



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 Llanbedrog
Llanbedrog
Pwllheli
Gwynedd
LL53 7NU**

Date of inspection: May 2014

by

**Estyn, Her Majesty's Inspectorate for Education and
Training in Wales**

During each inspection, inspectors aim to answer three key questions:

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

Inspectors also provide an overall judgement on the school's current performance and on its prospects for improvement.

In these evaluations, inspectors use a four-point scale:

Judgement	What the judgement means
Excellent	Many strengths, including significant examples of sector-leading practice
Good	Many strengths and no important areas requiring significant improvement
Adequate	Strengths outweigh areas for improvement
Unsatisfactory	Important areas for improvement outweigh strengths

The report was produced in accordance with Section 28 of the Education Act 2005.

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Context

The school is located in the centre of the village of Llanbedrog, which is about three miles from the town of Pwllheli. There are 77 pupils aged between three and 11 years on roll, including 16 part-time nursery children. They are arranged into a nursery class and three mixed-age classes.

About a quarter of pupils come from homes in which Welsh is spoken as a first language. Very few pupils are from an ethnic minority background. Thirty per cent of pupils have additional learning needs, which is much higher than the national percentage. There are no pupils who have a statutory statement of special educational needs. Ten per cent of pupils are entitled to free school meals, which is much lower than the national figure.

The individual school budget per pupil for Ysgol Llanbedrog in 2013-2014 is £3,529. The maximum per pupil in primary schools in Gwynedd is £10,616 and the minimum is £2,936. Ysgol Llanbedrog is in 75th position of the 103 primary schools in Gwynedd in terms of school budget per pupil.

The headteacher was appointed in September 2013.

The school was last inspected by Estyn in April 2008.

Summary

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

Current performance

Current performance is good because:

- standards of literacy and numeracy of pupils of all ages are good;
- most pupils strive hard and make suitable progress in their learning;
- almost all pupils' social skills and life skills are good and nearly all behave responsibly;
- learning experiences meet the full range of pupils' needs successfully;
- teaching and assessment are of good quality and motivate pupils to do their best;
- the school is a caring community in which a high priority is given to pupils' wellbeing; and
- the school is an inclusive community, ensuring equal opportunities for all pupils.

Prospects for improvement

Prospects for improvement are good because:

- in a short time, the headteacher has provided a clear strategic vision for the school's development;
- the school has made good progress in introducing new initiatives;
- there are effective arrangements for identifying the school's strengths and areas for improvement;
- a range of partnerships have a positive effect on standards and provision;
- staff demonstrate willingness to try out new initiatives and different methods of working; and
- the school provides good value for money.

Recommendations

- R1 Increase the percentage of pupils who attain the higher levels in Welsh, mathematics and science at the end of key stage 2
- R2 Provide more opportunities for pupils to apply their numeracy skills in various contexts
- R3 Increase pupils' ability to evaluate and improve their work

What happens next?

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

Main findings

Key question 1: How good are outcomes?

Good

Standards: Good

The literacy skills of pupils of all ages are good. Nearly all pupils in the Foundation Phase listen attentively during collective sessions and express their ideas confidently and correctly. They have an interest in books and most of them choose books independently and use a wide range of ways to enable them to read unfamiliar words. By the end of the Phase, nearly all of them write in a comprehensible way and use words, phrases and sentences effectively to communicate their ideas.

In key stage 2, nearly all pupils listen attentively during lessons and contribute purposefully to group and class discussions. Most are confident readers in Welsh and English and, by the end of the key stage, they are able to glean information in an orderly way from various sources, such as books and websites. By the end of the key stage, many pupils write skilfully across the curriculum and display increasing fluency and accuracy in their work. Most produce handwriting that flows and is legible.

Pupils' numeracy skills are good across the school. By the end of the Foundation Phase, nearly all pupils use the correct mathematical phraseology when talking about their ideas and are very confident when reading and writing two digit numbers. They use standard units with increasing precision to measure objects of various sizes, and their ability to transfer their mathematical skills to play activities is developing well. A good example of this is the ability of older pupils in the Foundation Phase to use standard measures when creating a blanket.

