



Rhagoriaeth i bawb – Excellence for all

Arolygiaeth Ei Mawrhydi dros Addysg
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate
for Education and Training in Wales

A report on

**Ysgol Llangaffo
Llangaffo
Gaerwen
Anglesey
LL60 6LT**

Date of inspection: May 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

The school is situated in the village of Llangaffo, which is approximately six miles from the town of Llangefni in Anglesey.

There are 52 pupils between three and 11 years of age on roll, including seven part-time nursery children. They are arranged into two classes, one for the Foundation Phase and the other for key stage 2. The school admits children to the school on a full-time basis in the September following their fourth birthday.

Just under half of pupils are from homes in which Welsh is spoken as a first language. There are no pupils from an ethnic minority background. Sixteen per cent of pupils have additional learning needs, which is slightly lower than the national percentage. A very few pupils have a statutory statement of special educational needs. A very small percentage of pupils are entitled to free school meals.

The individual school budget per pupil for Ysgol Llangaffo in 2013-2014 is £4,699. The maximum per pupil in primary schools in Anglesey is £9,156 and the minimum is £2,901. Ysgol Llangaffo is in 17th position of the 48 primary schools in Anglesey in terms of the school budget per pupil.

The headteacher was appointed to the post in September 2006.

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

Performance is good because:

- the literacy and numeracy skills of pupils of all ages are good;
- pupils from the whole range of age and ability make good progress in their learning;
- pupils have a sound understanding of how to stay healthy;
- many pupils are hard-working and enthusiastic and work together harmoniously;
- pupils have a strong commitment to the school and behave responsibly;
- good teaching ensures that all individuals are involved in their learning;
- learning experiences meet the needs of the full range of pupils; and
- the school's safe environment and friendly ethos ensure the health and wellbeing of all pupils.

Prospects for improvement

Prospects for improvement are good because:

- the headteacher's clear vision is based on enabling pupils to reach their full potential;
- governors have a sound understanding of the school's strengths and areas for improvement;
- self-evaluation leads to improvements in standards and provision;
- a range of partnerships promote pupils' learning and wellbeing effectively;
- the school is developing well as a learning community; and
- the school provides good value for money.

Recommendations

- R1 Increase pupils' ability to evaluate and improve their work
- R2 Ensure that the records of pupils with additional learning needs include all of the necessary information
- R3 Extend opportunities for teachers to observe good practice beyond their local area

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 literacy skills of pupils of all ages are good. When presenting information, expressing an opinion or contributing to role-play activities, most pupils in the Foundation Phase listen to other pupils' contributions with increasing attention and express themselves intelligibly. By the end of the phase, most pupils express an opinion by giving reasons and contribute to group discussions confidently. They read a wider range of suitable texts in Welsh and use different techniques to tackle unfamiliar words. Many pupils write text that makes sense, use capital letters and full stops correctly, and arrange a piece of written work appropriately. More able pupils use standard verb forms with increasing accuracy and produce interesting pieces of personal writing.

Nearly all pupils in key stage 2 listen attentively to other pupils' presentations and contributions, and contribute purposefully to group discussions. When planning and leading whole-school collective worship, Year 6 pupils show very good communication skills and a sense of audience.

Most pupils in key stage 2 read confidently in Welsh and English. They make effective use of different strategies to understand the meaning of words and cope confidently with unfamiliar words. Nearly all pupils enjoy reading and show a good understanding of the main points and significant details in texts, such as fiction and information books. By Year 5, they use a variety of sources, such as books, pamphlets and websites, effectively to gather information.

Most pupils in key stage 2 make good progress in their ability to produce different types of written pieces such as stories, soliloquies, or portrayals of historical characters. They use a number of techniques, for example mind maps, when planning written work and, on the whole, they mutate correctly and use the full range of punctuation. By Year 5, many pupils write skilfully and produce interesting pieces of writing across the curriculum.

Most pupils in the Foundation Phase use their number and measuring skills with increasing accuracy, particularly when undertaking practical tasks. By the end of the phase, nearly all pupils have a sound grasp of the processes of addition and subtraction, handle money correctly and use standard length and mass measurements purposefully.

