



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 Maes Edwin
School Lane
Flint Mountain
Nr. Flint
Flintshire
CH6 5QR**

Date of inspection: January 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

Ysgol Maes Edwin is a community primary school in the village of Flint Mountain, near the town of Flint. The school caters for pupils between the ages of three and 11. Currently, 61 pupils attend the school, including 10 who attend the nursery on a part-time basis. This is a substantial increase since the previous inspection. The school has two mixed-age classes and a nursery class.

Around 18% of pupils are entitled to free school meals, which is close to the average for the local authority and Wales. Most pupils are of white British ethnicity, with a very few pupils from minority ethnic backgrounds. No pupils speak Welsh as a first language or receive support for English as an additional language.

The school identifies that about 12% of pupils have additional learning needs, which is close to the average for Wales. No pupil has a statement of special educational needs.

The last inspection of the school was in January 2008. The headteacher was appointed in September 2000.

The individual school budget per pupil for Ysgol Maes Edwin in 2013-2014 means that the budget is £4,598 per pupil. The maximum per pupil in the primary schools in Flintshire is £15,097 and the minimum is £2,912. Ysgol Maes Edwin is sixth out of the 72 primary schools in Flintshire in terms of its school budget per pupil.

Summary

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

Current performance

The school's current performance is good because:

- nearly all pupils make good progress in many aspects of their work;
- pupils are well behaved and have positive attitudes to learning;
- pupils respond well to an interesting and varied curriculum that supports their learning effectively;
- the quality of teaching is good and teachers use assessment appropriately to ensure pupils build well on their skills and learning; and
- the school provides very effective support for pupils' individual needs.

Prospects for improvement

The school's prospects for improvement are good because:

- the headteacher and deputy headteacher provide strong leadership and a clear direction for the school;
- they have the support of a committed staff and an effective governing body;
- there are strong partnerships with a range of other providers and staff use these links well to raise standards;
- the self-evaluation processes provide a clear and accurate appraisal of the school's strengths and areas for improvement; and
- senior managers ensure that the school's planning for improvement has a positive impact on improving the quality of teaching and learning.

Recommendations

- R1 Improve pupils' Welsh language skills in key stage 2
- R2 Ensure that pupils in key stage 2 achieve good standards in information and communication technology
- R3 Develop the independent learning skills of key stage 2 pupils
- R4 Provide more opportunities for pupils in key stage 2 to use their numeracy skills to support their work across the curriculum
- R5 Improve attendance

What happens next?

The school will draw up an action plan which shows how it is going to address the recommendations. The local authority will monitor the school's progress.

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

The tracking of pupils' progress shows that nearly all pupils make good progress from their starting points in many aspects of their work. A few pupils who enter school with very low basic skills make very good progress.

Pupils in the Foundation Phase achieve good standards in developing their oracy skills. They listen carefully in lessons and speak confidently when responding to questions. In key stage 2, pupils continue to develop their speaking skills well. Many pupils respond well orally, but a few do not always listen as well as they could.

Nearly all pupils make very good progress in developing their reading skills. Older pupils in the Foundation Phase talk knowledgeably about their favourite authors and a range of books. Most read texts accurately and talk about what they have read with understanding. They use their knowledge of letter sounds well when they encounter unfamiliar words. In key stage 2, nearly all pupils are making very good progress in developing the fluency of their reading. Pupils who are more able use higher order reading skills confidently, such as skimming and scanning, to locate specific information in texts. Pupils in the Foundation Phase have a good basic understanding of how to use information books effectively, but many pupils in key stage 2 do not build on these skills sufficiently.

Nearly all pupils make good progress in developing their writing skills. Older pupils in the Foundation Phase write at length and use interesting vocabulary. Many begin to make good use of basic punctuation, form letters correctly and spell simple words accurately. As pupils move through key stage 2, they develop the content of their written work well. Most write at length, using interesting and varied vocabulary. Many do not take sufficient care with the presentation of their work. Pupils across the school make good use of their literacy skills to support their work across the curriculum.

