



Arolygiaeth Ei Mawrhydi dros Addysg a Hyfforddiant yng Nghymru
Her Majesty's Inspectorate for Education and Training in Wales

A report on

**Ysgol Gymraeg Bro Teyrnnon
Brynglas Drive
Newport
NP20 5QS**

Date of inspection: September 2015

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 Gymraeg Bro Teyrnnon is a new primary school which is situated in the north of Newport. The school was opened in September 2011 as a starter class, sharing a site with an English-medium primary school. In September 2013, the school moved to its current location, which shares a site with Ysgol Maes Ebbw. Since September this year, the school has admitted pupils up to Year 4 only.

There are 117 pupils on roll, including 21 part-time pupils in the nursery class. Pupil numbers have increased considerably over recent years. They are divided into five classes. The school employs five full-time teachers, including the headteacher, one part-time teacher, five full-time teaching assistants and one part-time.

English is the home language for almost all pupils and Welsh is spoken in very few homes. About 20% of them come from an ethnic minority background. Fifteen point seven per cent (15.7%) of pupils are eligible for free school meals, a figure that is lower than local and national averages. Seventeen point seven per cent (17.7%) of pupils have additional learning needs.

The headteacher was appointed in December 2012, following a period of a year as an acting headteacher. This is the school's first inspection.

The individual school budget per pupil for Ysgol Gymraeg Bro Teyrnnon is £4,356. The maximum per pupil in primary schools in Newport is £4,827 and the minimum is £2,734. Ysgol Bro Teyrnnon is in the 3rd position of the 44 primary schools in Newport in terms of the school budget per pupil.

Summary

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

Current performance

The school's performance is good because:

- Most pupils make very good progress, they are keen to learn, show real interest in their tasks and work diligently for extended periods
- Nearly all pupils' literacy and numeracy skills are good
- By the end of the Foundation Phase, nearly all pupils are able to use Welsh increasingly confidently when undertaking their activities and at other times during the day
- Nearly all pupils' behaviour is good and they are courteous and show respect for adults and peers
- The school provides learning experiences that build successfully on pupils' previous experiences and encourage pupils' independence and thinking skills well
- The school embraces the various cultures that are within the local communities, which strengthens pupils' understanding of the world's religions and traditions
- Teaching is consistently robust and nearly all members of staff expect a great deal from pupils, and challenge them to achieve well
- Assessment for learning strategies are effective and teachers' comments provide constructive feedback for pupils, indicating clearly what they have achieved well and what needs to be done in order to improve
- The school provides a number of good quality intervention programmes for groups and individuals who need additional support

Prospects for improvement

The school's prospects for improvement are good because:

- The headteacher's vision is clear and based on a strong strategic direction, which conveys high expectations among staff and pupils
- The headteacher provides very robust and effective leadership, which has a particular focus on providing rich learning experiences and pupils' wellbeing
- The governing body is conscientious and very committed to the school, and it plays a key role in establishing it during its formative years
- Effective self-evaluation arrangements are embedded in the life and work of the school and they set robust foundations as the school grows
- The school has an exceptional range of partnerships, especially with parents, which extends pupils' learning experiences considerably and has a significant effect on nearly everyone's outcomes and standards of wellbeing
- The school provides good support for staff's professional development, which has a successful influence on the quality of teaching and pupils' achievement

- The school manages its resources well, and ensures appropriate staffing arrangements to teach the curriculum effectively
- The headteacher and governors monitor and manage funding carefully

Recommendations

R1 Strengthen the governors' role as a critical friend so that they operate more strategically when planning for improvement

R2 Develop staff leadership responsibilities when planning for improvement

What happens next?

The school will produce an action plan that shows how it will address the recommendations.

Estyn will invite the school to prepare a written case study, describing the excellent practice that was seen during the inspection.

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

Considering their starting point at the school, especially their ability to speak Welsh, most pupils make very good progress in their learning. They show a real interest in their tasks and work diligently for extended periods. Pupils of all ages recall previous learning easily and apply it successfully in new situations. Most pupils' literacy and numeracy skills are good. When addressing problem-solving tasks, such as activities to measure capacity in the Foundation Phase, most pupils make effective use of their thinking skills.

Most pupils in the Foundation Phase make very good progress in their ability to communicate in Welsh and use an increasing range of vocabulary when talking to adults or discussing their work. By the end of the Foundation Phase, nearly all pupils are able to use Welsh increasingly confidently when undertaking their activities and at other times during the day. Most of them speak clearly in Welsh and discuss familiar experiences and events confidently.

