A report on

Ysgol Gynradd Rhosgadfan
Rhosgadfan
Caernarfon
Gwynedd
LL54 7EU

Date of inspection: June 2017

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.

Publication date: 30/08/2017

Context

Ysgol Gynradd Rhosgadfan is situated in the village of Rhosgadfan near the town of Caernarfon in Gwynedd, and serves the village and the surrounding rural area. Welsh is the school's everyday language and the main medium of learning and teaching. English is taught formally in key stage 2. Approximately 68% of pupils come from Welsh-speaking homes, and there are no pupils from ethnic minority backgrounds.

Children are admitted on a full-time basis during the term in which they reach their fourth birthday. During the inspection, there were 47 pupils on roll, including five in the nursery class. They are taught by two full-time teachers.

Approximately 24% of pupils are eligible for free school meals, which is higher than the national average.

Forty-nine per cent (49%) of pupils are on the school's additional learning needs register. This figure is significantly higher than the national average. No pupils have a statement of special educational needs.

The headteacher was appointed in September 2010. The school was last inspected in April 2010.

The individual school budget per pupil for Ysgol Gynradd Rhosgadfan in 2016-2017 is £4,608. The maximum per pupil in primary schools in Gwynedd is £10,404 and the minimum is £3,809. Ysgol Gynradd Rhosgadfan is in 24th place of the 93 primary schools in Gwynedd in terms of the school budget per pupil.

Summary

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

Current performance

The school's current performance is adequate because:

- Most pupils, including those who receive additional support, make appropriate progress in their learning during their time at the school
- Nearly all pupils are confidently bilingual by the end of key stage 2
- Many pupils' reading skills across the school are developing appropriately
- Most pupils enjoy their lessons, are enthusiastic and respond to their tasks and concentrate on them appropriately
- Most pupils across the school are well-behaved

However:

- Numeracy and information and communication technology (ICT) skills across the school, and English writing across the curriculum in key stage 2, are not robust enough
- Panning across the school does not provide continuity and progression in learning or meet the requirements of the curriculum in full
- Activities are not always challenging enough for pupils to achieve to the best of their ability

Prospects for improvement

Prospects for improvement are unsatisfactory because:

- Not all of the school's statutory documentation is in place and reviewed regularly
- Arrangements for additional learning needs do not meet the requirements of the code of practice
- Not all strategies that are in place have been embedded firmly enough, such as developing provision in the Foundation Phase and assessment for learning arrangements
- The school is not making appropriate progress in introducing initiatives in order to meet local and national priorities, such as developing strategies for literacy, numeracy, ICT and assessment for learning
- The school has not acted appropriately on the recommendations from the previous inspection
- Teachers do not use moderation information to ensure a clear understanding of the expected standards

However:

- The headteacher and staff work together purposefully to create a homely and inclusive ethos for pupils
- The governing body is supportive and dedicated, and is beginning to develop its role in order to set a strategic direction for the school and challenge performance
- The school is beginning to develop as an appropriate learning community and works with other schools occasionally to develop the Digital Competence Framework and to raise standards of literacy

Recommendations

R1 Improve the attainment of more able pupils in mathematics and science at the end of key stage 2

R2 Improve numeracy and information and communication technology (ICT) skills across the school, and English writing across the curriculum in key stage 2

R3 Ensure that schemes of work provide continuity and progression in learning and meet the requirements of the curriculum in full, including the syllabus for religious education

R4 Ensure that planning and teaching provide challenging tasks to respond to the needs of all pupils

R5 Ensure that arrangements for additional learning needs meet the requirements of the code of practice

R6 Ensure that the school's leaders act more effectively when setting a strategic direction and monitoring priorities for improvement

What happens next?

In accordance with the Education Act 2005, HMCI is of the opinion that special measures are required in relation to this school. The school will produce an action plan that shows how it will address the recommendations. Estyn will monitor the school's progress each term.

Main findings

Key Question 1: How good are outcomes?	Adequate

Standards: Adequate

On entry to the school, many pupils have basic skills that are lower than expected. A majority of pupils, including those who receive additional support, make satisfactory progress in their learning during their time at the school. A majority of pupils across the school recall previous learning well and use the information appropriately to develop new skills.

Many pupils' oral skills in the Foundation Phase are developing appropriately and, by the end of the phase, they speak with increasing accuracy and confidence. Pupils across the school respond eagerly to questions from teachers and other adults, and most at the top of the school conduct interesting and mature conversations. Most are willing to contribute confidently and intelligently to class discussions. By the end of key stage 2, nearly all pupils are confidently bilingual.