By the end of key stage 2, most pupils' ability to transfer their mathematical skills to a variety of contexts and everyday situations is good. They have a firm grasp of number and measurement and they become increasingly confident when using mental calculations. Most pupils' data handling skills are good and, by Year 6, nearly all are very skilful in using information and communication technology (ICT) software to collect, interpret and present data.

Most pupils across the age range strive hard in lessons and make suitable progress in their learning. They concentrate and persevere with tasks; they are alert to questioning and answering questions and discuss their tasks confidently. The imaginative use that is made of 'thinking caps' in key stage 2 promotes pupils' thinking skills very effectively and enables them to express their ideas and thinking in a concise way. This has a positive effect on their learning and the standards they achieve. However, by the end of key stage 2, only a few pupils are able to evaluate their work and identify what needs to be done to improve it.

In comparison with other schools that have a similar proportion of pupils who are eligible for free school meals, the school's performance in the Foundation Phase in 2012 and 2013 placed it in the lower 50% for literacy and in the bottom 25% for

mathematical development. The proportion of pupils who achieved at the higher outcome placed the school mostly in the top 25% in both areas.

In comparison with other schools that have a similar proportion of pupils who are eligible for free school meals, performance at key stage 2 at level 4 has varied considerably from one year to the next. However, during the last two years, performance has placed the school in the top 25% in all four subjects.

Performance at the higher levels in English and mathematics during two of the last five years has placed the school in the upper 50% of similar schools. On two occasions, performance has placed it in the top 25% of similar schools. Except in 2010, when Welsh placed the school in the upper 50%, and in 2011 when science also placed it in the upper 50%, performance in both subjects has mostly placed the school in the lower 50% of similar schools. Performance in mathematics and science in 2013 placed it in the bottom 25% of similar schools.

There was no consistent trend of differences in boys' and girls' performance from one year to the next. Pupils who are entitled to free school meals perform as well as the remainder of the cohort.

Wellbeing: Good

Nearly all pupils feel safe at school and are confident that staff would deal effectively with any threats to their health and wellbeing. Pupils of all ages have a sound understanding of how to keep healthy and they appreciate that healthy foods and regular physical exercise have a beneficial effect on their health and development.

Nearly all pupils' social skills and life skills are good. As they co-operate on tasks or move around the school, they behave responsibly and show respect and care towards each other and towards visitors. They are industrious and enthusiastic learners who work together harmoniously and keep firmly on task over extended periods.

From an early age, most pupils are very confident when making choices about their learning and they address problem-solving tasks skilfully. A good example of this is the way that pupils in the Foundation Phase lead their own learning as they choose what activities they want to follow.

All pupils have a strong commitment to the school and staff and, as they mature, they are willing to shoulder additional responsibilities. The school council and eco committee carry out their work conscientiously and are an influential voice in the school. Pupils in all classes contribute their ideas to the content of their class's current theme.

The practice of taking part in concerts and sports in the village strengthens pupils' commitment to their local community considerably.

School attendance has risen during the last two years. In comparison with similar schools on the basis of free school meals, the school has been in the upper 50% during the last three years.

Key Question 2: How good is provision?

Good

Learning experiences: Good

The school provides a wide range of stimulating learning experiences that meet the needs of the full range of pupils successfully. Planning in the Foundation Phase has been based firmly on the six areas of learning and on giving pupils an active role in their learning. At the beginning of key stage 2, the curriculum builds systematically on pupils' current knowledge and understanding and ensures that there is progression and progress in their learning.

Provision for ensuring that pupils of all ages acquire literacy and numeracy skills is effective. The school has recently begun to embed the requirements of the National Literacy and Numeracy Framework in its termly and weekly plans. However, provision for developing numeracy skills across the curriculum is not consistent throughout the school.