In both key stages, pupils make good progress in developing a range of mathematical skills. By the end of the Foundation Phase, pupils are developing good numerical skills. Most have a sound knowledge of simple shapes, measure objects accurately and understand simple graphs. They use their skills well in a range of areas of learning. Pupils in key stage 2 develop a good understanding of place value, decimals and fractions. They are able to interpret a range of graphs and use skills, such as tallying, very effectively. They develop good numerical reasoning skills and have a good understanding of mathematical language. Many do not use their measuring skills accurately enough. Although key stage 2 pupils make good progress in mathematic lessons, they do not make full use of these skills in other subjects.

Pupils in the Foundation Phase develop their skills well in information and communication technology (ICT) using a range of equipment, such as the interactive

whiteboard and programmable toys. In key stage 2, pupils use ICT well for a narrow range of purposes, including preparing presentations, word processing and undertaking research. Their ability in other aspects of ICT is limited.

Pupils throughout the school have positive attitudes to learning Welsh. They respond appropriately to instructions in Welsh. They use a range of simple sentence patterns and questions accurately and confidently. However, pupils do not make enough progress in their skills by the end of key stage 2, and their ability to use phrases they have learned in a different context is limited.

Pupils entitled to free school meals attain as well as other groups of pupils. Pupils with additional learning needs achieve well against the targets in their individual education plans. Boys and girls achieve equally well from their starting points.

There are small numbers of pupils in each year group. This can significantly affect the school's overall performance from one year to the next in end of key stage assessments in comparisons with national benchmarks.

Performance at the end of the Foundation Phase was lower in 2013 than in 2012. In 2012, all pupils achieved at least the expected outcome (outcome 5) in language, literacy and communication and in mathematical development. This placed the school in the top 25% when compared with similar schools. In 2013, performance in language, literacy and communication placed the school in the lower 50%, with performance in mathematical development in the bottom 25%. Performance at the higher-than-expected outcome (outcome 6) in 2012 and 2013 was weak, with results in both areas of learning in the bottom 25% when compared with those of similar schools.

At the end of key stage 2, performance has remained relatively stable over the past four years, with most pupils achieving the expected level (level 4). Performance has fallen at the higher-than-expected level (level 5). When compared to similar schools, performance at level 4 placed the school in the top 25% in 2010 and 2011, but in the bottom 25% for the last two years. Performance at level 5 has placed it in the bottom 25% for the last four years.

Wellbeing: Adequate

Nearly all pupils have a positive attitude to adopting healthy lifestyles, including taking regular exercise. They understand the importance of healthy eating and drinking.

Pupils feel safe and secure in school. They are eager to learn and participate well in lessons. They are polite and the standard of behaviour is good. Most pupils have a good understanding of their own targets for literacy and numeracy. Pupils in the Foundation Phase develop good independent learning skills, but pupils in key stage 2 develop these skills to a far lesser extent.

Pupils develop a good understanding of the local community, for example through the recent centenary celebration of the opening of the school. Pupils participate fully in the life of the school, make decisions about initiatives and take on additional

responsibilities enthusiastically. Recent visitors to school who have talked about their occupations have developed pupils' understanding of the world of work effectively.

The school council and eco committee are proactive in seeking to improve the school in the areas they decide require attention. Recently, pupils have taken responsibility for choosing and purchasing playground equipment with money they raised through fundraising.

Pupil attendance rates do not compare well with local and national averages. Attendance for the previous academic year was 92%. Over the past three years, pupils' attendance levels have placed the school in the bottom 25% when compared with similar schools. This is a significant shortcoming. Nearly all pupils arrive punctually at the start of the school day.

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

The curriculum is broad and balanced and meets the requirements of the Foundation Phase and the National Curriculum. Teachers work together well to plan a rolling programme around many interesting topics. Good arrangements exist to meet the needs of pupils with additional learning needs and more able pupils in classes and withdrawal groups. Educational visits to places in the locality and further afield, together with visitors to the school, deepen pupils' understanding of the topics they study effectively.