By the end of the Foundation Phase, most make good progress in their reading skills. They build words systematically, and the most able read fluently and meaningfully in Welsh. By the end of the phase, many pupils produce pieces of writing that include sentences in a variety of forms. Many pupils show a good understanding of punctuation from a very young age, for example when using quotation marks and exclamation marks to create effect. With help, the majority of the oldest pupils in the Foundation Phase write appropriately in different forms. They create extended work of a good standard when recording their learning experiences or writing a story; for example when they wrote 'Gelert the Faithful Dog' in their own words.

In key stage 2, most pupils listen attentively during lessons and contribute purposefully in group and class discussions. Many are confident readers in both languages. The school's older pupils collect and record information in an organised way from various sources. Many pupils write confidently for a number of purposes, for example a fact file, writing a conversation, and a thanksgiving prayer. Many pupils' presentation of work in key stage 2, along with the quality of their handwriting, is of a good standard.

Most pupils in the Foundation Phase develop their numeracy skills very successfully in mathematics lessons and when undertaking practical activities in the learning areas. Older pupils show a firm grasp of number facts and use this information to solve problems in their activities, for example when counting a sum of money up to £10 and giving change. They interpret information that is presented in different graphs or diagrams with good accuracy and use correct mathematical vocabulary when discussing their work.

Most pupils in key stage 2 undertake practical activities confidently and systematically, for example when solving problems involving money and fractions.

By the end of Year 3, the majority use number facts appropriately to make mental calculations. Nearly all pupils deal with three-digit numbers and percentages confidently and use a suitable range of strategies to check their answers. When undertaking practical work in mathematics, for example keeping account of sales in a shop, older pupils collect data from a number of sources and present it skilfully in the form of tables, graphs and spreadsheets. The ability of most pupils in key stage 2 to apply their numeracy skills for solving practical problems is good.

Teachers' assessments at the end of the Foundation Phase must be treated with care as the small numbers in a year have a significant effect on the school's performance from one year to the next.

As only two years of attainment data exist, it is not possible to come to a meaningful judgement on trends in performance. Nor is it possible to judge any pattern of underachievement by groups of pupils, including the achievement of those who are eligible for free school meals in comparison with the remainder of the pupils.

Over the last two years, in comparison with levels in similar schools, the proportion of pupils who attain the expected outcome 5 has risen from the lower 50% to the top 25% in all areas of study. The school's performance at outcome 6 has placed the school among the top 25% of similar schools for the last two years in all areas of study.

Wellbeing: Good

Nearly all pupils feel happy and safe at school and know that they are able to turn to any member of staff or friend for support when needed. They have co-operated with teachers to establish a 'faithful friends' area in order to care for any pupils who are unhappy or lonely. The school's older pupils are very caring towards younger pupils. Nearly all pupils are very aware of the importance of eating and drinking healthily and enjoy a wide range of physical activities.

Nearly all pupils are enthusiastic and keen to learn. They work effectively with others and are prepared to listen to the opinions of their peers. Many pupils work well independently, and for extended periods, and make appropriate choices when completing tasks.

Nearly all pupils' behaviour is good. They are courteous and show respect towards adults and their peers. Through a range of stimulating activities, pupils develop a good range of social and life skills. For example, pupils in the nursery and reception classes play a prominent part in ordering fruit and vegetables for the food co-operative.

The school council and the eco council play an effective part in the school's decisions. They are innovative in organising very successful events for parents and the local community, for example pampering activities during the health and fitness week. As a result, nearly all pupils have a sound awareness of issues related to mental health.

The school's attendance rates have improved consistently over the last three years. The attendance rate for last year shows continuous improvement, with an attendance rate of 95.3%. However, attendance rates for the last two years have placed the school in the lower 50% in comparison with similar schools. As the school is not yet at full capacity, it is difficult to compare this school's attendance with that of similar schools.

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

The school provides a wide range of stimulating experiences for pupils, and responds fully to the requirements of the National Curriculum and religious education.

Teachers provide a variety of valuable activities that gain the interest and enthusiasm of almost all pupils. This encourages pupils to think and to share ideas that have a positive effect on their skills. Learning experiences build successfully on previous experiences and encourage independence and pupils' thinking skills well.

The school ensures that the Literacy and Numeracy Framework is a cornerstone of its plans. Teachers plan purposefully to ensure valuable opportunities for pupils to apply their literacy and numeracy skills across the curriculum. Long-term plans ensure robust progression and continuity, and consider pupils' needs when the school has reached its full capacity. Particular projects contribute significantly to the development of pupils' numeracy, literacy and information and communication technology (ICT) skills; for example, a project to design and build a fantasy house, based on building work at the school.

