional learning needs have a detailed individual education plan which is reviewed regularly. In specific cases, the school takes advantage of the co-operation of services such as educational psychologists and the education authority's specialist teachers. These procedures comply fully with the requirements of the Code of Practice.

Learning environment: Good

The school is a happy and inclusive community that promotes equal opportunities for all pupils and adults, whatever their background and strengths. The stimulating learning environment, along with attractive displays, enrich pupils' learning experiences considerably. The practice of displaying photographs and certificates in public gives prominence to pupils' successes and recognises their contribution to the school's success.

The school's buildings and grounds are used effectively by pupils and adults and are maintained well. The outdoor area for Foundation Phase pupils, along with the playground and the school field, are used purposefully. The whole site is maintained well and is used effectively by pupils and adults.

There is an extensive supply of purposeful resources of good quality in the classrooms. This includes computer equipment which is used purposefully by pupils and teachers to support learning and teaching.

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

The headteacher leads the school effectively and has established clear communication systems and a strong sense of teamwork among all staff. This contributes well towards setting a strategic direction and a self-evaluative school that is developing continuously. The headteacher is supported well by staff who share the same vision and values in supporting efforts to improve standards and the quality of teaching.

The headteacher and staff analyse relevant data in great detail and use the information effectively in order to identify individual pupils' achievement along with specific groups. This enables them to plan suitable provision that meets the needs of pupils from the whole ability range effectively.

The school's willingness to undertake new initiatives such as assessment for learning and to give attention to local and national priorities ensures that the school develops continuously and improves learning and teaching.

The governing body supports the school well. Governors have a firm understanding of pupils' standards and achievements. They also have good knowledge of the school's priorities and they check the effectiveness of teaching when they visit the school to monitor lessons and pupils' progress. They are prepared to challenge the school about standards and teaching methods. The governing body understands and undertakes its responsibilities effectively.

Improving quality: Good

Self-evaluation is a key part of the school's procedures and staff and managers have a good understanding of the school's strengths and areas that need to be improved. Self-evaluation arrangements are detailed and are based on identifying pupils' attainments and the quality of teaching.

The school makes effective use of a wide range of direct evidence and relevant data to identify progress and aspects to be developed. These include pupils' progress, outcomes of lesson observations, scrutinising work and external reports. The voice of pupils and parents voice has an important place in self-evaluation. The self-evaluation report is detailed and gives an objective and accurate picture of the school's current situation regarding learning, teaching and standards. All members of staff and governors have ownership of the report.

Staff respond purposefully to priorities, such as professional development needs, that emerge through self-evaluation. The school development plan is a detailed document that includes a reasonable number of clear and purposeful priorities for the next three years. It reviews progress against previous years' targets and identifies further matters that need to be acted upon. The plan also includes relevant details about the allocation of funds to undertake the work.

The school is able to show that self-evaluation has resulted in measurable progress in a number of areas such as raising attendance rates and raising standards of literacy and numeracy.

Partnership working: Good

There are productive links with a number of strategic partners that have a positive effect on pupils' wellbeing and attainment.

There is a strong relationship between the school and parents. The school is very proactive in seeking parents' opinion about various aspects of their children's education and responds positively to any concern or suggestion that is made by them. For example, after parents stated their uncertainty about helping their children with their numeracy work, the school produced very useful guidelines for them.

The close co-operation between the school and the village nursery group and also with a nearby school, ensures that children transfer smoothly from one institution to the next and settle in quickly when starting at the school.

The effective arrangements for transferring pupils to the secondary school prepare pupils well for the next stage in their education. The close co-operation that exists between local schools has led to effective arrangements for standardising and moderating pupils' work.

The school has co-operated successfully with other schools in the cluster and this has led to the preparation of very beneficial materials for improving pupils' literacy and numeracy skills. As a result, a number of local schools have visited the school in order to observe good learning and teaching skills.

The school co-operates effectively with the local community on projects such as planning and creating a path between Edern and another nearby village.

Resource management: Good

The school makes effective use of teachers' and learning assistants' expertise and interests. A notable example of this is the practice of using the expertise of a higher level assistant to teach music and religious education across the school.

Teachers make effective use of their planning, preparation and assessment time, and this contributes strongly to improving the quality of provision and pupils' outcomes. The school pays due attention to the continuous professional development of all staff and performance management processes support this appropriately.

Effective networks of professional practice with other schools have a positive effect on pupils' standards and wellbeing. Examples of this are sharing good practices on aspects of numeracy in the Foundation Phase.