The ability of key stage 2 pupils to use number facts and to do mental calculations is a strength. By Years 5 and 6, nearly all pupils handle five digit numbers and percentages very confidently and use a number of strategies in order to check their answers. When involved with scientific investigations, these pupils collect data from a number of sources and present it skilfully in the form of tables and graphs. By Year 5, most are very skilful in identifying patterns and trends in data. They make effective use of these skills to resolve real life problems.

Pupils from the whole range of age and ability strive diligently in lessons and make good progress in their learning. They recall previous learning quickly and apply it successfully in new situations. When addressing problem-solving tasks, such as discovering the force of air resistance against an umbrella, most pupils in Years 5 and 6 make very effective use of their thinking skills.

There is a small number of pupils in each year group, which can have a considerable effect on the school's overall performance in assessments at the end of the Foundation Phase and key stage 2 in comparison with national benchmarks from one year to the next.

In comparison with other schools that have a similar proportion of pupils who are eligible for free school meals, performance in the Foundation Phase placed the school in the lower 50% for literacy and mathematics in 2012, the school moving to the bottom 25% during the following year.

In key stage 2, 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 between 2009 and 2013. Performance in Welsh and English has mostly placed the school in the upper 50% of similar schools, and mathematics and science performance has placed it in the lower 50%.

There is no consistent trend of differences between boys' and girls' performance from one year to the next. The few pupils who are entitled to free school meals perform as well as the remainder of the cohort.

Wellbeing: Good

Most pupils 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 they appreciate that healthy foods and regular physical exercise have a beneficial effect on their health and development.

Most pupils' social and life skills are good. As they co-operate on tasks or move around the school, nearly all behave responsibly and show respect and care for each other and towards visitors. Many of them are active and enthusiastic learners who co-operate harmoniously and keep diligently to tasks over extended periods.

From an early age, many pupils are confident when making choices about their learning and address problem-solving tasks skilfully. A good example of this is an investigation that was undertaken by pupils in key stage 2 as they tried to measure how much air is lost by putting a cup in water.

Pupils have a strong commitment to the school and staff and, as they mature, they are willing to shoulder additional responsibilities. A prominent feature of this is the practice by key stage 2 pupils of planning and presenting whole-school collective worship. The school council and the eco group undertake their work conscientiously and are an influential voice in the life of the school.

Pupils enjoy coming to school. Attendance rates over four of the last five years have placed the school among the upper 50% in comparison with schools that have a similar percentage of pupils who are eligible for free school meals.

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

Key Question 2: How good is provision?	Good
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Learning experiences: Good

The wide range of rich learning experiences meets the needs of the full range of pupils successfully. The interesting and imaginative learning experiences that are planned in the Foundation Phase enable pupils to make good progress towards meeting the necessary learning outcomes in the six areas of learning. Through careful joint planning, the school ensures that the curriculum at the beginning of key stage 2 builds systematically on previous learning and that there is progression and continuity in learning experiences.

Opportunities for pupils to develop skills, and especially literacy and numeracy skills, are planned very thoroughly. The strong emphasis that is placed throughout the school on providing 'real' problems for pupils contributes significantly towards improving their thinking skills, as well as their ability to apply their literacy and numeracy skills. Typical examples of this are the entrepreneurship activities that were undertaken by pupils from the whole age range. Recently, the school has begun to embed the requirements of the National Literacy and Numeracy Framework in its termly plans and this has strengthened provision further.

The wide range of additional experiences, which includes educational visits and opportunities to contribute to activities in the local community, enriches pupils' experiences considerably and helps them to develop a number of key personal and social skills.

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

Through the activity of the eco committee and taking part in fundraising campaigns in aid of various charities, there are good opportunities for pupils to learn about the importance of sustainability.

The school promotes pupils' understanding of citizenship effectively by creating opportunities for them to make positive contributions to the local community. One example of the partnership's success is the work that pupils undertook on planning road signs in response to the speeding problem in the village.

Teaching: Good

The close working relationship between adults and pupils leads to effective teaching

and learning. All teachers are proficient in their work and they use their knowledge and expertise effectively to plan stimulating learning experiences that have a clear learning objective. Pupils of all ages and ability are challenged to achieve well and, through purposeful intervention and staff's skilful questioning, they are encouraged to strive hard and take an active part in lessons.

