



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 Pentrecelyn
Pentrecelyn
Ruthin
Denbighshire
LL15 2HG**

Date of inspection: November 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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Context

Ysgol Gynradd Gymunedol Pentrecelyn, which is maintained by Denbighshire local authority, is situated about four miles to the south of the town of Ruthin. It is a Welsh-medium school that serves the agricultural community around the village of Pentrecelyn.

At present, there are 35 pupils on roll from reception age to Year 6. Children are admitted to the nursery class in the mornings only in the next full term following their third birthday. At present, 12 children attend the nursery class on a part time basis.

Very few pupils are eligible for free school meals. This is considerably lower than the average for Wales. Sixty-four per cent of pupils come from Welsh-speaking homes.

Fourteen per cent of pupils have been identified as having additional learning needs. This is lower than the national average of 22%. No pupils have a statement of special educational needs. No pupils at the school are from an ethnic minority background.

Pupils are taught in two classes. In addition to the headteacher, who works for three and a half days a week, there are two full-time teachers and one teacher who works one day a week. The executive head was appointed to the post in September 2014. Previously, the school had been under the leadership of an acting headteacher for three years. The school was last inspected in October 2008.

The individual school budget per pupil for Ysgol Gynradd Pentrecelyn in 2014-2015 is £5,364. The maximum per pupil in primary schools in Denbighshire is £9,103 and the minimum is £2,902. Ysgol Gynradd Pentrecelyn is in 12th position of the 47 primary schools in Denbighshire in terms of the individual school budget per pupil.

Summary

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

Current performance

The school's current performance is adequate because:

- many pupils make appropriate progress during their time at the school; pupils nearly all co-operate well in small groups or in pairs, and develop as effective independent learners.
- nearly all pupils' oral skills in Welsh develop very robustly;
- almost all pupils take pride in their Welshness and take an enthusiastic part in cultural and community activities; and
- schemes of work ensure suitable activities for the majority of pupils.

However:

- pupils do not make appropriate progress in extended writing and numeracy skills;
- planning for progression and continuity in skills has not been embedded sufficiently;
- planning is not thorough enough to challenge pupils of higher ability on all occasions; and
- teaching is not effective enough in a minority of lessons.

Prospects for improvement

Prospects for improvement are good because:

- the headteacher and staff co-operate closely and have a sound understanding of the school's performance;
- the school has implemented a number of strategies to improve provision in order to raise pupils' standards;
- governors have a sound understanding of the school's strengths and areas that need to be improved;
- there is an appropriate self-evaluation process that makes good use of robust evidence to identify suitable priorities for improvement; and
- the school's development plan identifies appropriate priorities for improvement that are clear and practical.

Recommendations

- R1 Raise standards of extended writing in Welsh and English
- R2 Raise standards of numeracy across the curriculum in key stage 2
- R3 Plan learning experiences that enable more able pupils to achieve according to their ability consistently
- R4 Ensure that the standard of teaching across the school is consistently good

What happens next?

The school will produce a plan of action that shows how it will address the recommendations. Estyn will monitor the school's progress.

Main findings

Key Question 1: How good are outcomes?

Adequate

Standards: Adequate

Many pupils in Ysgol Pentrecelyn make appropriate progress during their time at the school.

Most pupils concentrate well during learning sessions, and are keen to take part by offering answers. Almost all pupils are able to co-operate easily in small groups or in pairs, and develop into effective independent learners.

Nearly all pupils' oral skills in Welsh develop very robustly. They are able to converse confidently and fluently about a variety of subjects in formal and informal situations, from an early age. Their reading skills in Welsh are developing well and many of them show an interest in books and are able to discuss their content effectively. By the end of key stage 2, they are able to find information that is relevant to their work in reference books and by using information and communication technology (ICT).

Foundation Phase pupils' writing skills in Welsh are developing appropriately across the areas of learning. However, although the majority of pupils in key stage 2 are able to write to a standard that is appropriate to their age and ability, they do not make enough progress in writing at length in subjects across the curriculum. The most able pupils do not always achieve to a standard that matches their potential.

