



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 Yr Eifl
Trefor
Caernarfon
Gwynedd
LL54 5LU**

Date of inspection: December 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 date: 13/02/2015

Context

The school is situated in the village of Trefor, which is about 13 miles from the town of Caernarfon in Gwynedd. There are 50 pupils aged between 3 and 11 years on roll. They are arranged into two mixed-age classes.

Most pupils come from homes in which Welsh is spoken as a first language. No pupils are from an ethnic minority background. Twenty-two per cent of pupils have additional learning difficulties, which is a little higher than the national percentage. There are no pupils with a statutory statement of special educational needs. About 12% of pupils are eligible for free school meals, which is lower than the national figure.

The individual school budget per pupil for Ysgol Yr Eifl in 2014-2015 is £4,522. The maximum per pupil in primary schools in Gwynedd is £10,744 and the minimum is £2,961. Ysgol Yr Eifl is in the 29th position of the 97 primary schools in Gwynedd in terms of the school budget per pupil.

The headteacher was appointed to the post in September 1997.

The school was last inspected by Estyn in Autumn 2008.

Summary

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

Current performance

The school's current performance is adequate because:

- most pupils make good progress in their learning;
- standards of numeracy are good throughout the school;
- pupils in the Foundation Phase achieve well in literacy and numeracy;
- standards of oracy and reading in key stage 2 are good;
- learning experiences mostly meet the needs of the full range of pupils successfully;
- nearly all pupils behave in a responsible manner; and
- there are regular opportunities for pupils to take responsibility for their learning.

However:

- there is a lack of fluency and accuracy in key stage 2 pupils' writing; and
- attendance rates are lower than they are in similar schools.

Prospects for improvement

The school's prospects for improvement are adequate because:

- there is a clear focus at the school on raising and maintaining standards;
- governors fulfil their strategic role effectively;
- the headteacher, staff and governors contribute effectively to self-evaluation;
- the development plan gives a clear direction to the school's development;
- a range of partnerships contribute strongly to improving pupils' standards and wellbeing;
- the school is developing as a strong learning community.

However:

- there are no suitable arrangements for staff to plan and monitor the curriculum jointly; and
- there is no appropriate system for monitoring the effect of implementing the priorities of the development plan on standards and provision.

Recommendations

- R1 Raise the standards of writing in key stage 2
- R2 Establish better opportunities for staff to plan jointly in order to ensure that the curriculum builds more systematically from the Foundation Phase to key stage 2
- R3 Monitor the effect of the development plan on standards and provision more thoroughly
- R4 Improve attendance rates
- R5 Provide more opportunities for pupils to set their own targets

What happens nextf?

The school will produce an action plan that will show 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

Considering their starting points at the school, most pupils make good progress in their learning. Nearly all have a keen interest in their tasks and give of their best and co-operate diligently over extended periods. Most of them concentrate well and most are alert to asking questions. Pupils of all ages recall previous learning easily and apply it successfully in new situations. When addressing problem-solving tasks, most pupils make effective use of their thinking skills.

Most pupils in the Foundation Phase communicate easily orally and use an increasing range of vocabulary when discussing their work. By the end of the phase, nearly all pupils' oral skills are of a good standard and they converse confidently with adults. Many pupils turn voluntarily to books and most of them read fluently and meaningfully in Welsh and at a level that is appropriate to their age and ability. They are able to discuss the content of their books in detail, express an opinion about their favourite characters and events and display good understanding. By the end of the phase, most pupils write effectively for a range of purposes and with increasing accuracy. Many write at length and creatively when recording their learning experiences across the curriculum.

In key stage 2, nearly all pupils listen attentively during lessons and contribute purposefully in group and class discussions, for example when they discuss the case for and against keeping rare animals in a zoo. Most of them are confident readers and, by the end of the key stage, they glean information in an orderly manner 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.

Although many pupils are confident writers, a lack of fluency and accuracy in their writing hinders the quality and standard of their work, especially their creative writing work. This is an important shortcoming which leads to a lack of progress between the Foundation Phase and key stage 2. Although most of them produce legible handwriting, standards across the key stage are uneven.

