



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 Sant Dunawd
Sandown Road
Bangor-On-Dee
Wrexham
LL13 0JA**

Date of inspection: October 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:

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 Sant Dunward is in the village of Bangor on Dee. Pupils come from a wide range of backgrounds and live in the village or the surrounding rural areas.

The school caters for pupils between the ages of three and 11. Currently, 120 pupils attend the school, including 16 who attend the nursery on a part-time basis. Pupil numbers have fallen since the last inspection. The school is organised into five classes, three of which have pupils from mixed age groups. No pupils speak Welsh as a first language and a very few receive support for English as an additional language. There are a very few pupils from ethnic-minority communities.

Ten per cent of pupils are entitled to free school meals, which is lower than the local authority and all-Wales averages. The school has identified 12% of pupils as having additional learning needs and a few pupils have a statement of special educational need.

The headteacher has been in post since January 2013 and the school was last inspected in October 2007. There have been regular changes in the senior management team during the last four years.

The individual school budget per pupil for Ysgol Sant Dunawd in 2013-2014 means that the budget is £3,501 per pupil. The maximum per pupil for the primary schools in Wrexham is £9,653 and the minimum is £2,876. Ysgol Sant Dunawd is 31st out of the 60 primary schools in Wrexham in terms of its school budget per pupil.

Summary

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

Current performance

The overall judgement for the school's current performance is adequate.
The school's strengths are that:

- nearly all pupils achieve good standards in many aspects of their work;
- the school provides a close, caring environment where each child is valued as an individual;
- the school caters well for pupils' individual needs; and
- pupils enjoy school, are eager to learn and nearly always behave well.

However:

- pupils do not always apply their skills well across the curriculum;
- a few more able pupils, particularly in the Foundation Phase, do not achieve as well as they could; and
- the quality of teaching is too varied.

Prospects for improvement

Although it is too early for the recent improvements to have affected the overall standards or quality of provision, the prospects for improvement are good because:

- the recently-appointed headteacher provides strong leadership and a clear direction for the school;
- she has the support of a committed staff and supportive governing body;
- the school has a strong partnership with parents and links with local schools that enrich the curriculum; and
- planning for improvement has a clear focus on raising standards and the quality of provision.

Recommendations

- R1 Improve the quality of pupils' writing
- R2 Raise standards in information and communication technology
- R3 Ensure that pupils use their literacy, numeracy and thinking skills across the curriculum.
- R4 Ensure that teaching across the school is of a consistently high quality and challenges all pupils to achieve well
- R5 Develop the use of assessment so that it impacts fully on the standards that pupils achieve

What happens next?

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

Main findings

Key Question 1: How good are outcomes?

Adequate

Standards: Adequate

Pupils represent the full range of ability, with attainment on entry above the local average. Nearly all pupils have a sound recall of previous learning and apply their learning confidently in new situations. However, a few most able pupils do not achieve as well as they could.

Pupils develop their oracy skills well, so that by the end of key stage 2 nearly all listen attentively during lessons and speak very confidently.

Nearly all pupils make good progress in developing their reading skills. In the Foundation Phase, pupils talk knowledgeably about their favourite authors and a wide range of books with which they are familiar. They read texts with confidence and use their knowledge of letter sounds well to decipher words with which they are not familiar. Foundation Phase pupils are unclear about how to locate information in non-fiction texts. By the end of key stage 2, nearly all pupils are self-motivated and confident readers. They are able to predict how a story may develop and what the outcome might be. Key stage 2 pupils are familiar with a range of different reference books and know how to use them.

In the Foundation Phase, pupils develop their writing skills well. Older pupils in the Foundation Phase write at length and use interesting and imaginative vocabulary. Pupils in key stage 2 continue to make good progress in developing the content of their written work. All ability groups produce lively and thoughtful work. Pupils in both key stages achieve higher standards in writing when involved in literacy sessions than when they use their writing to support their work in other areas of the curriculum. Many pupils make insufficient progress in developing accurate spelling, correct use of punctuation and handwriting of a good quality. Although pupils develop their numeracy skills well in mathematics lessons, they make limited use of these to support their work in a range of other subjects. Pupils use information and communication technology (ICT) competently, for a limited range of purposes, including preparing presentations, word processing and undertaking research. Their ability in other aspects of ICT is limited.

By the end of key stage 2, pupils confidently use Welsh phrases and sentences allowing them to ask and answer questions and hold a simple conversation. Their pronunciation is good. They make steady progress in developing their reading and writing skills in Welsh.

Pupils entitled to free school meals attain as well as other groups of pupils. The tracking of progress shows that there is no significant difference between the attainment of boys and girls. Pupils with additional needs achieve well against the targets in their individual education plans

Overall, attainment in 2013 at the end of the Foundation Phase was higher than at the end of 2012. However, performance in 2013 at outcomes 5 and 6 in language literacy and communication and mathematical development remained below the average for other schools in the same family. In 2013, all pupils achieved outcome 5 in personal and social development, wellbeing and cultural diversity but the percentage who achieved outcome 6 was well below the family average.

When compared to similar schools, the school's position in 2013 was higher than in 2012 at outcomes 5 and 6 in nearly all areas of learning. However, performance in mathematical development at outcome 5 remained in the lower 50%.

Performance over the past four years at the end of key stage 2, has remained relatively stable at the expected level 4, but has fallen at the higher level 5. In 2013, performance at level 4 was close to the family average but attainment at level 5 in mathematics and science was well above the family average.

