



*Rhagoriaeth i bawb – Excellence for all*

Arolygiaeth Ei Mawrhydi dros Addysg  
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate  
for Education and Training in Wales

**A report on**

**Ysgol Gwaun Gynfi  
Deiniolen  
Gwynedd  
LL55 3LT**

**Date of inspection: September 2013**

**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:

<b>Judgement</b>	<b>What the judgement means</b>
<b>Excellent</b>	Many strengths, including significant examples of sector-leading practice
<b>Good</b>	Many strengths and no important areas requiring significant improvement
<b>Adequate</b>	Strengths outweigh areas for improvement
<b>Unsatisfactory</b>	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 Gynradd Gwaun Gynfi is a naturally Welsh-speaking primary school. It is situated in the rural village of Deiniolen, approximately seven miles from the town of Caernarfon. The school serves the local area along with the nearby villages. It is maintained by Gwynedd local authority.

There are 165 pupils on roll, including 24 part-time nursery age pupils. Pupils are split into seven classes, including a part-time nursery class. Approximately 25% of pupils are entitled to free school meals, which is higher than the Welsh average. Approximately 79% of pupils come from Welsh-speaking homes.

In line with local authority policy, Welsh is used as a teaching medium in the Foundation Phase. In key stage 2, pupils are taught through the medium of Welsh and English, with the aim that they are bilingual by the time they transfer to the secondary school at 11 years old.

Approximately 40% of pupils are on the additional learning needs register, which is significantly higher than the national average. A small number of pupils have a statement of special educational needs.

The school was last inspected in October 2007. The current headteacher was appointed in September 1996.

The individual school budget per pupil for Ysgol Gwaun Gynfi in 2013-2014 is £4,124. The maximum school budget per pupil in primary schools in Gwynedd is £10,616 and the minimum is £2,936. Ysgol Gwaun Gynfi is in 50<sup>th</sup> place of the 103 primary schools in Gwynedd in terms of its school budget per pupil.

## Summary

<b>The school's current performance</b>	<b>Good</b>
<b>The school's prospects for improvement</b>	<b>Good</b>

### Current performance

The school's current performance is good because:

- nearly all pupils are happy and well-behaved, and make firm progress in their learning;
- results at the end of the Foundation Phase and key stage 2 compare well with the results of similar schools and the figures for Wales over a period of four years;
- attendance rates are consistently higher than in similar schools;
- staff plan a wide range of experiences which engage and maintain most pupils' interest; and
- the standard of teaching is effective.

### Prospects for improvement

The school's prospects for improvement are good because:

- the headteacher has a clear vision which is based on ensuring high standards and children's happiness and wellbeing;
- the headteacher conveys that vision successfully to staff, parents and governors;
- the deputy headteacher and the management team support the headteacher's work effectively and ensure a sense of teamwork among all staff;
- self-evaluation is well established and enables the school to identify its strengths and areas for improvement correctly; and
- improvement plans focus clearly on raising standards.

## **Recommendations**

- R1 Refine assessment procedures in order to ensure that pupils understand better what they need to do to improve their work
- R2 Ensure consistency in the short-term planning methods in key stage 2
- R3 Further develop the outdoor area in order to promote outdoor learning
- R4 Develop the role of governors in the self-evaluation process in order to enable them to challenge the school appropriately

### **What happens next?**

The governors will be responsible for producing an action plan that explains how the school will address the recommendations.

## Main findings

### Key Question 1: How good are outcomes?

Good

#### Standards: Good

Nearly all pupils make firm progress in their learning during their time at the school.

Nearly all pupils are able to use Welsh correctly, naturally and confidently while undertaking their classroom activities and at other times during the day. Pupils in the Foundation Phase make firm progress in their language, literacy and communication skills. Most pupils have a wide vocabulary and use a natural syntax when speaking. Most are able to read meaningfully to a standard that is at least appropriate to their age and ability. By the end of the Foundation Phase, most pupils write independently fairly correctly for different purposes across the curriculum.

Most pupils in key stage 2 can hold mature conversations in Welsh. They use a polished and natural vocabulary when talking about their work, along with other issues that are of interest to them. The majority are able to express an opinion maturely about a range of topics. Most pupils are able to read meaningfully, express their opinions about books and describe the main characters and sequence of events in stories. By the end of key stage 2, they write at length to a high standard for a range of purposes across the curriculum, punctuate correctly and convey ideas successfully. This includes asking for support in geography and recording the conditions in which seeds sprout in science, in addition to writing interesting stories in language lessons.