In the Foundation Phase, most pupils develop their numeracy skills successfully in mathematics lessons. Older pupils show a firm grasp of number facts and use this information effectively to solve number problems in their activities. They interpret information presented in graphs or different diagrams with good accuracy and use mathematical vocabulary correctly to discuss their work.

Most pupils in key stage 2 address practical numeracy tasks confidently and systematically. Their ability to use number facts and to undertake mental calculations is a strength. By Years 5 and 6, nearly all pupils handle seven digit numbers and percentages confidently and use a number of strategies to check their answers. When conducting scientific investigations, these pupils collect data from a

number of sources and present it skilfully in the form of tables and graphs. The ability of most pupils in the key stage to apply their numeracy skills to solve practical problems is good.

In comparison with other similar schools, the proportion of pupils in the Foundation Phase who achieved outcome 5 in the last three years has placed the school mostly in the lower 50% for literacy and mathematics. With a few exceptions, the proportion who achieved at outcome 6 over the period has placed the school in the top 25% for both areas.

During three of the last four years, the performance at the end of key stage 2 at level 4 in Welsh, mathematics and science has mostly placed the school in the top 25% in comparison with similar schools. Performance in 2013 at level 4 placed it in the top 25% in mathematics and science but in the bottom 25% in Welsh and English.

Over the same period, performance in key stage 2 at level 5 in Welsh, English and science has placed the school mostly in the upper 50% of similar schools. However, performance in mathematics in two of the four years placed it in the lower 50%. In the Foundation Phase and in key stage 2, girls and boys achieve as well as each other.

Wellbeing: Adequate

Nearly all pupils have a sound understanding of the importance of healthy food and drink. They also have a good awareness of the beneficial effect of physical activity, for example swimming lessons or walking along local paths, on their health and wellbeing. They all say that they feel safe at school and that they are free from any physical or verbal abuse from other pupils.

In lessons and around the school, nearly all pupils behave in a responsible way. They are considerate of the feelings and needs of other pupils around them and show respect and care towards each other. They are diligent and enthusiastic, co-operate harmoniously and industriously over extended periods and face new challenges confidently.

Pupils of all ages take good advantage of regular opportunities to voice an opinion and to make decisions about their learning. Members of the school council undertake their responsibilities conscientiously and make decisions on matters that involve the school's everyday life, for example playground rules and lunchtime arrangements. They also decide on which charities the school should support during the year and arrange events such as St David's Day celebrations. These valuable experiences strengthen pupils' involvement in the school community and develop a number of key personal and social skills.

Attendance rates have placed the school in the bottom 25% of schools that have a similar percentage of pupils who are eligible for free school meals in three of the last four years.

Key Question 2: How good is provision?

Good

Learning experiences: Adequate

The school provides a range of stimulating learning experiences that gain the interest and meet the needs of the full range of pupils successfully.

Planning in the Foundation Phase is of high quality. It is based firmly on the six areas of learning and gives a high priority to providing opportunities for pupils to play an active role in their learning. There are suitable schemes of work in key stage 2 which ensure that learning experiences cover most of the requirements of the National Curriculum and religious education. The school has recently begun the work of embedding the requirements of the National Literacy and Numeracy Framework in its schemes of work.

Literacy activities that are planned in the Foundation Phase extend pupils' skills considerably. For example, extremely interesting written work arose from the pupils' study of the various flowers that grow at the local seashore. However, there is a lack of detail in literacy planning in key stage 2, especially for writing, and this affects many pupils' standards of achievement.

In both classes, the wide range of cross-curricular activities that are provided ensures that there are valuable practical opportunities for pupils to use and develop their numeracy skills in a variety of interesting contexts. A good example of this is an investigation by pupils in key stage 2 into the comparative distances of various historical sites in Wales from the village of Trefor.

By providing a wide range of additional experiences, such as educational visits to local places such as Nant Gwrtheyrn and working with an artist in residence, pupils' learning experiences and their involvement with their community are enriched considerably.