Teachers have clear plans in place for the development of pupils' literacy skills. Their plans are beginning to include references to the national Literacy and Numeracy Framework. The planning ensures that pupils build effectively on their previous learning as they move through the school. Planning for the development of pupils' numeracy and ICT skills, especially their use across the curriculum, is less secure in key stage 2. Teachers' planning for ICT skills is frequently restricted due to limited resources.

Provision for teaching Welsh is good in the Foundation Phase. Staff plan activities that engage pupils' interest and develop their skills well. In key stage 2, staff plan tasks that are often creative and imaginative. However, provision for developing pupils' speaking, reading and writing skills across key stage 2 is not yet systematic enough. Staff make good use of geography and history topics to cover aspects of the heritage and culture of Wales.

The school promotes pupils' awareness of sustainable development well. The eco committee plays an active role in ensuring that all pupils understand the importance of initiatives to 'reduce, reuse and recycle'. Pupils' understanding of different cultures and lifestyle is developing well, for example through the study of life in Botswana and pupils writing to children in Germany.

Teaching: Good

In nearly all cases, teachers provide a suitable range of activities to cater for pupils of different abilities. All teachers include clear objectives for each lesson and share these regularly with pupils to provide a focus for their learning. They have good up-to-date subject knowledge and use skilful questioning that develops pupils' understanding well. In all classes, teachers have good working relationships with pupils. Learning support assistants participate fully in lessons and provide good support for individuals and groups of pupils. In a very few lessons, teaching, mainly in key stage 2, is less effective when the pace of the lesson is too slow or work is not matched closely enough to pupils' ability. Mathematic tasks do not match pupils' ability well enough.

Staff regularly assess the progress of individual pupils and use this information effectively to plan the next steps in their learning. The school also uses assessment well to identify pupils who need additional support. All teachers provide good verbal feedback to pupils and they mark pupils' work regularly. They regularly involve pupils in the assessment of their own work and that of others. Marking is effective in showing pupils the strengths in their work, but it does not provide enough information on what they need to do in order to improve.

Annual reports to parents are informative and meet statutory requirements. Parents are kept well informed through parents' meetings and have the opportunity to comment on the end-of-year reports.

Care, support and guidance: Good

There are appropriate arrangements for promoting healthy eating and drinking, with good opportunities for regular exercise. The school provides pupils with healthy snacks at break time and promotes the importance of healthy eating with regard to lunchboxes in communication with parents.

Staff provide a suitable range of experiences that support pupils' spiritual, moral, social and cultural development well. Whole school assemblies emphasise moral values, such as sharing and respecting others. Visits to the local church, chapel and Flint Castle effectively promote pupils' spiritual and cultural development. The school has effective arrangements for promoting good behaviour and dealing with any incidents of bullying that occur. As part of the school improvement plan, the school is working closely with parents to improve pupils' attendance, but this has had limited impact thus far.

The school makes good use of a wide range of external agencies and support services to provide useful guidance and support for staff, pupils and parents.

Staff have a detailed understanding of pupils' additional learning needs. They identify these needs at an early stage and provide pupils with appropriate intervention programmes that enable them to make good progress. The school sets clear targets for pupils in their individual educational plans and assesses their progress regularly in meeting these targets.

The school's arrangements for safeguarding pupils meet requirements and give no cause for concern.

Learning environment: Good

The school is welcoming to pupils, parents and visitors. There is a caring ethos and a supportive atmosphere in the school that pupils and parents appreciate greatly. All pupils are valued and receive equal access to all areas of the school's provision. Staff promote diversity well.

The school building provides a clean and pleasant learning environment. Accommodation is sufficient for the number of pupils on roll. Displays throughout the school celebrate pupils' achievements well and provide a good focus for learning. The school grounds are extensive and well equipped with large outdoor play equipment. There is a secure outdoor area for Foundation Phase pupils.

There is a suitable range of learning resources that meets pupils' needs well, except for ICT resources, which are limited and unreliable.