Most pupils in key stage 2 develop their oral skills in English with increasing confidence. They are able to read to a standard that is at least in line with their age, and vary the intonation of their voice appropriately in order to convey meaning. By the end of key stage 2, most are able to write at length to a high standard in a range of contexts across the curriculum.

Pupils' listening skills are very good throughout the school. By the end of key stage 2, nearly all pupils attain a high standard of bilingualism and can use translanguaging skills effectively.

Most pupils in the Foundation Phase and key stage 2 use their numeracy skills well across the curriculum. In the Foundation Phase, pupils analyse objects, handle simple data, use time in different contexts and measure the growth of plants successfully. In key stage 2, older pupils discuss data confidently and draw graphs that are suitable for different purposes, for example timing and recording distance in science, and recording deaths in the Victorian era in comparison with people in the twentieth century.

Pupils with additional learning needs make good progress and more able and talented pupils achieve very well.

In 2012 and 2013, the proportion of pupils who achieved the Foundation Phase indicator was above the average of the family of similar schools and the average for Wales. In 2013, the proportion of pupils who achieved higher than the expected level was significantly higher in all learning areas in comparison with family of similar schools and all-Wales averages.

When comparing the school's results with those of similar schools in terms of the percentage of pupils who are entitled to free school meals, the school has performed in the top 50% for the Foundation Phase indicator over the last two years.

In key stage 2 in 2013, the proportion of pupils who achieved the core subject indicator was significantly higher than the averages for the family of similar schools and Wales. The percentage who achieve higher than the expected level was also significantly higher than the family and all-Wales averages in both languages, mathematics and science in 2013. However, these trends have been uneven over the last four years.

When comparing the school's results at the expected level with the results of similar schools in terms of the percentage of pupils who are entitled to free school meals, the school performed in the top 25% for the core subject indicator and the core subjects separately in 2013. However, the school's results have varied, moving the school between the top 25% and the lower 50% of similar schools over the previous four years.

### **Wellbeing: Good**

Nearly all pupils behave well and show high levels of motivation, interest and pride in their work. Throughout the school, the majority of pupils contribute their ideas effectively about what they would like to learn. However, pupils' ability to direct their own learning is inconsistent.

Nearly all pupils feel safe at school. They have positive attitudes towards healthy living, eating and drinking. They enjoy a variety of physical activities, which contribute well to their wellbeing.

Attendance rates over the last year are significantly higher than similar schools and national averages. This percentage has been consistently higher than that for schools in the family over the last four years and has placed the school among the top 25% of similar schools in terms of the percentage of pupils entitled to free school meals. Punctuality is good.

Many pupils accept responsibilities conscientiously within the school community. They benefit directly from the robust links existing between the school and visitors, along with visits to the local community, for example Canolfan Caeryglchu. Pupils' voice is given good attention and the school responds well to their ideas through the school council and the eco-council.

<b>Key Question 2: How good is provision?</b>	<b>Good</b>
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### **Learning experiences: Good**

The school plans a wide range of experiences, which engage and maintain the interest of most pupils effectively, including pupils with additional learning needs and those of higher ability. These experiences are based on all subjects and learning areas, and build systematically on pupils' previous knowledge, understanding and skills effectively.

Provision for developing literacy and numeracy skills is appropriate across the curriculum, and the school has effective plans for introducing the Literacy and Numeracy Framework in a structured way over the coming year.

There is effective provision across the curriculum, enabling pupils to develop a sound understanding of sustainability and global citizenship, in addition to the role and effect of the human race on the world. This element is one of the school's strengths.

Provision for the Welsh language and Welsh dimension is another of the school's strengths. The standard of polished and correct language models of all adults, in addition to the wide and varied range of rich experiences offered by the school, contributes significantly towards the high standards that are attained by pupils.

### **Teaching: Good**

The quality of teaching is effective throughout the school. Teachers use probing questions and refer specifically to what pupils already know, in order to extend their understanding and raise their standards. Support staff play an effective role in supporting learning throughout the school, and a positive working relationship exists between adults and children in all classes. Teachers have a sound understanding of the curriculum, and they explain new concepts clearly. However, the effectiveness of their short-term plans is inconsistent across key stage 2 and, in some classes, there is too much use of worksheets.