There is comprehensive provision for developing the Welsh dimension, with a strong emphasis in the curriculum on promoting pupils' understanding of the cultural, environmental and historical features of Wales.

There is appropriate provision for developing pupils' knowledge and understanding of sustainable development and global citizenship. Pupils have an active role in the school's recycling arrangements and there is a strong emphasis in lessons such as geography and religious education on increasing their awareness of the living conditions of children in foreign countries, such as Lesotho.

Teaching: Good

Effective teaching results in good learning that motivates pupils to do their best and gains their interest and enthusiasm. Teachers and assistants have sound subject knowledge, which enables them to inspire and challenge pupils. The close working relationship between staff and pupils creates an active and supportive ethos that promotes effective learning.

The practice of sharing lessons' success criteria with pupils leads to clear expectations and productive work. The regular opportunities for pupils of all ages to make choices and to take responsibility for their learning are strong features of the teaching. These practices contribute significantly towards each pupil's personal, social and educational development.

Throughout the school, teachers differentiate tasks appropriately in order to meet the needs of all pupils. They question pupils skilfully and encourage them to think critically about their ideas and their work.

Oral feedback for groups and individuals during sessions, as well as written feedback following the marking of work, help pupils to know how well they are doing and what they need to do to improve. The occasional opportunities that key stage 2 pupils have to self-assess and to be assessed by peers contribute well to their progress and wellbeing. However, there are no opportunities for pupils to set their own targets.

The whole-school procedure for tracking pupils' progress is used effectively to keep a continuous eye on each pupil's progress and to identify those who need additional support.

Annual reports for parents on their children's progress are of appropriate quality and include relevant comments about their achievements and personal development.

Care, support and guidance: Good

The school is a happy and orderly community, which gives a high priority to its pupils' health and safety. A warm and welcoming environment is provided and staff ensure that each individual's needs are met. There are appropriate policies and procedures to ensure each pupil's emotional and physical wellbeing and the school makes appropriate arrangements for promoting healthy eating and drinking. However, the school does not have clear enough arrangements for promoting good attendance.

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

Through a wide and interesting range of experiences, spiritual, moral, social and cultural development is promoted successfully. The strong emphasis that is placed on fostering values such as honesty, fairness and respect for others contributes effectively to creating a feeling of a civilised society at the school. Collective worship sessions contribute well towards pupils' spiritual and moral development.

The school's arrangements for supporting pupils who have additional learning needs comply with the Code of Practice. There is effective joint discussion between staff and the co-ordinator. They share any concerns about pupils and decide on appropriate intervention programmes. The individual education plans are of an appropriate quality and, in consultation with parents, are reviewed regularly. In specific cases, the school takes advantage of the co-operation of external agencies as well as the local authority's support services.

Learning environment: Good

The school is a happy and inclusive community in which each pupil has an equal right to all educational and social provision. A strong emphasis is placed on showing respect to everyone and creating an ethos that fosters care and tolerance. A feeling of contentment and happiness is evident in the school community. The school applies itself actively to raising money for charities such as the Air Ambulance, and this increases pupils' awareness of equality.

There is plenty of room in classrooms and the building is maintained well. It provides an attractive and stimulating learning environment that enriches pupils' learning experiences considerably. There is an extensive supply of purposeful, good quality resources in classrooms including computer equipment, which is used effectively by pupils and teachers to support learning and teaching. The school makes full use of the community's resources to add to the curriculum and enrich it.

There is an extensive playground and field with plenty of room for pupils to play. The Foundation Phase's outdoor area is used imaginatively to provide an interesting and exciting learning environment.

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

The headteacher has a clear focus on raising and maintaining standards, providing for the Welsh language and ensuring pupils' wellbeing. He discusses and co-operates well with internal staff, governors and parents in order to give a sense of purpose to developing the school. However, there are no clear arrangements in place to give regular opportunities for staff to plan jointly and monitor the quality of the curriculum. As a result, there is a lack of progression and continuity in key stage 2 pupils' writing experiences and standards are inconsistent.