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

The headteacher has a clear vision for the school, which emphasises its inclusive ethos and the promotion of pupils' enjoyment in learning. Staff and governors share this vision well. The headteacher and deputy headteacher work well as a team and have developed other staff to undertake their roles effectively. All staff have clear job descriptions and their roles are well defined.

Senior leaders use information from the regular monitoring of lessons and the analysis of pupils' progress to establish a clear strategic direction for the school. There are well-planned staff meetings that focus well on school improvement issues. The school succeeds in meeting local and national priorities, for example in improving curriculum planning to meet the requirements of the national Literacy and Numeracy Framework.

Governors provide good support for the school and have a good knowledge of the school's strengths and areas for development. They understand how well the school performs in comparison with other schools, and are increasingly willing to question reports and to challenge the school about how well it is doing.

Improving quality: Good

The school has a well-established process for self-evaluation in place. Managers seek the views of all staff, pupils and parents, and use the information effectively. The governing body plays an active role in the self-evaluation process. Managers make good use of the analysis of performance data and the monitoring of lessons to inform the self-evaluation report. The report provides a concise overview of the school and identifies appropriate areas where the school needs to make improvements.

Managers use the information from self-evaluation well to determine clear, valid priorities for school improvement. The school development plan contains detailed actions, the responsibilities of staff for implementing the actions and the funding required. However, the plan does not include success criteria that focus clearly enough on pupil outcomes. The school's planning for improvement has led to measureable improvement, for example in raising standards in reading.

The school has addressed most of the recommendations from the last inspection. There has been particularly good progress in ensuring that pupils use their literacy skills to support their work across the curriculum. Standards in Welsh have also improved, but pupils' use of Welsh in key stage 2 is still limited.

Partnership working: Good

The school has a wide and appropriate range of effective partnerships. Staff work closely with the pre-school playgroup on site to ensure a smooth transition for nursery pupils when they move into nursery. It has well-established links with the secondary schools to which pupils transfer and also with other primary schools nearby and in its family of schools. Each of these links has a positive impact on pupils' learning. The school has a strong partnership with parents and keeps them well informed through regular newsletters and the school's website. It actively encourages parents to help in a variety of activities both during the school day and on educational visits.

The school has developed a good partnership with a local initial teacher training institution through its support of trainee teachers. A joint project to teach pupils how to manage money is a good example of the successful liaison with local businesses. Links with the local community are diverse and include using places of worship for school events and working with the local football club. The inclusion of members of the community in the recent school centenary celebrations is a good example of successful links with the community. The school's involvement with a range of agencies to support pupils with additional learning needs is particularly effective in securing good outcomes for these pupils in terms of their learning and wellbeing.

Resource management: Good

Managers deploy teaching and support staff well to make the best use of their knowledge and skills. They have well-established procedures for performance management and generate good opportunities for staff to progress and to improve their skills. Staff use the school building, outside learning areas and resources well to support pupils' learning.

Staff have worked effectively in professional learning communities with local schools on the moderation of standards in the Foundation Phase, and with some family schools on a key stage 2 numeracy project. They are currently developing a working committee within the school to support the teaching of reading. The school benefits greatly from the work staff do as part of these learning communities.

The school makes good use of its allocated budget and generally manages its available finances efficiently. The school currently has a small deficit, but has a clear

plan to eliminate this by the next financial year. The headteacher, supported by the local authority and the governing body, monitors spending regularly to ensure that it links closely to the school's agreed priorities for improvement.

As pupils generally achieve well within broadly effective provision, the school provides good value for money.

Appendix 1

Commentary on performance data

There are small numbers of pupils in each year group. This can significantly affect the school's overall performance from one year to the next in end of key stage assessments in comparisons with national benchmarks.

At the end of the Foundation Phase in 2012, all pupils achieved at least the expected outcome (outcome 5) in all assessed areas of learning. In 2013, performance at outcome 5 was lower than in 2012. When performance in 2013 is compared with that of the family of schools, results in language, literacy and communication are above the family average, but performance in mathematical development and personal and social skills is below.