Teachers use a range of assessment for learning procedures fairly effectively, giving older pupils opportunities to reflect and correct their own work and that of their peers. This promotes independence in learning. Pupils' written work is marked regularly. However, constructive comments given by teachers are inconsistent. As a result, it is not always clear to pupils what they must do in order to improve.

The school has rigorous procedures for assessing and tracking pupils' progress, using standardised tests and teachers' assessments. Teachers understand the needs of pupils well and use this information to provide them with appropriate tasks in order for them to progress to the next stage in their learning.

Written reports to parents on their children's progress are comprehensive and clear, and comply fully with the requirements.



### **Care, support and guidance: Good**

The school is a caring community, in which adults and pupils treat each other with respect. As a result, the supportive ethos that exists ensures good learning.

The school has a suitable range of initiatives, which develop aspects of pupils' wellbeing effectively and promote healthy eating and drinking. There are effective discipline and anti-bullying policies and strategies, which promote high levels of behaviour and attendance successfully. Pupils and parents feel confident about approaching members of staff for advice and guidance, where necessary.

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

Provision for additional learning needs is thorough. The school identifies needs early and plans suitable provision of a high standard. The quality of support for pupils with physical disabilities is particularly effective. A variety of detailed individual needs plans are shared with support staff and parents, and are monitored and reviewed regularly, as appropriate. The school makes effective use of the knowledge and guidance of specialist external agencies. The quality, commitment and expertise of members of the school support staff are of a high standard.

### **Learning environment: Good**

The inclusive, calm and welcoming ethos is a strong feature at the school. Everyone works together effectively in order to help and support each other's work. An environment is promoted that ensures equal opportunities for all, where staff consider and value pupils' various backgrounds and act appropriately in line with this information. Staff ensure that the school's facilities are suitable for pupils with disabilities.

Staff and pupils make effective use of the building. Classrooms and public areas are colourful and contain polished displays of pupils' work and achievements, which stimulate learning. The building and playground are safe areas and are well maintained, with specific areas of the playground allocated to pupils of different ages. The new eco-garden, which was designed by the pupils, is a valuable resource for stimulating learning. However, the outdoor area has not been developed appropriately to promote outdoor education.

<b>Key Question 3: How good are leadership and management?</b>	<b>Good</b>
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### **Leadership: Good**

The headteacher has a clear vision, based on ensuring high standards and the children's happiness and wellbeing. He succeeds in conveying that vision to staff, pupils, parents and governors. He is supported well by the deputy headteacher and the management team. The school is an orderly community and it has clear structures and policies that contribute successfully towards realising its objectives.

The staff's job descriptions are clear and they work closely as a team and undertake their roles and responsibilities effectively.

The school responds positively to a number of local and national priorities. The staff have made a useful start in implementing the requirements of the Literacy and Numeracy Framework, and this is having a positive effect on pupils' standards, particularly in Welsh. Recently, Welsh reading skills were targeted, which led to a significant increase in standards. The principles of the Foundation Phase are implemented successfully.

The governing body supports the school well. Governors receive regular reports on pupils' performance and attainment. They are becoming more aware of how the school is performing in comparison with other similar schools. However, the governors' ability to challenge the school's performance effectively is only just beginning to develop.

### **Improving quality: Good**

The school has an accurate understanding of its strengths and areas for improvement. Self-evaluation is well established. The school uses a wide range of procedures to evaluate its work, and gives good consideration to the views of parents and pupils.

The self-evaluation process is rigorous, valid and based clearly on evidence from monitoring lessons, scrutinising pupils' work and very detailed data analysis. The leadership team contributes effectively to the process by creating comprehensive reports about the quality of provision. This enables the school to ensure that pupils are given appropriate support. These procedures contribute effectively to the self-evaluation report, which offers a balanced and accurate picture of the school.

There is a clear link between the self-evaluation procedure and the priorities in the school development plan. The plan focuses clearly on improving standards. All teachers understand the reasons that underpin each priority and are aware of their responsibility in implementing them. The plan has been costed carefully and the timetable for action and staff responsibilities is clear. The plan also includes success indicators and appropriate timescales for completing them. There are suitable arrangements in place to evaluate improvement.