Many pupils' reading skills are developing appropriately in line with their ability. By the end of the Foundation Phase, most read with increasing accuracy and re-tell stories confidently. They discuss their books sensibly and show increasing knowledge of different tomes. In key stage 2, many pupils read accurately and fluently with an understanding that is appropriate for their age and ability. They discuss the main events and characters from their books knowledgeably. Most have knowledge of a range of different books and authors in Welsh and English. Most older pupils use higher order reading skills effectively to find information to support their class work, for example when researching the life and work of Kate Roberts.

Recently, many pupils' early writing skills have improved significantly. They form letters correctly and write simple sentences to convey meaning, for example as they write a post card from Africa. By the end of the Foundation Phase, a majority of pupils write interestingly in an appropriate range of forms. They write various extended pieces, for example the story of Mr Grinling, and their skills across the curriculum are developing appropriately as they write sensible and humorous letters of thanks following a visit to Moelfre. In key stage 2, many pupils' writing skills are developing well in Welsh. By Year 6, they write imaginatively in a variety of forms and develop their ideas in an interesting way. They are able to transfer their skills effectively when writing across the curriculum; for example, writing interesting poems in the form of a Haiku about the poppy in the First World War. However, extended written work in English is limited and paragraphs are rarely used effectively. Pupils do not develop their English writing skills effectively across the curriculum.

In the Foundation Phase, most pupils develop their number skills appropriately in mathematics lessons. They use simple addition, subtraction and multiplication strategies well. A majority develop a sound understanding of analogue time to the hour, half hour and quarter hour, and apply this skill in cross-curricular tasks. Most use their numeracy skills purposefully across areas of learning, for example by estimating weight in a scientific experiment about sinking and floating. A majority of pupils use equipment and standard units of measurement competently by the end of Year 2.

In key stage 2, only a minority of pupils have a grasp of numeracy skills that are appropriate for their age. They are fairly confident when using addition, subtraction, division and multiplication strategies to solve word problems and mathematical reasoning problems. However, there are few examples of pupils applying their skills across the curriculum. Many handle fractions, decimals and percentages intelligently, but more able pupils do not achieve to the best of their ability. A majority of pupils in key stage 2 handle data appropriately and create line graphs and Venn diagrams to present their findings, for example in science, but often, they do not present their graphs clearly by including a title and labelling the axes.

Pupils in key stage 2 do not have a sound understanding of the steps that are necessary to conduct a scientific experiment, and more able pupils do not achieve as well as they should.

Many pupils are beginning to make suitable use of their ICT skills to support their work across the curriculum. By the end of the Foundation Phase, many pupils use appropriate programs in order to present information, such as creating a fact file about the shipwreck of the 'Royal Charter'. They create effective pictures and use word processing programs successfully to write a sentence to accompany the picture. A majority are beginning to control the 'Elfed the Elephant' toy by giving it the correct instructions to find his bed. Many are beginning to use commercial tablets successfully to record their work.

In key stage 2, most pupils develop their ICT skills satisfactorily by presenting information in interesting ways by using a variety of publishing and word processing programs, for example to create a PowerPoint presentation on the planets. Older pupils use simple data programs to handle and present graphs successfully. However, they do not show enough understanding of using more complicated spreadsheets. Most pupils use a simple e-mail program to communicate with a friend in the class, but they do not demonstrate extended skills, for example writing a formal e-mail or adding attachments. Most search the internet confidently to find information. However, pupils across the school do not show a sound understanding of issues relating to e-safety.

In the Foundation Phase and key stage 2, over the last four years, pupil numbers have been low (ten or fewer). This can have a significant effect on the school's benchmark performance in comparison with that of similar schools and in comparison with national averages. As a result, meaningful conclusions cannot be drawn by considering them.

At the end of the Foundation Phase, over a period of four years, the school's overall performance in language and mathematics at the expected outcome has been lower in comparison with that of similar schools. Over the same period, performance at the higher outcome in language has been higher overall; however, it has been lower in mathematics.

At the end of key stage 2, the school's performance at the expected level in Welsh, English, mathematics and science has been higher than that of similar schools overall. Over the same period, the school's performance at the higher level in Welsh and English has been higher than that of similar schools, but lower in mathematics and science.

Wellbeing: Adequate

Nearly all pupils feel happy and safe at school and know whom to approach if they have any concerns. However, pupils' understanding of the importance of staying safe on the internet is not sound enough.