Performance at the higher-than-expected outcome (outcome 6) was lower in 2013 than in 2012 in all assessed areas. In 2013, no pupil achieved outcome 6 in mathematical development, and performance in all areas was the lowest in the family group.

When compared with similar schools in 2012, performance at outcome 5 placed the school in the top 25%. In 2013, performance in language, literacy and communication placed it in the lower 50% and in the other assessed areas the school was in the bottom 25%. At outcome 6 in 2012 and 2013, performance in language, literacy and communication and in mathematical development placed the school in the bottom 25%. Performance in personal and social skills placed it in the lower 50% in 2012, but in the bottom 25% in 2013.

At the end of key stage 2, performance at the expected level (level 4) has remained relatively stable over the past four years, with most pupils achieving level 4 in English, mathematics and science. No pupils have achieved the higher-than-expected level (level 5) has over the past three years. When compared with similar schools, performance at level 4 placed the school in the top 25% in 2010 and 2011, but in the bottom 25% in the last two years. At level 5, performance over the last four years has placed it in the bottom 25%. In 2013, performance at levels 4 and 5 in all subjects was the lowest in the family group.

There has been no significant difference between the performances of boys compared to girls over the last four years, except at the end of the Foundation Phase where girls outperform the boys at outcome 6.

Appendix 2

Stakeholder satisfaction report

Responses to learner questionnaires

Primary Questionnaire (Overall)

denotes the benchmark - this is a total of all responses since September 2010.

	Number of responses Nifer o ymatebion	Agree Cytuno	Disagree Anghytuno	
I feel safe in my school.	24	24 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	24	21 88%	3 12%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	24	24 100%	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	24	24 100%	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.	24	23 96%	1 4%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	24	23 96%	1 4%	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.	24	23 96%	1 4%	Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddsygu a gwneud cynnydd.
		99%	1%	
I know what to do and who to ask if I find my work hard.	24	23 96%	1 4%	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.	24	19 79%	5 21%	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.	24	20 83%	4 17%	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.	24	7 29%	17 71%	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	24	20 83%	4 17%	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 a total of all responses 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.	14	4 29%	7 50%	3 21%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	14	9 64%	5 36%	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.	13	8 62%	5 38%	0 0%	0 0%	0	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.	14	6 43%	5 36%	2 14%	0 0%	1	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	14	2 14%	11 79%	0 0%	0 0%	1	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	46%	4%	1%		
Teaching is good.	14	6 43%	5 36%	0 0%	0 0%	3	Mae'r addysgu yn dda.
		60%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	13	6 46%	5 38%	1 8%	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.	14	4 29%	2 14%	5 36%	2 14%	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.	14	8 57%	4 29%	2 14%	0 0%	0	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		58%	34%	3%	1%		
My child is encouraged to be healthy and to take regular exercise.	14	7 50%	7 50%	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.	14	7 50%	4 29%	3 21%	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.	13	5 38%	5 38%	0 0%	1 8%	2	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		50%	34%	4%	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	
I am kept well informed about my child's progress.	14	4 29%	6 43%	4 29%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		49%	41%	8%	2%		
I feel comfortable about approaching the school with questions, suggestions or a problem.	14	8 57%	4 29%	1 7%	1 7%	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.	14	7 50%	2 14%	4 29%	1 7%	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.	14	7 50%	7 50%	0 0%	0 0%	0	Mae'r ysgol yn helpu fy mhlentyn 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.	13	2 15%	4 31%	3 23%	0 0%	4	Mae fy mhlentyn 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.	13	5 38%	2 15%	5 38%	0 0%	1	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	38%	5%	1%		
The school is well run.	14	4 29%	3 21%	4 29%	3 21%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	33%	3%	2%		

Appendix 3

The inspection team

Jane Williams	Reporting Inspector
Rhiannon Harris	Team Inspector
Peter Haworth	Lay Inspector
Jessica Stuart-Lyon	Peer Inspector
John Plunkett	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.