Although most pupils' standards of oracy and writing in English in key stage 2 are developing appropriately, the standard of written work is not appropriate to their age and ability. They do not write at length in English across the curriculum often enough.

Most pupils' numeracy skills in the Foundation Phase are developing well, and they are able to handle numbers, units of measurement and other mathematical information effectively. They apply this information and these concepts successfully to solve practical problems across areas of learning. The numeracy skills of a minority of key stage 2 pupils are not developing appropriately. Although the majority handle numbers and mathematical concepts successfully, they do not do this often enough or effectively enough in subjects across the curriculum.

The majority of pupils take pride in their work. However, the presentation of work and handwriting of a minority of pupils is not neat enough, and there are too many spelling mistakes in their work.

Almost all pupils at the school take pride in their Welshness and take an enthusiastic part in cultural and community activities. They use the Welsh language naturally and confidently in all situations. This is one of the school's strengths.

Pupils who have additional learning needs make suitable progress against their targets.

The number of pupils who are assessed at the end of every year is low, and often less than five. As a result, it is not possible to come to meaningful conclusions on the basis of the school's performance data.

There is an overall trend for pupils' results at the expected outcomes and levels to be lower in comparison with those in similar schools and to some extent at the higher levels in key stage 2.

Wellbeing: Good

Nearly all pupils are happy and feel safe at school. Their behaviour is good and they show high levels of respect towards each other and towards adults. The care and support that older pupils give to younger pupils are a strong feature.

Pupils show a very good awareness of issues related to eating and drinking healthily. They are enthusiastic when taking part in extra-curricular activities that promote these aspects, and intelligent when discussing the importance of eating suitable foods and taking physical exercise.

Attendance levels during the last three years up to 2013 have been consistently good. In 2013, the school was in the lower 50% of similar schools. All pupils arrive at school and their lessons punctually.

The school council is an enthusiastic group of pupils who have contributed effectively to improving the school environment and leading pupils' community activities very effectively.

The school supports a number of charities, locally and abroad. This has a positive effect on pupils' awareness of other people's needs and the importance of nature conservation.

Pupils' links with the local community are one of the school's strengths. For example, they organise community events, such as the annual Christmas dinner, which enriches their relationship with residents in the area. Pupils benefit greatly from these experiences and develop a very good range of social and moral skills.

Key Question 2: How good is provision?

Adequate

Learning experiences: Adequate

Teachers provide appropriate schemes of work that meet the requirements of the National Curriculum, the Foundation Phase and religious education. Schemes of work ensure suitable activities for the majority of pupils, but planning is not always thorough enough to challenge the higher ability cohort.

Provision for skills is beginning to receive attention by the school and satisfies elements of the National Literacy and Numeracy Framework. However, planning for progression and continuity in skills has not been embedded. As a result, there are not enough opportunities for pupils to apply their numeracy and literacy skills across the curriculum.

Educational visits reinforce and enrich provision successfully. These experiences promote understanding and stimulate pupils' interest well, especially in local and national history and culture. Extra-curricular activities such as the Urdd and after-school clubs have a positive effect on pupils' wellbeing.

Provision for the Welsh dimension is very robust. The school provides valuable opportunities for pupils to take an active part in activities in the local community, and effective attention is paid to Welsh traditions and celebrations in order to enrich pupils' experiences.

Education for sustainable development and global citizenship is promoted through curriculum work and the activity of the school council and the eco council.

The school provides experiences that ensure that pupils have a good awareness of recycling issues.

Teaching: Adequate

There is a good working relationship between teachers and pupils, and teachers lead effective and interesting sessions that motivate pupils to learn. Learning assistants throughout the school support teachers and pupils effectively in learning sessions.

Although there is a wide age range within classes, teachers ensure that there is a suitable variety of activities that challenge the majority of pupils of all abilities appropriately. However, activities do not challenge more able pupils to achieve to their utmost ability regularly enough.