The school reinforces pupils' learning experiences beneficially by arranging educational visits and inviting visitors from the local community to the school. The school's staff ensure that the Welsh dimension has a central role at the school. A good variety of opportunities is provided to develop pupils' knowledge and understanding of Welsh celebrations, history and culture, for example arts projects with theatre in education, local artists and visits to Caerleon and Cardiff museums.

Education for sustainable development and global citizenship has developed effectively at the school and the school council and eco council promote their fellow pupils' awareness further. They ensure that the school operates sustainably. Pupils show obvious concern for others by organising special evenings for the friends of the school and by raising money regularly towards charitable and humanitarian work, for example organising a wellbeing and beauty evening for parents. The school embraces various cultures within the local communities that strengthen pupils' understanding of religions and traditions of the world.

Teaching: Good

The school's staff make effective use of a suitable variety of teaching methods. As a result, most pupils achieve well and develop independent learning skills successfully. Most teachers provide challenging tasks that build successfully on what pupils already know in order to extend their understanding, develop skills and raise standards further. Nearly all members of staff have high expectations of pupils and challenge them to achieve well.

Most staff model language of a good standard consistently and this contributes well to strengthening pupils' oral language consistently. There is a beneficial working relationship between adults and pupils across the school.

Assessment for learning strategies are effective and pupils' work is marked regularly. Teachers' comments provide constructive feedback for pupils, and they indicate clearly what they have achieved well and what needs to be done in order to improve. The marking method is used effectively by teachers to set personal targets for improvement. A strong element of the school's work is the systematic way in which teachers consider all pupils' ability carefully when asking questions.

The school has successful procedures for assessing, monitoring and recording pupils' progress. Teachers make effective use of standardised tests and progress-tracking data in order to plan appropriate provision and support. Parents receive valuable information about their children's progress in comprehensive annual reports and regular beneficial meetings.

Care, support and guidance: Good

The school is a happy and safe community in which a high priority is placed on the wellbeing of pupils and staff. Staff ensure that the environment is warm, welcoming and inclusive, in which opportunities are given to all.

One of the school's strengths is the effective provision for promoting pupils' health and fitness. Staff do this by planning varied and rich opportunities in lessons and in extra-curricular activities, for example in the fitness club and through close co-operation with the officials at Newport football club. As a result of regular activities, the school's arrangements for promoting eating and drinking healthily are successful.

The school promotes pupils' spiritual, moral, social and cultural development successfully. Very effective opportunities are provided to enable pupils to take part in community activities, which have a positive effect on developing their social skills. Pupils have valuable opportunities to reflect on contemporary issues, for example when discussing how to help refugees.

The school co-operates very effectively with a number of specialist agencies, such as the police, educational psychologists and social services, according to need. The school's arrangements for safeguarding pupils meet requirements and are not a cause for concern.

Provision for additional learning needs is very comprehensive. Teachers identify pupils' needs at an early stage. They receive valuable support from the additional learning needs co-ordinator in order to provide a number of high quality intervention programmes for groups and individuals. As a result, these pupils make very good progress towards their targets.

Learning environment: Good

Ysgol Gymraeg Bro Teyrnnon is a very happy community in which all pupils and their families are welcomed, respected and supported. Staff provide rich opportunities for pupils to learn fully about the different diversities in their community. The school's clear policies and procedures reinforce pupils' understanding of issues involving equal rights, respect and fairness. This permeates all aspects of school life, for example the school's project on the paralympic games. The school has an obvious sense of calm and this leads to good behaviour by almost all pupils. The school's agreed rules are clear and have a positive effect on the development of pupils' personal and social skills.

Colourful displays reinforce important messages about sustainability and support learning in the classrooms. An extensive supply of high quality new resources is managed and used effectively by staff to support teaching.

The site is safe, the building has a polished appearance and the grounds are maintained neatly. The considerable improvements that have been made recently to the learning environment are already having a positive effect on pupils' standards.

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

The headteacher provides very robust and effective leadership, which has a particular focus on providing rich learning experiences and pupils' wellbeing. She has a clear vision that is based on a strong strategic direction and succeeds in conveying high expectations among staff and pupils. As a result, all stakeholders co-operate tirelessly to create an organised school community. This ensures that all new aspects and initiatives that have been introduced during the school's formative years are embedded well and have a positive influence on pupils' standards. This is a clear strength and sets firm foundations for the future.