There is comprehensive provision for developing the Welsh language and the Welsh dimension. The Welsh language is very visible in the school environment and there is a strong emphasis in the curriculum on promoting pupils' understanding of the cultural, environmental and historical features of Wales.

The wide range of additional experiences, which include educational visits and opportunities to participate in community activities, enrich pupils' experiences considerably.

Members of the school council and the eco and healthy school committees act effectively and they seek their fellow pupils' opinions regularly about these aspects. Lessons, educational visits and the school's recycling practices contribute significantly to increasing an understanding of sustainable development and its values, and their role as global citizens.

Teaching: Good

The close working relationship between adults and pupils leads to effective teaching and learning. All teachers are proficient in their work and they plan stimulating learning experiences that gain the interest of almost all pupils. Teachers' and assistants' purposeful intervention and skilful questioning ensure that pupils of all ages and ability are encouraged to strive hard and take an active part in their learning. The wide range of teaching methods, for example work in groups, pairs or individually, succeed well in ensuring nearly all individuals' commitment to their learning.

The strong emphasis that is placed in the Foundation Phase on encouraging pupils to make choices and lead their learning contributes strongly towards their development as independent learners.

The assessment and recording arrangements that have been established recently enable teachers in all classes to monitor and track all pupils' progress closely and to intervene appropriately as necessary. The practice of including the pupils

themselves in the assessment process and in setting targets for improvement is a strong feature that has a significant effect on pupils' progress and learning. Across the school, assessment information is used purposefully to identify the next stages in learning. The standard of staff's oral and written feedback on pupils' work and efforts is consistently good and explains clearly to individuals how to improve.

Annual reports to parents provide useful information to them about their children's development and progress.

Care, support and guidance: Good

The school is a caring community in which pupils' wellbeing is given a high priority. Staff ensure that the environment is warm and welcoming and that the needs of all pupils are met. The school makes appropriate arrangements for promoting healthy eating and drinking. The variety of regular extra-curricular activities provides valuable experiences to promote all pupils' wellbeing and fitness.

Pupils' personal, spiritual, social and cultural development is embedded firmly in the curriculum and the school's day-to-day procedures. The regular opportunities that pupils have to take part in community activities have a positive effect on the development of their social skills. The school promotes high values, which helps pupils to differentiate between right and wrong and encourages them to take responsibility for their actions. The stimulating collective worship sessions contribute considerably to pupils' spiritual and personal development.

The effective use that the school makes of the expertise of a variety of other agencies and charities enables it to support pupils' wellbeing and learning successfully.

There are thorough arrangements for identifying and supporting pupils who have additional learning needs, and the designated co-ordinator gives teachers and governors clear guidance. Through early intervention and careful planning, the school provides good support to pupils who need additional support with their work. This enables nearly all pupils to make good progress and to cope successfully with the requirements of the curriculum.

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

Learning environment: Good

The school is an inclusive, caring and happy community, which celebrates diversity and appreciates every learner. It ensures equal opportunities for all pupils. It has a positive learning environment, which contributes well to supporting learning and teaching.

There is a wide range of suitable equipment and resources in classrooms, which are used purposefully by teachers to promote and enrich pupils' learning experiences. The building meets all of the learners' requirements. There is a variety of displays throughout the school that contribute significantly to the school's ethos and stimulate

children. There is enough room in the classrooms and the building is maintained well. The playground is of a suitable size and the school has access to a sports field. The outdoor area for the Foundation Phase is used imaginatively to provide an interesting and exciting learning environment.

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

In a short time, the headteacher has provided a clear strategic vision that responds systematically to the school's priorities and development needs. She has shared her vision effectively with staff and governors and this has resulted in good standards and progress in pupils' outcomes and wellbeing. As a result, there is a strong commitment across the school to developing and promoting improvements that strengthen provision and improve standards.