In a majority of lessons, teachers set high expectations for pupils and model polished language when presenting and leading learning sessions. They give appropriate priority to developing pupils' key skills in literacy and numeracy. The pace of lessons is good and there are regular opportunities for pupils to take an active part in their learning. In these lessons, teachers question children effectively in a way that encourages them to give extended answers.

In the minority of lessons in which teaching is not as effective, teachers' expectations are neither clear enough nor high enough. The pace of lessons is slow and, as a result, pupils do not succeed in completing their activities or recording their work. In these lessons, there is too much emphasis on the teacher's introduction, which hinders pupils' ability to work independently.

The school has effective assessment processes. All teachers ensure that pupils are aware of the aims of every lesson. They set practicable success criteria, and in the majority of lessons they discuss pupils' success against them. They use a number of effective strategies to assess pupils' understanding of the content of learning sessions, and encourage pupils to measure their own success.

Teachers mark written work regularly and nearly all teachers make constructive comments on most of pupils' work. However, there are few examples of pupils having an opportunity to improve their own work after receiving comments from teachers.

There are clear and appropriate arrangements for tracking progress in place and teachers use standardised tests and teachers' assessments to measure and track pupils' progress, and to target suitable support as needed.

Reports to parents give useful information about pupils' standards and progress.

Care, support and guidance: Good

The school is a happy, familial and inclusive community that takes full advantage of local opportunities and partners' specialisms. It has appropriate arrangements for promoting eating and drinking healthily.

The school has effective processes for promoting positive behaviour. The school's staff ensure that there are regular opportunities for pupils of all ages to work together. This has a very positive effect on pupils' relationship with each other and is a good opportunity for younger pupils in the school to learn from the older ones.

The school promotes pupils' spiritual, moral, social and cultural development effectively. Teachers enable pupils to take a prominent role in morning assemblies, and nearly all respond positively to these opportunities.

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

The school makes good use of specialist agencies at appropriate times, including language therapists, educational psychologists and health services. The school's arrangements ensure that all pupils receive the necessary support.

The school has effective procedures for identifying and tracking the progress of pupils who have additional learning needs. There is an individual development plan for all pupils on the additional learning needs register, that sets specific and measurable targets. Teachers review and update them regularly and discuss them appropriately with parents.

Learning environment: Good

The school is a welcoming, happy and safe community, which encourages good behaviour and fosters a very caring ethos. The school's staff work hard to ensure co-operation, care and tolerance between children and adults and between children and each other. Older pupils give good support to the younger ones and support to staff to create an organised atmosphere. This has a positive effect on developing pupils' personal and social skills.

The school's buildings are maintained to an appropriate standard and the site is neat and tidy. The school's outdoor areas encourage pupils to appreciate keeping healthy and caring for the environment around them. The outdoor area in the Foundation Phase has been arranged effectively, and the school garden is a way of developing pupils' awareness and understanding of plants and horticulture.

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

Leadership: Good

In a short time, the executive headteacher has succeeded in knowing the school well and co-operating successfully with staff and governors. She has a clear focus on raising standards and improving provision across the school, especially in mathematics and English. The close co-operation has ensured that they have a sound understanding of the school's performance. Together, they analyse data and assess pupils effectively in order to target provision appropriately.

The school's staff have implemented a number of strategies to improve provision for pupils in order to raise standards, such as beginning to implement a programme to improve pupils' writing. Assessment for learning strategies, and the method of organising work in order to meet pupils' learning needs, have already had a positive effect on teaching and are beginning to have a positive effect on pupils' attainment.

Leaders pay effective attention to national priorities. For example, teachers refine their planning in response to the requirements of the literacy and numeracy framework.

Governors are very supportive and fulfil their duties conscientiously. They analyse a range of performance data intelligently and their understanding of how the school performs in comparison with similar schools is good. Members of the body visit the school regularly in order to observe classes and scrutinise books, and challenge the school appropriately.