Nearly all pupils have a sound awareness of the importance of eating healthily and keeping fit, and they participate regularly in the 'fast walking' club.

Nearly all pupils' behaviour is of a high standard during lessons and during break times. They treat each other and adults with respect. Most pupils enjoy their lessons, are enthusiastic and respond and concentrate appropriately on their tasks. By the end of key stage 2, many pupils understand the importance of success criteria and begin to choose their own. However, they are not very knowledgeable when discussing what they need to do to improve their work.

Members of the school council and eco council are very enthusiastic and understand that they represent the views of other pupils within the school community. They work efficiently and influence decisions on how to improve the school environment, and have created a wild area to attract birds, plant fruit and vegetables and to encourage sustainability.

Most pupils participate in a range of activities in the community, for example by contributing to harvest services, singing carols on Remembrance Day and conducting a Christmas concert for the local community. They support a number of fundraising activities for charities such as Children In Need. This contributes effectively to pupils' awareness of their local community and that some people are less fortunate than themselves.

Attendance levels in three of the last four years have placed the school in the lower 50% in comparison with similar schools. However, last year's attendance placed the school in the top 25%. Nearly all pupils arrive at school punctually.

Key Question 2: How good is provision?	Unsatisfactory

Learning experiences: Unsatisfactory

The school plans a variety of interesting learning experiences that meet a majority of the requirements of the Foundation Phase and the National Curriculum. However, schemes of work do not provide continuity and progression in learning and do not meet the requirements of the curriculum in full, including the syllabus for religious education. Recent improvements in Foundation Phase planning are beginning to have a positive effect, such as developing pupils' writing skills.

Schemes of work give appropriate attention to the requirements of the Literacy and Numeracy Framework, although this is not reflected in pupils' work books. Opportunities for pupils to develop their English and numeracy skills across the curriculum are inconsistent. Mathematics, science and ICT skills in key stage 2 are not stretched well enough and, on the whole, opportunities for pupils to develop an understanding of the importance of e-safety are very limited.

Provision for the Welsh dimension is good. Pupils are given opportunities to study the work of a number of Welsh artists and authors, including the literary work of Kate Roberts. They learn about the stories of famous Welsh people, such as St David, and visit local areas. Music by Welsh artists is played regularly around the school, and staff promote the Welsh language successfully by encouraging pupils to use it as a medium of communication continuously.

The school enriches pupils' learning experiences successfully by arranging visits and inviting visitors to the school, for example in workshops with Natural Resources Wales. Extra-curricular activities, such as a visit to Rhyd Ddu residential centre, contribute well to pupils' experiences.

The school has procedures to ensure that pupils have a generally appropriate awareness of issues relating to developing sustainability. However, the school does not provide valuable opportunities for all pupils to develop their awareness and expand their knowledge of life in other parts of the world.

Teaching: Adequate

There is an effective working relationship between adults and pupils, which fosters a friendly and caring ethos. Teachers have suitable subject knowledge and teachers and learning assistants model language well, which makes a positive contribution to the development of pupils' spoken language. Assistants contribute effectively to the quality of teaching and provide good support in line with pupils' needs in order for them to succeed in their work.

In many lessons, pupils are given an appropriate opportunity to recall their previous learning and to discuss and improve their understanding of success criteria. Teachers question purposefully and encourage pupils to develop thinking and problem-solving skills. Teachers share lesson aims regularly; however, in key stage 2, success criteria do not always correspond to the task. The level of challenge and the nature of tasks do not always correspond well enough to pupils' needs. More able pupils do not achieve as well as they should, particularly in English writing, mathematics and science.

On the whole, teachers provide pupils with useful oral feedback on the quality of their work. When marking work, although there is a variety of comments that praise pupils' work, only a few give them clear guidance on how to improve their work. As a result, pupils in key stage 2 do not always understand fully what they need to do to improve. There are regular opportunities for pupils to self-assess their written work.

The school has introduced appropriate procedures to track pupils' progress. However, teachers' use of the findings of these procedures is not rigorous enough to identify pupils' needs and set relevant and challenging enough targets for them.

Annual reports for parents include clear information about each pupil's progress.

Care, support and guidance: Unsatisfactory

Provision for pupils with additional learning needs is unsatisfactory. There are no effective systems to identify pupils' needs at an early stage and to ensure appropriate support. An intervention programme has been established recently, but there are no

effective arrangements to ensure that these pupils make appropriate progress in their learning. Parents are not a full part of the process of setting targets in line with requirements, and individual education plans are not reviewed or evaluated regularly. The school does not meet statutory requirements for reviewing the care for statemented pupils.