The teaching staff and support staff are enthusiastic and co-operate closely as a team. Their roles are developing appropriately alongside the school's growth and development. A few teachers undertake individual responsibilities for specific aspects of the curriculum. For example, the school has recently appointed a numeracy and additional learning needs co-ordinator. This is having a positive effect on provision and pupils' standards and contributes very well to the school's early priorities.

Staff meetings focus well on the quality of teaching and on ensuring high standards. The school has efficient performance management arrangements for each member of staff, which identify and support relevant aspects of their professional development successfully.

The school responds successfully to national priorities. Staff plan effectively to ensure equal opportunities for all pupils and the Literacy and Numeracy Framework receives good attention in teachers' schemes of work.

The governing body is very conscientious and committed to the school. Governors are playing a key role in establishing it by appointing staff and managing resources carefully. They receive useful information from the headteacher about the school's strengths and any areas to be improved. They visit the school regularly to evaluate its performance through learning walks, lesson observations and scrutinising pupils' work. Governors have a suitable system to judge pupils' standards and the effectiveness of teaching. However, they do not always use this information strategically enough when planning for improvement. As a result, their role as a critical friend to the school has not yet developed to its full potential.

Improving quality: Good

Under the headteacher's measured and perceptive leadership, a culture of self-evaluation and planning for improvement is developing well. In a very short time, self-evaluation arrangements have been embedded in the school's life and work and are already having a positive effect on pupils' standards, for example in developing confident communicators in Welsh and keen readers.

The self-evaluation report is a very useful document and identifies the school's strengths clearly and the areas that need further development. The school uses a wide range of evidence to support the report's judgements, including scrutinising pupils' work and monitoring teaching, as well as collecting the opinions of parents and governors. The input of the local authority's challenge adviser also strengthens the process.

The headteacher has developed a comprehensive programme in order to ensure that governors and parents spend time in classrooms observing lessons. These visits have a good focus on standards and the headteacher considers the outcomes of observations carefully as part of the self-evaluation process. Governors contribute well to arrangements to evaluate the school's performance. They are beginning to make appropriate use of data to identify aspects that need to be improved and to plan for further development.

The development plan is detailed and identifies relevant and specific targets for establishing and developing new processes. There is an obvious link between the outcomes of the self-evaluation report and the priorities in the school development plan. The plan includes suitable strategic considerations along with detailed actions, measurable success criteria that focus well on pupils' outcomes, and relevant costs. However, it does not identify clearly enough which members of staff have responsibility for the actions. As a result, improvements are not always completed efficiently enough.

Partnership working: Excellent

The school has an exceptional range of special partnerships, which extend pupils' learning experiences considerably and have a significant effect on nearly everyone's outcomes and standards of wellbeing.

There is a very beneficial partnership between the school and parents, which encourages them to play a key part in their children's education. A notable example

of this is the 'Story time, bed time' initiative, in which parents are invited to the school to support their children's work by sharing stories. The school supports parents very effectively to create resources and to develop the initiative further in the local library. This also provides beneficial opportunities for pupils and their families from nearby primary schools to be part of the initiative. Another example of this exceptional partnership is the imaginative use of parents' contribution when co-operating with pupils to organise pampering activities during the health and fitness week. This has a particular effect on pupils' standards of wellbeing.

The school communicates very effectively with parents and seeks their opinions regularly through questionnaires and 'Bring mum and dad to school' days. As a result, parents feel very comfortable about approaching the school for support and offering their services voluntarily.

The school is fostering very successful links with the community and local businesses. It takes advantage of every opportunity to use these in school life, for example when working with refuse collection workers. As a result, pupils are very aware of the need to keep the community clean and share the message successfully and regularly with the local area.

The school has a number of very effective links with a number of local Welsh-medium primary schools. Effective moderation work is done, in addition to sharing experiences in order to develop staff and assistants. These processes help teachers to understand better the expected standards at the end of the Foundation Phase, in addition to preparing them well for standardising pupils' work at the end of key stage 2. By working with the local comprehensive school and social services, the school also ensures very beneficial provision for families who need support. This provision has a very positive effect on the wellbeing of a considerable number of pupils and their families.

The school has effective arrangements with play groups in order that pupils transfer smoothly to the school. Pupils settle in well in the nursery class because of the close co-operation. Although no children have transferred to the secondary school to date, the school is ensuring that robust transfer arrangements are already being established. For example, pupils have played a key part in designing a school uniform for the new secondary school that will open in Newport.