Improving quality: Good

The school has a robust self-evaluation process. The headteacher and teachers make good use of national data as evidence to help them to identify suitable priorities for improvement. The process also includes visits to lessons and scrutiny audits to monitor learning and teaching by the headteacher, staff, governors and the local education authority. The school also makes appropriate use of questionnaires to collect the views of pupils and parents and responds well to them. For example, as a result of the analyses of the outcomes of questionnaires, the school distributes a weekly newsletter to parents in order to share information.

The school's monitoring programme follows a definite timetable that focuses clearly on the need to improve quality over a period of time. A good feature of this programme is that teachers have an opportunity to observe each other's lessons, and the findings are a beneficial source of information for improving teaching. As a result, the school has developed a self-critical ethos that is open and balanced.

The school's self-evaluation report is an effective document that provides evaluative comments on an appropriate range of aspects of the life and work of the school. It includes detailed analyses of performance data, and identifies suitable priorities to be included in the school's development plan. The development plan includes an appropriate number of priorities to implement. Actions are clear, and identify responsibilities and costs specifically.

The development plan receives regular attention in weekly staff meeting and governors' meetings and is reviewed regularly in order to monitor progress towards meeting targets.

Partnership working: Good

The partnership that exists between the school and teachers is good. There is an 'open door' policy that facilitates opportunities for parents to discuss their children's progress and any concerns. Parents also volunteer regularly in order to support the school's work, for example co-operating to run an after-school club, tidying up the garden and assisting in reading sessions.

The school is an important part of the community, and there is strong relationship between them. In addition to holding termly services in the church and the chapel, the school welcomes members of the community to join pupils and staff on some occasions, for example to have dinner at Christmas time. The school took advantage of its 140th birthday celebrations to strengthen the relationship with the community, and co-operated to create a display of a permanent time-line of the school's history.

There is a good partnership with the local authority and the school has taken advantage of its staff's professional expertise in a number of areas.

The school co-operates successfully with primary schools in the catchment area. They moderate pupils' work effectively and create appropriate portfolios of level expectations. This has had a positive influence on teachers' ability to assess and level pupils' work correctly.

There is a good relationship between the school and the local secondary school, which has led to effective transition arrangements in order to ensure that pupils transfer smoothly to the next stage in their education.

Resource management: Adequate

The school's staffing levels are appropriate, and teachers and assistants have an appropriate range of experience and skills. The headteacher organises the timetable effectively, including planning, preparation and planning time. Arrangements for managing teachers' performance are robust and set appropriate improvement objectives.

The school has a suitable range of resources, and teachers use them effectively to support learning across the curriculum. For example, the school has recently invested in purposeful equipment to enrich the outdoor area in the Foundation Phase and tablet computers to improve ICT skills.

The school's expenditure decisions are linked appropriately to priorities for raising pupils' standards and wellbeing. The headteacher and governors monitor the budget effectively.

Considering pupils' outcomes and the standard of provision, the school provides adequate value for money.

Appendix 1: Commentary on performance data

6632168 - Ysgol Pentrecelyn

Number of pupils on roll	42
Pupils eligible for free school meals (FSM) - 3 year average	5.3
FSM band	1 (FSM<=8%)

Foundation Phase

	2012	2013	2014
Number of pupils in Year 2 cohort	6	*	6
Achieving the Foundation Phase indicator (FPI) (%)	66.7	*	83.3
Benchmark quartile	4	*	4
Language, literacy and communication skills - English (LCE)			
Number of pupils in cohort	*	*	*
Achieving outcome 5+ (%)	*	*	*
Benchmark quartile	*	*	*
Achieving outcome 6+ (%)	*	*	*
Benchmark quartile	*	*	*
Language, literacy and communication skills - Welsh (LCW)			
Number of pupils in cohort	6	*	6
Achieving outcome 5+ (%)	66.7	*	83.3
Benchmark quartile	4	*	4
Achieving outcome 6+ (%)	33.3	*	50.0
Benchmark quartile	2	*	1
Mathematical development (MDT)			
Number of pupils in cohort	6	*	6
Achieving outcome 5+ (%)	83.3	*	83.3
Benchmark quartile	4	*	4
Achieving outcome 6+ (%)	33.3	*	33.3
Benchmark quartile	2	*	3
Personal and social development, wellbeing and cultural diversity (PSD)			
Number of pupils in cohort	6	*	6
Achieving outcome 5+ (%)	100.0	*	100.0
Benchmark quartile	1	*	1
Achieving outcome 6+ (%)	33.3	*	66.7
Benchmark quartile	3	*	2

The Foundation Phase indicator (FPI) represents the percentage of pupils achieving outcome 5 or above in PSD, LCE/LCW, and MDT in combination.