The school promotes pupils' spiritual, moral and social development well through assemblies and raising money for charities, for example fundraising for Red Nose Day and Breast Cancer Research. However, the school does not provide regular opportunities to improve pupils' understanding of various cultures.

The school has appropriate arrangements for eating and drinking healthily, and to ensure that pupils understand the importance of keeping fit, for example the fruit shop and playtime activities. The school's arrangements for safeguarding pupils meet requirements and are not a cause for concern.

The school makes good use of specialist services, and this ensures that pupils receive appropriate support and guidance. A police officer and the school nurse are regular visitors and they strengthen the school's support and assistance on health and safety issues.

Learning environment: Adequate

A successful feature of the school is its familial ethos. It is an inclusive, welcoming community in which pupils feel happy and safe.

Although the school does not have an up-to-date equality plan, there is a clear emphasis in the school's activities on ensuring equal opportunities. There are opportunities for pupils to reflect and show empathy and sympathise with people who are affected by disasters around the world. However, provision to promote knowledge of racial and religious diversity is inconsistent.

Following recent repairs, the building is of good quality and is used effectively. Following the storm damage at the beginning of the year, the playing fields cannot currently be used. Although it is on quite a slope, the playground is attractive for educational sports and leisure. The Foundation Phase outdoor area is beginning to be developed creatively to enrich pupils' learning experiences.

The school has a good range of learning resources that are appropriate for pupils' needs. Teachers provide a number of displays across the school to support pupils' learning appropriately. However, very few examples of pupils' work are displayed.

The school building and grounds are well-maintained. Cleanliness is of a high standard.

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

Leadership: Unsatisfactory

The headteacher and staff work together purposefully to create a homely and inclusive ethos for pupils. Staff fulfil their roles and responsibilities conscientiously and support the headteacher well. A number of recent strategies are now in place,

such as developing provision in the Foundation Phase and assessment for learning arrangements, but they have not yet had a positive effect on important aspects of the school's work that are in need of improvement.

There are clear shortcomings in provision to develop pupils' skills and arrangements for pupils with additional learning needs. Similarly, the leadership has not ensured that provision is extended fully to pupils of all abilities and ensured that all pupils achieve their best. These aspects are not monitored appropriately and, as a result, the school is not aware of the important gaps that exist.

The school does not make appropriate progress in introducing initiatives that meet local and national priorities, such as developing literacy and numeracy strategies, ICT and assessment for learning.

Performance management arrangements are in place and correspond to priorities in the school development plan. However, not all members of staff have up-to-date job descriptions.

The governing body is supportive and dedicated. They are beginning to develop their role in order to set a strategic direction for the school. However, they do not monitor targets in the school development plan or the school's statutory documentation appropriately. Recent visits to the school to conduct learning walks and to scrutinise books are improving their awareness of the standards of pupils' work and the quality of provision appropriately. However, they are not effective in holding the school to account for its performance, the quality of provision or the quality of leadership.

Improving quality: Unsatisfactory

The school does not have robust enough self-evaluation procedures that are based on reliable evidence of teaching, learning and provision. As a result, the school's self-evaluation arrangements have not led to significant improvements over time.

The school has not acted appropriately on the recommendations from the previous inspection. As a result, leaders' actions have not ensured the necessary improvements to raise standards and improve provision.

The school usually considers parents' views through regular questionnaires. However, due to the recent circumstances, not all stakeholders have played an active part in the self-evaluation process this year. Governors have begun to have input based on their reports following visits to the school and periods of scrutinising books, but they do not yet have a sound understanding of the school's strengths and shortcomings.

The current self-evaluation report is detailed and is beginning to make appropriate use of an appropriate range of evidence. Areas for improvement now link suitably to the priorities in the school development plan. However, the effect of actions cannot yet be seen on pupils' achievement and the learning experiences that they receive.

Partnership working: Adequate

The school works effectively with a range of partnerships that contribute appropriately to improving pupils' standards and wellbeing. The local community and friends of the school have given exceptional support by raising a significant amount of money to improve the quality of the building recently, and to fund new furniture and resources.

Effective transition arrangements between the school and the local secondary school prepare pupils well for the next stage in their education.

The effective link with the local club has ensures that pupils' education continued while there were problems with the building. The school has a very close link with a nearby centre that provide opportunities to conduct occasional services in the community and to develop pupils' spiritual and social skills.