The headteacher and the governing body monitor the budget regularly with the support of the authority's finance officer. This ensures that there is appropriate provision to meet the expected increase in pupil numbers in the Foundation Phase in the near future.

Considering pupils' good outcomes and continuous progress, the school provides good value for money.

Appendix 1

Commentary on performance data

Small numbers of pupils were assessed at the end of the Foundation Phase in 2013 and, therefore, it is not appropriate to prepare the school's performance with national benchmarks.

The proportion of pupils who attained the expected outcome 5 at the end of the Foundation Phase in 2012 in literacy, mathematics and personal development is similar to the average for schools in the family and the national averages. The proportion of pupils who achieved at outcome 6 is considerably higher than the averages for schools in the family and national averages in literacy and a little lower in mathematics and personal and social development. The proportion of pupils who achieved the Foundation Phase indicator, namely outcome 5 or higher in both areas of learning, was a little higher than the performance for the family and the whole of Wales.

In comparison with other schools that have a similar proportion of pupils who are eligible for free school meals, performance in the Foundation Phase in 2012 placed the school in the upper 50% for literacy and in the lower 50% for mathematics. Performance in personal and social development placed the school in the bottom 25% of similar schools. The proportion of pupils who achieved at outcome 6 placed the school in the top 25% for literacy and personal and social development and in the lower 50% for mathematics.

The proportion of pupils who attained the expected level 4 at the end of key stage 2 in 2013 in Welsh, English, mathematics and science was a little higher than the average for schools in the family and the national averages. The proportion who achieved at level 5 was a little higher than the performance for the family and the national averages in the four subjects. The proportion of pupils who achieved the core subject indicator was a little higher than the performance for the family and the whole of Wales.

In key stage 2 in 2013, performance at the expected level 4, in comparison that of with schools that have a similar percentage of pupils who are eligible for free school meals, placed the school in the upper 50% in Welsh and in the lower 50% in English, mathematics and science. The proportion of pupils who achieved at the higher level 5 placed the school in the top 25% in Welsh, mathematics and science and in the upper 50% in English.

Performance at the expected level 4, in comparison with that of schools with a similar percentage of pupils who are eligible for free school meals, has varied considerably over the period from 2009 to 2012. Performance in Welsh, mathematics, and science placed the school mainly in the upper 50% of similar schools, whilst English placed it in the lower 50%.

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

Appendix 2

Stakeholder satisfaction report

Responses to learner questionnaire

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.	36	36 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	36	36 100%	0 0%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	36	36 100%	0 0%	Rwy'n gwybod pwy i siarad ag ef/â hi os ydw I'n poeni neu'n gofidio.
		96%	4%	
The school teaches me how to keep healthy	36	36 100%	0 0%	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
		97%	3%	
There are lots of chances at school for me to get regular exercise.	36	36 100%	0 0%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	35	34 97%	1 3%	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.	36	36 100%	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.	36	36 100%	0 0%	Rwy'n gwybod beth I'w wneud a gyda phwy i siarad os ydw I'n gweld fy ngwaith yn anodd.
		98%	2%	
My homework helps me to understand and improve my work in school.	36	36 100%	0 0%	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.	36	35 97%	1 3%	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.	33	33 100%	0 0%	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	34	34 100%	0 0%	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 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.	33	28 85%	5 15%	0 0%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	33	31 94%	2 6%	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.	33	31 94%	2 6%	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.	33	30 91%	3 9%	0 0%	0 0%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	33	24 73%	9 27%	0 0%	0 0%	0	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	46%	4%	1%		
Teaching is good.	33	28 85%	5 15%	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.	33	29 88%	4 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.	33	24 73%	9 27%	0 0%	0 0%	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.	33	26 79%	7 21%	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.	33	27 82%	6 18%	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.	33	29 88%	4 12%	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.	30	23 77%	7 23%	0 0%	0 0%	0	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		50%	34%	4%	1%		

	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 am kept well informed about my child's progress.	33	24 73%	9 27%	0 0%	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.	33	28 85%	5 15%	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.	33	22 67%	9 27%	1 3%	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.	32	26 81%	6 19%	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.	24	16 67%	7 29%	0 0%	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.	33	28 85%	5 15%	0 0%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	38%	5%	1%		
The school is well run.	33	28 85%	5 15%	0 0%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		60%	33%	3%	2%		

Appendix 3

The inspection team

William Williams	Reporting Inspector
Glyn Griffiths	Team Inspector
Jeremy Turner	Lay Inspector
Gwyn Jones	Peer Inspector
Geraint Evans	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