All staff are aware of their roles and responsibilities and they contribute effectively to the school's leadership and development. Thorough performance management arrangements contribute to improvements in teaching and learning.

The governing body is supportive and dedicated and fulfils its strategic role effectively. Members have a good understanding of the school's strengths and of the main areas that need to be improved. The standards committee reviews performance data regularly and tracks pupils' progress. Visits to the school to monitor aspects of the curriculum and to scrutinise pupils' books develop their knowledge of standards of work and the quality of educational provision effectively. As a result, governors act effectively as 'critical friends' to the school.

Improving quality: Good

The headteacher, staff and governors play an effective strategic part in the school's self-evaluation procedures. They use a wide range of purposeful evidence including pupils' performance data, scrutinising books, lesson observations and the opinion of pupils and parents, when reaching conclusions. Governors' input in terms of data analysis and tracking pupils' progress is considered in detail during processes.

On the whole, the self-evaluation report provides a balanced and accurate picture of the school. There is an obvious link between the findings of the self-evaluation report and the priorities in the improvement plan. The outcomes of these processes provide an appropriate assessment of the school's strengths and the areas that need to be developed.

The information that arises from the self-evaluation process is used effectively to produce a purposeful development plan that sets key priorities and focus areas for improvement. It is a detailed plan that identifies relevant and specific targets, and includes success criteria that focus well on pupils' outcomes. It includes an analytical review of the previous plan and gives a clear outline of staff's responsibilities and methods of monitoring progress. However, although raising standards of writing has been identified as an area for improvement, it is not included in the current development plan.

Although the school implements the priorities in the school development plan systematically during the year, monitoring arrangements for evaluating their effect on standards and provision are not detailed enough. This hinders the school's ability to make further improvements.

Partnership working: Good

The school has strong strategic partnerships that contribute well to improving pupils' standards and wellbeing in addition to providing valuable learning experiences. There is a close relationship with parents and friends, who contribute considerable sums annually in order to purchase resources and equipment.

Through purposeful co-operation and sharing expertise and good practice, the school has established a productive partnership with other nearby schools. This has a positive effect on pupils' standards of work and on staff's professional development, for example in aspects of mathematics.

There is a robust partnership with the local community. Pupils' contribution to community activities, along with links with businesses and societies such as the bus company and the band, enriches learning experiences considerably. This also promotes pupils' sense of the importance of community and their pride in their local area.

A successful relationship has been established between the school and the pre-school group. The arrangement for pupils to join the school occasionally helps pupils to settle in well in the Foundation Phase. The school has a successful partnership with local secondary schools, and suitable transition arrangements and regular visits ensure a smooth transfer.

The school co-operates purposefully with schools in the cluster and the secondary school to raise standards of numeracy and literacy. Internal arrangements to standardise and moderate pupils' work help teachers to understand better the expected standards at the end of key stage 2. There are no arrangements for standardising pupils' work jointly with local schools at the end of Year 6.

Resource management: Adequate

The school's resources are managed effectively. The school uses support staff purposefully in order to give valuable support to individuals and groups of pupils. The headteacher and governors keep a close eye on the financial situation and expenditure links well with the school's targets and the development plan.

All staff benefit from training that is arranged according to individuals' needs and the school's priorities. This enables them to extend their expertise and update their teaching strategies.

Arrangements for ensuring teachers' planning, preparation and assessment time are appropriate and contribute well to raising standards throughout the school, for example in religious education.

A varied range of polished learning resources are managed carefully to ensure that they are suitable for the needs of all pupils. The pupil deprivation grant is used purposefully for raising the standards of numeracy and literacy of specific groups of pupils.

There are appropriate arrangements for managing the performance of teachers and teaching assistants and all staff benefit from training opportunities that support their continuous professional development and help to raise standards throughout the school.