Co-operation with schools in the catchment area is beneficial. Schools receive joint training to raise pupils' standards of reading and writing and to standardise and moderate their work. However, teachers do not use this information effectively enough to ensure a clear understanding of the standards that are expected of pupils at the end of key stages at the school.

Resource management: Adequate

The headteacher and governors have an appropriate overview of the financial situation, and expenditure links purposefully with the school's targets and plans. They make sensible use of the Pupil Deprivation Grant to target vulnerable pupils.

All members of staff have access to training opportunities. This supports their continuous professional development and helps them to improve specific skills through the school, for example in order to promote pupils' reading skills.

There are purposeful arrangements to provide planning, preparation and assessment time for teachers and assistants in the Foundation Phase to work together on short-term plans. The senior assistant and assistants provide effective support and have a positive influence on pupils' standards and wellbeing.

The school is beginning to develop as an appropriate learning community. It works occasionally with other nearby schools to develop the Digital Competence Framework and to raise pupils' standards of literacy; for example, the school has co-operated effectively recently to improve pupils' standards of oracy.

A varied range of appropriate learning resources are managed carefully to ensure that they are suitable for the needs of all pupils'. The school's 'friends association' has contributed a significant amount of money this year to purchase new furniture for the Foundation Phase class. The outdoor area is used regularly in order to promote learning experiences and stimulate pupils.

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

Appendix 1: Commentary on performance data

6612098 - Ysgol Gynradd Rhosgadfan

Number of pupils on roll   47
Pupils eligible for free school meals (FSM) - 3 year average   16.3
FSM band   3 (16%<FSM<=24%)

Foundation Phase

	2013	2014	2015	2016
Number of pupils in Year 2 cohort	5	7	8	6
Achieving the Foundation Phase indicator (FPI) (%)	80.0	71.4	87.5	66.7
Benchmark quartile	3	4	3	4
Language, literacy and communication skills - English (LCE)				
Number of pupils in cohort	*	3	*	*
Achieving outcome 5+ (%)	*	66.7	*	*
Benchmark quartile	*	4	*	*
Achieving outcome 6+ (%)	*	0.0	*	*
Benchmark quartile	*	4	*	*
Language, literacy and communication skills - Welsh (LCW)				
Number of pupils in cohort	5	4	8	6
Achieving outcome 5+ (%)	80.0	75.0	87.5	66.7
Benchmark quartile	3	4	3	4
Achieving outcome 6+ (%)	80.0	50.0	37.5	0.0
Benchmark quartile	1	1	2	4
Mathematical development (MDT)				
Number of pupils in cohort	5	7	8	6
Achieving outcome 5+ (%)	80.0	71.4	100.0	66.7
Benchmark quartile	4	4	1	4
Achieving outcome 6+ (%)	20.0	0.0	25.0	0.0
Benchmark quartile	3	4	3	4
Personal and social development, wellbeing and cultural diversity (PSD)				
Number of pupils in cohort	5	7	8	6
Achieving outcome 5+ (%)	80.0	100.0	100.0	83.3
Benchmark quartile	4	1	1	4
Achieving outcome 6+ (%)	40.0	57.1	37.5	33.3
Benchmark quartile	3	2	4	4

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

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

The benchmark quartile compares the performance of one school against others who have similar levels of pupils with free school meals (FSM). FSM is used as a proxy of social deprivation in schools. This allows a comparison of the performance of a school against others who are in the same FSM category, and who might therefore have a similar intake of pupils from deprived backgrounds.
A school in benchmark quartile 1 is in the highest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are higher than many other schools with similar levels of pupils from deprived backgrounds. A school in benchmark quartile 4 is in the lowest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are lower than many other schools with similar levels of pupils from deprived backgrounds.

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

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

Appendix 2

Stakeholder satisfaction report

Responses to learner questionnaires

	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.	21	20 95%	1 5%		Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%		
I know who to talk to if I am worried or upset.	21	21 100%	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	21	21 100%	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.	21	16 76%	5 24%		Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%		
I am doing well at school	21	21 100%	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.	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.	21	20 95%	1 5%		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.	21	18 86%	3 14%		Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol.
		90%	10%		
I have enough books, equipment, and computers to do my work.	21	21 100%	0 0%		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.	21	9 43%	12 57%		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	16 80%	4 20%		Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
		84%	16%		

Responses to parent questionnaires

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

Appendix 3

The inspection team

Mervyn Lloyd Jones	Reporting Inspector
Hazel Hughes	Team Inspector
Jeremy George Turner	Lay Inspector
Bethan Eleri Jones	Peer Inspector
Paul Carr	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.