Resource management: Good

The school manages all resources efficiently and effectively in order to support improvement in learning. It has an appropriate level of qualified teachers and assistants who co-operate well to deliver the curriculum and support pupils. They receive support through robust professional development arrangements, which have a successful influence on the quality of teaching and pupils' achievement.

The school co-operates effectively with local schools to share experiences and good practice, which improves provision and raises standards. Arrangements for planning, preparation and assessment are appropriate, including an additional period for newly-qualified teachers.

The very good range of resources is managed effectively and pupils benefit greatly from opportunities to use them, along with a stimulating and extensive outdoor area. The school has succeeded in establishing an appropriate site through renewing, repairing and building particular parts.

With the help of governors and guidance from the education authority, the headteacher monitors and manages the funding carefully and ensures that there is a close link with priorities in the school development plan. The use that is made of the Pupil Deprivation Grant has a positive effect on the standards of pupils who are eligible for free school meals. A good example of this is the way in which the school uses ICT in order to improve these pupils' literacy and numeracy skills.

As pupils achieve generally good standards, and the school makes effective use of resources, it provides good value for money.

Appendix 1: Commentary on performance data

There are many very small cohorts in many years of performance data in the Foundation Phase and Key Stage 2 for this school. In such a case, we do not include a performance data table

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 learner questionnaires

Fewer than 10 responses were received. No data is shown.

Responses 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 Daïm yn gwybod	
Overall I am satisfied with the school.	13	12 92%	1 8%	0 0%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		64%	33%	3%	1%		
My child likes this school.	13	12 92%	1 8%	0 0%	0 0%	0	Mae fy mhlentyn 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.	13	12 92%	1 8%	0 0%	0 0%	0	Cafodd fy mhlentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		73%	26%	1%	0%		
My child is making good progress at school.	13	10 77%	3 23%	0 0%	0 0%	0	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
		62%	34%	3%	1%		
Pupils behave well in school.	13	9 69%	4 31%	0 0%	0 0%	0	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		48%	47%	4%	1%		
Teaching is good.	13	11 85%	2 15%	0 0%	0 0%	0	Mae'r addysgu yn dda.
		62%	36%	2%	0%		

	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	
Staff expect my child to work hard and do his or her best.	13	10 77%	3 23%	0 0%	0 0%	0	Mae'r staff yn disgwyl i fy mhlentyn weithio'n galed ac i wneud ei orau.
		65%	34%	1%	0%		
The homework that is given builds well on what my child learns in school.	13	10 77%	3 23%	0 0%	0 0%	0	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhlentyn yn ei ddysgu yn yr ysgol.
		50%	42%	6%	2%		
Staff treat all children fairly and with respect.	13	13 100%	0 0%	0 0%	0 0%	0	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		61%	34%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	13	12 92%	1 8%	0 0%	0 0%	0	Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		61%	37%	2%	0%		
My child is safe at school.	13	10 77%	3 23%	0 0%	0 0%	0	Mae fy mhlentyn yn ddiogel yn yr ysgol.
		67%	31%	1%	0%		
My child receives appropriate additional support in relation to any particular individual needs'.	13	7 54%	5 38%	0 0%	1 8%	0	Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		56%	38%	4%	1%		
I am kept well informed about my child's progress.	13	9 69%	4 31%	0 0%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		50%	40%	8%	2%		
I feel comfortable about approaching the school with questions, suggestions or a problem.	13	12 92%	1 8%	0 0%	0 0%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		63%	31%	4%	2%		
I understand the school's procedure for dealing with complaints.	13	9 69%	4 31%	0 0%	0 0%	0	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		49%	42%	8%	2%		
The school helps my child to become more mature and take on responsibility.	13	11 85%	2 15%	0 0%	0 0%	0	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		58%	39%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	11	9 82%	2 18%	0 0%	0 0%	1	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		53%	41%	5%	1%		
There is a good range of activities including trips or visits.	13	9 69%	4 31%	0 0%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		55%	38%	5%	1%		
The school is well run.	13	11 85%	2 15%	0 0%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		62%	33%	3%	2%		

Appendix 3

The inspection team

Dyfrig Wyn Ellis	Reporting Inspector
Kevin Davies	Team Inspector
Jonathan Cooper	Team Inspector
Michaela Leyshon	Lay Inspector
Hefin Jones	Peer Inspector
Lona Jones-Campbell	Nominee

Copies of the report

Copies of this report are available from the school and from the Estyn website (www.estyn.gov.wales)

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
- 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
- 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.