* This item may disclose information on individuals, or it is not sufficiently robust for publication, not applicable or is otherwise unavailable.

The benchmark quartile compares the performance of one school against others who have similar levels of pupils with free school meals (FSM). FSM is used as a proxy of social deprivation in schools. This allows a comparison of the performance of a school against others who are in the same FSM category, and who might therefore have a similar intake of pupils from deprived backgrounds.

A school in benchmark quartile 1 is in the highest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are higher than many other schools with similar levels of pupils from deprived backgrounds. A school in benchmark quartile 4 is in the lowest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are lower than many other schools with similar levels of pupils from deprived backgrounds.

There are very small cohorts in many of the years of key stage 2 performance data available for this school. Where this is the case, we do not include a table of performance data.

Further information is available from the Welsh Government My Local School website at the link below.
<http://mylocalschool.wales.gov.uk/index.html?lang=eng>

Appendix 2

Stakeholder satisfaction report

Responses to the learner questionnaires

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.	17	17 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	16	15 94%	1 6%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	17	16 94%	1 6%	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	17	17 100%	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.	17	16 94%	1 6%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	17	17 100%	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.	17	17 100%	0 0%	Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddsygu a gwneud cynnydd.
		99%	1%	
I know what to do and who to ask if I find my work hard.	17	17 100%	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.	17	15 88%	2 12%	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.	17	16 94%	1 6%	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.	17	15 88%	2 12%	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	17	17 100%	0 0%	Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
		84%	16%	

Response to parent questionnaires

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.	20	10 50%	9 45%	1 5%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	20	14 70%	6 30%	0 0%	0 0%	0	Mae fy mhentyn yn hoffi'r ysgol hon.
		73%	25%	1%	0%		
My child was helped to settle in well when he or she started at the school.	19	14 74%	3 16%	0 0%	0 0%	2	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.	20	11 55%	9 45%	0 0%	0 0%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	19	11 58%	5 26%	1 5%	0 0%	2	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	45%	4%	1%		
Teaching is good.	20	11 55%	7 35%	2 10%	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.	20	12 60%	7 35%	0 0%	0 0%	1	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		63%	33%	1%	0%		
The homework that is given builds well on what my child learns in school.	20	10 50%	7 35%	0 0%	0 0%	3	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.	20	11 55%	9 45%	0 0%	0 0%	0	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		58%	33%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	20	12 60%	8 40%	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.	20	15 75%	5 25%	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.	18	8 44%	7 39%	0 0%	0 0%	3	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		50%	34%	4%	1%		
I am kept well informed about my child's progress.	19	8 42%	9 47%	1 5%	0 0%	1	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		49%	40%	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.	20	15 75%	4 20%	1 5%	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.	20	7 35%	8 40%	1 5%	0 0%	4	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		45%	39%	7%	2%		
The school helps my child to become more mature and take on responsibility.	20	10 50%	9 45%	0 0%	0 0%	1	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		56%	38%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	19	8 42%	7 37%	1 5%	0 0%	3	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		42%	33%	4%	1%		
There is a good range of activities including trips or visits.	20	12 60%	8 40%	0 0%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	38%	5%	1%		
The school is well run.	20	12 60%	7 35%	1 5%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	32%	3%	1%		

Appendix 3

The inspection team

Terwyn Tomos	Reporting Inspector
Gwenda Easton	Team Inspector
David Jenkins	Lay Inspector
Owain Roberts	Peer Inspector
Teresa Wynne	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 eligible for 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 eligible for 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 eligible for 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.