Communication systems are effective and these contribute well to creating a school that is self-critical and developing continuously. Staff support the headteacher well and are aware of their roles and responsibilities. They co-operate closely to create a homely ethos for pupils. Through regular meetings, they have valuable opportunities to discuss progress and monitor the implementation and effect of the school's development plans.

Detailed strategies that have been established for analysing the school's data have led to improving specific aspects. This has a positive effect on pupils' standards and wellbeing.

The school is making good progress in introducing local and national initiatives and priorities. Implementing assessment for learning methods as well as adopting literacy and numeracy strategies is already having a positive effect on pupils' standards and achievement.

The governing body provides strong support to the school and governors have an increasing understanding of pupils' standards and achievements. They identify the school's strengths and priorities for further development well. Governors have a clear system for checking the effectiveness of provision. They are prepared to challenge the school to drive specific improvements. Governors understand and undertake their statutory responsibilities conscientiously.

Improving quality: Good

The school has an effective system for identifying its strengths in addition to areas that need improvement. This includes collecting and analysing a wide range of direct evidence and collecting the views of governors, parents and pupils. In addition, full consideration is given to their comments and to formal reports, such as the local authority's judgements.

The subject monitoring reports identify pupils' outcomes and teaching strengths well and indicate clearly the areas for improvement. In addition, performance data is used purposefully to monitor progress and to plan for improvement.

There is a clear link between the self-evaluation report and the priorities in the school development plan. The plan, which includes an appropriate implementation timetable in addition to a timetable, staff responsibilities and costs, focuses clearly on improving standards and provision. The attention paid in the plan to evaluating the effect of previous priorities acknowledges successes and often leads to identifying new targets for aspects that need attention.

The school's self-evaluation report reflects the majority of the strengths and areas to be developed accurately. Although it is repetitive in places, it is overall an effective tool for developing the school.

Partnership working: Good

The productive co-operation between the school and a wide range of partners has a positive effect on pupils' standards and the quality of provision. Parents support the school well and, through their work as reading volunteers, contribute significantly to pupils' progress. The effect of parents' support can also be seen in the increase in information technology resources that contribute well to improving standards in the field.

The close co-operation with primary and secondary schools in the area has enabled the headteacher to address priorities for development such as assessment for learning and moderating teachers' assessments more effectively.

There are active links with the local community and organisations and with national bodies. These have a positive influence on the quality of pupils' experiences and increase their awareness of local history and aspects of sustainable development within their community. Pupils' artwork is displayed locally and musical workshops in a music festival extend pupils' creative abilities well.

Arrangements for transferring to the secondary school are effective and prepare pupils well for the next stage in their education.

Resource management: Good

The school makes effective use of all its staff in order to deliver the school curriculum and respond to pupils' needs. Detailed arrangements for managing teachers' performance lead to setting targets that are linked to the school's priorities and staff's professional development. This has a positive influence on the quality of teaching and learning.

There are suitable arrangements for allocating time for teachers to plan, prepare and assess.

Staff have benefited from professional networking within the school and with other nearby schools. They observe each other's good teaching practices and, as a result, evaluate the quality of provision. They standardise pupils' work regularly in order to have a clearer picture of standards across the school.

With the support of a local authority officer and the governing body, the headteacher manages the use of financial resources carefully to support the school's priorities. The school also makes good use of finances through grants to reduce the effect of poverty and deprivation on pupils and their families. This leads to raising pupils' enthusiasm and outcomes in a number of activities.

The expenditure of the school budget is monitored regularly and carefully by the governing body, in order to ensure value for money.

Considering the good outcomes and the high quality of provision, the school provides good value for money.

Appendix 1

Commentary on performance data

The proportion of pupils who attained the expected outcome 5 at the end of the Foundation Phase in 2013 in literacy and personal development was similar to the average for schools in the family and national averages. Performance in mathematical development was a little lower than the family and all-Wales averages.

The proportion of pupils who achieved at outcome 6 in 2013 was similar to the averages for schools in the family and national averages in literacy and much higher in mathematics and personal and social development. The proportion of pupils who achieved the Foundation Phase indicator, namely outcome 5 or higher in both areas of learning, was similar to the average performance of the family and Wales as a whole.