The school is developing as a professional learning community that enables staff to share their knowledge and expertise to support teaching. Effective networks of professional practice with other schools have a positive effect on pupils' standards of work in mathematics, in addition to developing governors' roles and responsibilities.

Considering pupils' standards of achievement, the school provides adequate value for money.

Appendix 1: Commentary on performance data

6612111 - Ysgol yr Eifl

Number of pupils on roll	47
Pupils eligible for free school meals (FSM) - 3 year average	11.8
FSM band	2 (8%<FSM<=16%)

Foundation Phase

	2012	2013	2014
Number of pupils in Year 2 cohort	7	7	6
Achieving the Foundation Phase indicator (FPI) (%)	85.7	85.7	83.3
Benchmark quartile	2	3	3
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	7	7	6
Achieving outcome 5+ (%)	85.7	85.7	83.3
Benchmark quartile	3	3	4
Achieving outcome 6+ (%)	42.9	57.1	50.0
Benchmark quartile	1	1	1
Mathematical development (MDT)			
Number of pupils in cohort	7	7	6
Achieving outcome 5+ (%)	85.7	85.7	83.3
Benchmark quartile	3	3	4
Achieving outcome 6+ (%)	0.0	71.4	50.0
Benchmark quartile	4	1	1
Personal and social development, wellbeing and cultural diversity (PSD)			
Number of pupils in cohort	7	7	6
Achieving outcome 5+ (%)	85.7	100.0	83.3
Benchmark quartile	4	1	4
Achieving outcome 6+ (%)	85.7	85.7	50.0
Benchmark quartile	1	1	3

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.

6612111 - Ysgol yr Eifl

Number of pupils on roll	47
Pupils eligible for free school meals (FSM) - 3 year average	11.8
FSM band	2 (8%<FSM<=16%)

Key stage 2

	2011	2012	2013	2014
Number of pupils in Year 6 cohort	7	5	*	*
Achieving the core subject indicator (CSI) (%)	100.0	100.0	*	*
Benchmark quartile	1	1	*	*
English				
Number of pupils in cohort	7	5	*	*
Achieving level 4+ (%)	100.0	100.0	*	*
Benchmark quartile	1	1	*	*
Achieving level 5+ (%)	57.1	80.0	*	*
Benchmark quartile	1	1	*	*
Welsh first language				
Number of pupils in cohort	7	5	*	*
Achieving level 4+ (%)	85.7	100.0	*	*
Benchmark quartile	2	1	*	*
Achieving level 5+ (%)	57.1	100.0	*	*
Benchmark quartile	1	1	*	*
Mathematics				
Number of pupils in cohort	7	5	*	*
Achieving level 4+ (%)	100.0	100.0	*	*
Benchmark quartile	1	1	*	*
Achieving level 5+ (%)	28.6	40.0	*	*
Benchmark quartile	3	2	*	*
Science				
Number of pupils in cohort	7	5	*	*
Achieving level 4+ (%)	100.0	100.0	*	*
Benchmark quartile	1	1	*	*
Achieving level 5+ (%)	57.1	60.0	*	*
Benchmark quartile	1	1	*	*

The core subject indicator (CSI) represents the percentage of pupils achieving level 4 or above in English or Welsh (first language), mathematics and science 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.

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 questionnaire

Primary survey (all pupils)

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

	Number of responses Nifer o ymatebion	Agree Cytuno	Disagree Anghytuno	
I feel safe in my school.	21	21 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	22	19 86%	3 14%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	22	22 100%	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	22	22 100%	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.	23	20 87%	3 13%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	21	19 90%	2 10%	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.	21	21 100%	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.	23	23 100%	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	16 84%	3 16%	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.	22	20 91%	2 9%	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.	22	19 86%	3 14%	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	22	20 91%	2 9%	Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
		84%	16%	

Response to the parent questionnaire

Fewer than 10 responses were received. No data will be shown.

Appendix 3

The inspection team

William Williams	Reporting Inspector
Hazel Hughes	Team Inspector
David Jenkins	Lay Inspector
Bethan Bleddyn	Peer Inspector
Cai Larsen	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.