### **Partnership working: Good**

The school works effectively with a range of partners. This has a positive effect on pupils' wellbeing and achievement. There is a strong and co-operative relationship between the school and parents. However, a few parents would appreciate more information about events and curricular activities on a termly basis, in order to support their children better.

The school works closely with the local nursery school and this ensures that children settle quickly when they start in the nursery class. Transition arrangements for pupils who transfer to the secondary school are suitable and prepare older pupils well for the next stage in their education.

The school works effectively with other schools in the catchment area through joint standardising and moderating. This has strengthened assessment work effectively.

There is a good relationship with external agencies and the local authority.

An appropriate partnership exists between the school and the local community. Pupils' contribution towards community activities, along with the large number of visitors to the school, enriches pupils' experiences well. It also effectively promotes their sense of the importance of community and their pride in their Welshness.

### **Resource management: Good**

The school manages its resources effectively. It is staffed appropriately for teaching the curriculum successfully. Full advantage is taken of staff expertise to offer interesting learning experiences. A good example of this is the use made of the expertise of an external teacher to teach music. The school uses ancillary staff effectively to support teaching and to support and care for pupils.

There is an appropriate emphasis on providing continuous professional development for all staff and performance management processes support this further. Networks of professional practice between key stage 2 teachers and other schools in the catchment area on extended writing have led to raising pupils' standards. Teachers make effective use of their non-contact time for planning, preparation and assessment to ensure suitable learning experiences.

The supply and effect of resources for teaching and learning are reviewed regularly and planning for future needs is done in a timely way. Effective use is made of the building.

Expenditure is managed carefully by the headteacher and the governing body.

The school provides good value for money.

## Appendix 1

### Commentary on performance data

#### Foundation Phase

By the end of the Foundation Phase in 2013, the proportion of pupils who achieved the Foundation Phase indicator was higher than the average for the family of similar schools and the average for Wales. The same is true for the percentage who achieved the expected level (outcome 5) in personal and social development, wellbeing and cultural diversity. The percentage who achieved the expected level in mathematical development, and language, literacy and communication in Welsh was higher than the family average but lower in comparison with the Welsh average.

In 2012, the proportion of pupils who achieved the Foundation Phase indicator and the expected level in the separate learning areas was higher than the averages for the family of similar schools and Wales.

The proportion of pupils who achieved higher than the expected level (outcome 6) in personal and social development, wellbeing and cultural diversity was higher than family and Wales averages in 2013. The proportion of pupils who achieved higher than the expected level in mathematical development was slightly higher than the family average but slightly lower than the average for Wales, and was similar to the family of schools average in language, literacy and communication in Welsh, but slightly lower than the average figure for Wales.

When comparing the school's results in 2013 for achieving the expected level with those of similar schools in terms of the percentage of pupils who are entitled to free school meals, the school performed in the top 25% in personal and social development, wellbeing and cultural diversity. It performed in the top 50% in terms of language, literacy and communication skills, and the lower 50% in mathematical development. In 2012, the school's performance was among the top 25% in mathematical development, and between the top 50% and 25% in personal and social development, wellbeing and cultural diversity, and mathematical development.

When comparing the percentage of pupils who achieved levels above the expected level (outcome 6) with results of similar schools in terms of the percentage of pupils who are entitled to free school meals, the school performed in the top 25% in the three learning areas in 2013. In 2012, the school's performance placed it among the top 25% in personal and social development, wellbeing and cultural diversity, and between the top 50% and 25% in language, literacy and communication skills and mathematical development.

## **Key stage 2**

By the end of key stage 2 in 2013, 100% of pupils were achieving the expected level or higher in Welsh or English, mathematics and science combined (the core subject indicator). This was higher than the averages for the family of similar schools and Wales. The trend has been uneven over the last four years. One hundred per cent of pupils also achieved the expected level in the separate core subjects. In 2013, the percentage who achieved higher than the expected level was significantly higher than the family and Wales averages in both languages, mathematics and science. The trend was uneven over the previous four years.

When comparing the percentage who achieved the expected level with the results of similar schools in terms of the proportion of pupils who are entitled to free school meals, the school performed in the top 25% for the core subject indicator and the subjects separately in 2013. However, the school's results varied, moving the school between the top 25% and the lower 50% of similar schools over the previous four years.