In comparison with other schools that have a similar proportion of pupils who are eligible for free school meals, the school's performance in the Foundation Phase in 2012 placed the school in the lower 50% for literacy and in the bottom 25% for mathematical development. The proportion of pupils who achieved at the higher outcome placed the school in the lower 50% for literacy and in the top 25% for mathematical development and personal and social development.

In 2013, the school's performance in personal and social development placed it in the top 25% of similar schools, whilst performance in literacy placed it in the lower 50% and performance in mathematical development placed it in the bottom 25%. The proportion of pupils who achieved at the higher outcome placed the school in the top 25% of schools that have a similar proportion of pupils who are eligible for free school meals in the three areas of learning.

Every pupil in key stage 2 attained the expected level 4 in Welsh, English, mathematics and science in 2013. With over half the cohort attaining level 5 in English, the school exceeded considerably the average performance of schools in the family and results for the whole of Wales. Performance at level 5 in the other subjects was much lower than the averages for the family and the whole of Wales.

In comparison with other schools that have a similar proportion of pupils who are eligible for free school meals, performance in key stage 2 at level 4 has varied considerably from one year to the next. However, during the last two years, performance has placed the school in the top 25% in the four subjects.

Performance at level 5 in English and mathematics, in three of the last five years, has placed the school in the upper 50% of similar schools. On two occasions, performance has placed it in the top 25% of schools in both subjects. Except in 2010, when Welsh placed it in the upper 50%, and in 2011 when science also placed it in the upper 50%, performance in both subjects has mostly placed the school in the lower 50% of similar schools. Performance in mathematics and science in 2013 placed it in the bottom 25% of similar schools.

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

Appendix 2

Stakeholder satisfaction report

Responses to the learner questionnaire

Primary Survey (All pupils)

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

	Number of responses Nifer o ymatebion	Agree Cytuno	Disagree Anghytuno	
I feel safe in my school.	35	35 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	35	35 100%	0 0%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	35	34 97%	1 3%	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	35	35 100%	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.	35	35 100%	0 0%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	35	35 100%	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.	35	34 97%	1 3%	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.	35	35 100%	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.	35	31 89%	4 11%	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.	35	33 94%	2 6%	Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
		95%	5%	

	Number of responses Nifer o ymatebion	Agree Cytuno	Disagree Anghytuno	
Other children behave well and I can get my work done.	35	22 63%	13 37%	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	35	27 77%	8 23%	Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
		84%	16%	

Response to the parent questionnaire

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

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
Overall I am satisfied with the school.	21	13 62%	7 33%	1 5%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	21	14 67%	7 33%	0 0%	0 0%	0	Mae fy mhentyn yn hoffi'r ysgol hon.
		72%	26%	1%	0%		
My child was helped to settle in well when he or she started at the school.	20	15 75%	4 20%	0 0%	0 0%	1	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		72%	26%	1%	0%		
My child is making good progress at school.	20	10 50%	10 50%	0 0%	0 0%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	21	5 24%	15 71%	0 0%	0 0%	1	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	46%	4%	1%		
Teaching is good.	21	11 52%	9 43%	0 0%	0 0%	1	Mae'r addysgu yn dda.
		60%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	21	14 67%	7 33%	0 0%	0 0%	0	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		63%	34%	1%	0%		
The homework that is given builds well on what my child learns in school.	21	12 57%	6 29%	0 0%	0 0%	3	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhentyn yn ei ddysgu yn yr ysgol.
		47%	40%	6%	1%		