By using a wide range of teaching methods, teachers succeed well in ensuring all pupils' involvement in their learning. Teachers and pupils receive strong support from skilful teaching assistants, who contribute significantly to learning and teaching. The strong emphasis that is placed on developing thinking skills and problem-solving skills contributes strongly to promoting pupils' learning skills.

The school's assessment and recording arrangements are comprehensive and enable teachers to monitor and track all pupils' progress regularly. Pupils' work is marked regularly, and oral feedback, along with written comments, provide them with clear guidance about what they have achieved and what they need to do next to improve. However, by the end of key stage 2, only a few pupils are able to evaluate their work independently and identify what needs to be done to improve it. The practice of setting individual targets for pupils, along with the encouragement they receive to set their own targets, leads to an increase in learning and motivation.

Annual reports for parents provide them with beneficial information about their children's development and progress.

Care, support and guidance: Good

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

The school makes appropriate arrangements for promoting healthy eating and drinking. The benefits of eating healthily, keeping fit and undertaking regular physical exercise are promoted regularly and effectively.

There is comprehensive provision for promoting pupils' moral, social and cultural development. During collective worship sessions and other occasions, pupils are encouraged to reflect on their own lives and other people's lives and to discuss values such as honesty and respect. These practices contribute significantly to helping pupils to distinguish between what is acceptable and what is unacceptable.

All pupils who have additional learning needs have a detailed individual education plan, which is reviewed regularly. In specific cases, the school makes purposeful use of the expertise of external agencies to support pupils, for example educational psychologists. Although the school keeps detailed records of the learning needs of all individuals, on rare occasions records do not contain all the necessary information.

Learning environment: Good

The school is a happy and inclusive community that promotes equal opportunities regularly for all pupils and adults. A number of comprehensive strategies have been established to ensure that no pupils suffer because of disadvantage and these improve pupils' wellbeing and attainment significantly.

The learning environment is attractive and stimulating and enriches pupils' learning experiences significantly. The school's physical environment is good and has plenty of room and classrooms that contain interesting and stimulating displays. This engenders pupils' interest and promotes effective learning.

The school's buildings and surrounding grounds are used effectively by pupils and adults and are well maintained. The outdoor area for Foundation Phase pupils, as well as a playground and school field, are used purposefully for pupils' purposes. The whole site is kept clean and tidy and is used efficiently by pupils and teachers.

There is an extensive supply of purposeful resources of good quality in 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 has a clear vision that is based on enabling pupils to attain their full potential and on Christian values. The school's staff promote the vision successfully. All members of staff have roles that have been defined clearly and they co-operate well as a team. Leaders have high expectations and effective monitoring arrangements are in place.

The governing body is very supportive of the life and work of the school. Governors have a sound understanding of the school's strengths and areas that need to be improved. They contribute effectively towards self-evaluation processes by discussing attainment data, observing lessons and monitoring provision for pupils. The role of the governing body as a critical friend is good.

Appropriate attention is paid to national priorities. The Foundation Phase has been established successfully. Arrangements for implementing the Literacy and Numeracy Framework are developing well and a positive effect can be seen on the standards of pupils' work.

Improving quality: Good

The school knows its strengths and areas that need to be improved thoroughly. It has effective self-evaluation procedures that lead to visible improvements in standards and provision. A wide range of evidence is used to contribute to the self-evaluation process, including the opinions of parents, staff and pupils. Teachers and members of the governing body monitor standards and provision by analysing data, scrutinising books and observing lessons. Monitoring reports are of good

quality and balance strengths with recommendations for improvement appropriately. As a result, monitoring by leaders has a positive effect on the quality of provision and on pupils' standards of attainment.

The self-evaluation report, although a little descriptive in places, provides a balanced and accurate picture of the school. There is an obvious link between the findings of the self-evaluation and the priorities in the development plan. Teachers have definite roles in creating and implementing specific aspects of the plan.

The development plan includes measurable targets and earmarks specific sums in order to address priorities. The headteacher monitors and reviews the progress of priorities and reports on them effectively in governing body meetings. This ensures that the governing body has a good understanding of the progress made by the school.

Partnership working: Good

The school has fostered a range of partnerships that promote pupils' learning and wellbeing effectively. The relationship between the school and parents is good. The school holds successful information evenings for parents, which enables them to play an active part in their children's education. For example, the school has discussed the requirements of the National Literacy and Numeracy Framework with parents, as well as its strategies for promoting good behaviour.