When comparing the percentage who achieved higher than expected levels with results in similar schools, the school performed in the top 25% in the four core subjects in 2013. During the previous four years, the school's performance varied, moving it between the top 25% and bottom 25% of similar schools.

Over a period of four years, there is no clear pattern in terms of the difference between the performance of boys and girls, nor between the pupils who are entitled to free school meals and those who are not.

## Appendix 2

### Stakeholder satisfaction report

#### Responses to learner questionnaires

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

	Number of responses Nifer o ymatebion	Cytuno Agree	Anghytuno Disagree	
I feel safe in my school.	65	64 98%	1 2%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	65	65 100%	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.	65	65 100%	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	65	65 100%	0 0%	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
		98%	2%	
There are lots of chances at school for me to get regular exercise.	65	65 100%	0 0%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	64	63 98%	1 2%	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.	65	65 100%	0 0%	Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddyysgu a gwneud cynnydd.
		99%	1%	
I know what to do and who to ask if I find my work hard.	65	65 100%	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.	65	61 94%	4 6%	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.	65	63 97%	2 3%	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.	64	63 98%	1 2%	Mae plant eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
		78%	22%	
Nearly all children behave well at playtime and lunch time	65	64 98%	1 2%	Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
		84%	16%	

## Responses to parent questionnaires

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

	Number of responses Nifer o ymatebion	Cytuno'n gryf Strongly Agree	Cytuno Agree	Anghytuno Disagree	Anghytuno'n gryf Strongly disagree	Ddim yn gwybod Don't know	
Overall I am satisfied with the school.	24	15 62%	8 33%	1 4%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	24	16 67%	8 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.	24	18 75%	4 17%	1 4%	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.	24	18 75%	6 25%	0 0%	0 0%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	0%		
Pupils behave well in school.	24	9 38%	15 62%	0 0%	0 0%	0	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	46%	4%	1%		
Teaching is good.	24	17 71%	7 29%	0 0%	0 0%	0	Mae'r addysgu yn dda.
		60%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	24	17 71%	6 25%	0 0%	0 0%	1	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.	24	16 67%	7 29%	0 0%	0 0%	1	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhentyn yn ei ddysgu yn yr ysgol.
		47%	40%	6%	1%		
Staff treat all children fairly and with respect.	23	17 74%	5 22%	0 0%	0 0%	1	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.	24	18 75%	5 21%	0 0%	0 0%	1	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		59%	36%	2%	0%		
My child is safe at school.	24	17 71%	7 29%	0 0%	0 0%	0	Mae fy mhentyn yn ddiogel yn yr ysgol.
		66%	31%	1%	0%		
My child receives appropriate additional support in relation to any particular individual needs'.	21	14 67%	6 29%	0 0%	0 0%	1	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		50%	35%	4%	1%		
I am kept well informed about my child's progress.	24	16 67%	7 29%	0 0%	1 4%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		49%	41%	8%	2%		

	Number of responses Nifer o ymatebion	Cytuno'n gryf Strongly Agree	Cytuno Agree	Anghytuno Disagree	Anghytuno'n gryf Strongly disagree	Ddim yn gwybod Don't know	
I feel comfortable about approaching the school with questions, suggestions or a problem.	24	17 71%	7 29%	0 0%	0 0%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		62%	31%	4%	2%		
I understand the school's procedure for dealing with complaints.	24	14 58%	9 38%	1 4%	0 0%	0	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		44%	39%	7%	2%		
The school helps my child to become more mature and take on responsibility.	24	13 54%	11 46%	0 0%	0 0%	0	Mae'r ysgol yn helpu fy mhentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		55%	39%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	20	11 55%	6 30%	1 5%	0 0%	2	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.	24	10 42%	10 42%	3 12%	1 4%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	38%	5%	1%		
The school is well run.	22	16 73%	5 23%	1 5%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	32%	3%	1%		



## Appendix 3

### The inspection team

Huw Watkins	Reporting Inspector
Edward Goronwy Morris	Team Inspector
John Dyer	Lay Inspector
Delyth Jones	Peer Inspector
Gareth Lloyd Parry	School Nominee

## Copies of the report

Copies of this report are available from the school and from the Estyn website ([www.estyn.gov.uk](http://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.