	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 treat all children fairly and with respect.	21	12 57%	6 29%	1 5%	0 0%	2	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		58%	34%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	21	16 76%	5 24%	0 0%	0 0%	0	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		59%	36%	2%	0%		
My child is safe at school.	21	14 67%	6 29%	0 0%	1 5%	0	Mae fy mhentyn yn ddiogel yn yr ysgol.
		66%	31%	1%	0%		
My child receives appropriate additional support in relation to any particular individual needs'.	20	11 55%	5 25%	2 10%	0 0%	2	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		50%	34%	4%	1%		
I am kept well informed about my child's progress.	21	9 43%	11 52%	1 5%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		49%	41%	8%	2%		
I feel comfortable about approaching the school with questions, suggestions or a problem.	21	12 57%	7 33%	1 5%	0 0%	1	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		62%	31%	4%	2%		
I understand the school's procedure for dealing with complaints.	21	10 48%	7 33%	2 10%	0 0%	2	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		44%	39%	7%	2%		
The school helps my child to become more mature and take on responsibility.	20	10 50%	9 45%	0 0%	0 0%	1	Mae'r ysgol yn helpu fy mhentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		56%	39%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	18	6 33%	5 28%	1 6%	0 0%	6	Mae fy mhentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		42%	34%	4%	1%		
There is a good range of activities including trips or visits.	21	13 62%	6 29%	0 0%	1 5%	1	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	38%	5%	1%		
The school is well run.	21	12 57%	8 38%	1 5%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		60%	33%	3%	2%		

Appendix 3

The inspection team

William Williams	Reporting Inspector
Glyn Griffiths	Team Inspector
David Jenkins	Lay Inspector
Tristan Roberts	Peer Inspector
Manon Haf Owen	Nominee

Copies of the report

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

Year groups, the Foundation Phase and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years of age. This system emphasises the importance of continuity and eases communication among schools, governing bodies, parents and local authorities.

The following table sets out the age ranges relevant to each year group. For example, Year 1 refers to the group of pupils who reach the age of six and Year 13 is the year group who reach the age of 18 during the academic year.

Primary phase:

Year	N	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	3-4	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The Foundation Phase and key stages cover the following year groups:

Foundation Phase	Nursery, Reception, Year 1 and Year 2
Key stage 2	Year 3 to Year 6
Key stage 3	Year 7 to Year 9
Key stage 4	Year 10 and Year 11

Glossary of terms – Primary

Foundation Phase indicator (FPI)

Progress in learning through the Foundation Phase is indicated by outcomes (from outcome 1 to outcome 6).

The Foundation Phase indicator (FPI) relates to the expected performance in three areas of learning in the Foundation Phase:

- literacy, language and communication in English or Welsh first language;
- mathematical development; and
- personal and social development, wellbeing and cultural diversity.

By the end of the Foundation Phase, at the age of seven, pupils are expected to reach outcome 5 and the more able to reach outcome 6.

Pupils must achieve the expected outcome (outcome 5) in the three areas above to gain the Foundation Phase indicator.

The core subject indicator (CSI)

Progress in learning through key stage 2 is indicated by levels (level 1 to level 5).

The core subject indicator in key stage 2 relates to the expected performance in the core subjects of the National Curriculum:

- English or Welsh first language;
- mathematics; and
- science.

By the end of the key stage 2, at the age of 11, pupils are expected to reach level 4 and more able pupils to reach level 5.

Pupils must gain at least the expected level (level 4) in the three core subjects to gain the core subject indicator.

All-Wales Core Data sets

Inspection reports may refer to a school's performance relative to a family of schools or to schools with a broadly similar proportion of pupils entitled to free school meals.

In relation to free school meals, schools are placed into one of five bands according to the three-year trend in the proportion of pupils entitled to free school meals in the school. The school's performance is then placed into quartiles (from the top 25% to the bottom 25%) in relation to how well it is doing compared with other schools in the same free school meal band.

The Welsh Government created the families of schools (typically a group of 11 schools) to enable schools to compare their performance with that of similar schools across Wales. The composition of the families draws on a number of factors. These include the proportion of pupils entitled to free school meals and the proportion living in the 20% most deprived areas of Wales. They also draw on the proportion of pupils with special education needs at school action plus or with a statement of special educational needs, and pupils with English as an additional language.