The school co-operates successfully with primary schools in the catchment area to share good practice in aspects such as literacy. Co-operation has contributed positively to the good standards in the school and has led to improvements in its assessment methods.

Appropriate arrangements are in place for transferring pupils to the secondary schools of their choice and these prepare them well for the next stage in their education.

There is good co-operation between specialist agencies and the school. Partnerships are beneficial and promote the inclusive ethos that exists in the school.

There are close links between the school and local colleges and the contribution of students who visit the school has a positive influence on pupils' education and wellbeing.

Resource management: Good

The school manages its resources effectively. Experienced teachers and assistants co-operate successfully to deal with all aspects of the school's work. The school makes good use of staff's expertise to improve provision and raise pupils' standards.

Arrangements for teachers' planning, preparation and assessment are appropriate. All staff are able to develop professionally through the performance management process. Staff who attend training share information effectively with the remainder of the teaching team.

The school is developing well as a learning community. Teachers work effectively with staff from other local schools to implement a number of initiatives that have a positive effect on teaching and learning. However, opportunities for staff to take part in professional learning communities and share good practice beyond their local area are scarce.

There is a good range of resources at the school and they are managed appropriately to ensure full access to all aspects of the curriculum. The building and the grounds around the school are used to their full potential.

Leaders have firm expenditure plans that are linked clearly to the school's priorities. The headteacher and the governing body monitor the budget effectively.

Considering the positive outcomes, the school provides good value for money.

Appendix 1

Commentary on performance data

Only small numbers of pupils were assessed at the end of the Foundation Phase and key stage 2 in 2013 and, therefore, it is not appropriate to compare the school's performance with the national benchmarks.

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 at the expected outcome placed the school in the lower 50% for literacy and mathematics and in the top 25% in personal and social development. The proportion of pupils who achieved at outcome 6 placed the school in the bottom 25% for literacy and in the lower 50% for mathematics and personal and social development.

In 2013, performance in literacy and mathematics moved the school to the bottom 25% of similar schools, whilst personal and social development placed the school again in the top 25%.

In key stage 2, 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 between 2009 and 2013. Performance in Welsh and English has placed the school mostly in the upper 50% of similar schools, and performance in mathematics and science has placed it in the lower 50%. In 2013, Welsh and science placed the school in the bottom 25%.

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

Appendix 2

Stakeholder satisfaction report

Responses to the learner questionnaire

Primary Survey (All Pupils)

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

	Number of responses Nifer o ymatebion	Agree Cytuno	Disagree Anghytuno	
I feel safe in my school.	20	20 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	20	20 100%	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.	19	19 100%	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	20	20 100%	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.	20	20 100%	0 0%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	18	18 100%	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.	20	20 100%	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.	20	20 100%	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.	19	18 95%	1 5%	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.	20	17 85%	3 15%	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.	19	16 84%	3 16%	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	20	20 100%	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.	10	8 80%	2 20%	0 0%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	10	8 80%	2 20%	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.	10	8 80%	2 20%	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.	10	7 70%	3 30%	0 0%	0 0%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	9	5 56%	3 33%	0 0%	0 0%	1	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	46%	4%	1%		
Teaching is good.	9	6 67%	3 33%	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.	10	7 70%	3 30%	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.	9	6 67%	3 33%	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.	10	8 80%	1 10%	1 10%	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.	10	7 70%	2 20%	0 0%	0 0%	1	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.	10	7 70%	3 30%	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.	9	5 56%	3 33%	0 0%	0 0%	1	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.	10	6 60%	4 40%	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.	10	7 70%	3 30%	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.	10	7 70%	3 30%	0 0%	0 0%	0	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.	10	7 70%	3 30%	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.	10	5 50%	1 10%	1 10%	0 0%	3	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		42%	34%	4%	1%		
There is a good range of activities including trips or visits.	10	7 70%	2 20%	1 10%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	38%	5%	1%		
The school is well run.	10	8 80%	2 20%	0 0%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	33%	3%	2%		

Appendix 3

The inspection team

William Williams	Reporting Inspector
Rhian Jones	Team Inspector
Huw Roberts	Lay Inspector
Brian Davies	Peer Inspector
Manon Williams	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.