Performance at the higher level 5 has generally been in the top 25% over the past four years when compared to performance levels in similar schools. However, in 2013, performance fell to the higher 50% in English and to the lower 50% in science.

Wellbeing: Good

Nearly all pupils settle quickly at the start lessons. They are enthusiastic learners who are eager to participate and concentrate well. Nearly all pupils' behaviour is of a consistently good standard. They show courtesy and respect to each other, staff and visitors. Pupils feel safe in school and know whom to approach for support. All pupils develop a secure understanding of how to keep healthy and safe. Attendance at about 95% compares well with that of similar schools. Nearly all pupils arrive at school punctually.

The school council and the eco committee play a valuable part in school life. Many pupils have worked successfully with parents and the community, for example in funding the school's new 'trim trail' playground equipment. Pupils engage enthusiastically in extra-curricular activities.

Nearly all pupils can work well independently and co-operate well with others during partnered work and group activities. At the start of topics, pupils make valuable contributions, indicating what they already know and what they would like to learn. In the Foundation Phase, pupils make good progress in developing their thinking skills. Older pupils do not use their thinking skills as effectively and many pupils do not fully recognise how to improve their own learning.

Pupils undertake a range of everyday tasks with maturity. Their social and life skills are developing successfully, preparing them well for life and work outside school.

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

Overall, the school provides a varied curriculum with an appropriate range of learning experiences. Foundation Phase staff cover all areas of learning through plans that

provide a broad range of interesting activities. In key stage 2, planning does not clearly show how subjects and activities build upon pupils' existing knowledge. The school uses visits and visitors effectively to improve the breadth of the curriculum. Staff provide a wide range of after school activities that develop pupils' skills well.

In the Foundation Phase, teachers provide good opportunities for pupils to use their literacy and thinking skills in all areas of learning. In key stage 2, the overall planning of the curriculum does not include sufficient opportunities for pupils to develop these skills in a range of subjects. In both key stages, staff provide insufficient opportunities for pupils to develop the use of numeracy and ICT skills across the curriculum. Staff have begun to use the national literacy and numeracy framework to ensure that the provision for key skills is rigorous, but this is at an early stage of development.

Welsh lessons are of a high quality, concentrating appropriately on oracy skills, but also helping pupils to read and write in Welsh. Teachers plan good opportunities for pupils to learn about Welsh culture and heritage, particularly in the Foundation Phase. The school has a Welsh 'phrase of the week', but staff do not use this as effectively as they could.

The school provides pupils with a good range of opportunities to learn about sustainability and global citizenship.

Teaching: Adequate

In many lessons, teachers enthuse and inspire pupils. All teachers have good up-to-date subject knowledge. Nearly all teachers provide work that engages pupils. They ensure that there is good pace to their lessons and use skilful questioning that develop pupils' understanding. Nearly all teachers have good working relationships with pupils and manage their behaviour well. Learning support assistants participate fully in lessons and provide good support for individuals and groups of pupils. At the start of lessons, teachers always share the intention of the lesson and the success criteria with pupils. However, staff miss opportunities to refer back to these objectives during the lesson and therefore the strategies do not impact sufficiently on pupils' learning. In a few lessons, teachers do not sufficiently challenge the more able pupils.

Staff regularly assess the progress of individual pupils and use this information effectively to identify pupils who need additional support. In the Foundation Phase, staff use assessment particularly well, updating lessons on a daily basis in response to assessments made. In key stage 2, staff do not make full use of assessment to ensure challenge for all pupils. All staff provide good verbal feedback to pupils during lessons and mark pupils' work regularly. However, most marking is not effective in showing pupils what they do well and what they need to do to improve their work.

Reports to parents are comprehensive and meet statutory requirements.

Care, support and guidance: Good

The school provides a high level of care, support and guidance for its pupils. Staff use a good range of strategies and programmes to support pupils' personal development, including their spiritual, moral, social and cultural development. They use effective strategies to encourage good behaviour and to develop pupils' understanding of how to keep healthy and safe. The school has the appropriate arrangements to promote healthy eating and drinking. Staff work closely with a range of external and support services and use their advice effectively.

The school identifies pupils with additional needs early and effectively. Teachers and learning support staff provide a range of valuable support for pupils that meet their individual needs well. These pupils have individual educational plans that include relevant and specific targets. Staff regularly review pupils' progress and are beginning to involve pupils in evaluating how well they are meeting their targets. The school ensures that parents are fully involved and seeks support from outside agencies whenever it is appropriate. Nearly all parents feel able to approach the school for support and guidance concerning any additional need their child may have.

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

Learning environment: Good

The school is a caring environment where staff value each pupil as an individual. Staff promote the importance of diversity well and ensure equal access for all pupils to all activities.

Senior managers ensure that accommodation is of a good quality and very well maintained. The school provides an environment that promotes learning successfully and is sufficient for the current number of pupils. Wall displays are attractive and enhance the supportive atmosphere within the school. The school has particularly good outdoor areas enhanced, for example, by a forest area and trim trail. The small school library is in need of updating.

The school has a generally good range of resources that match pupils' needs for most areas of the curriculum. However, resources for ICT and reading are insufficient.

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

The overall judgement for leadership and management is higher than the judgement awarded for Key Question 1. This is because recent changes made by the new headteacher have not yet had time to improve the overall standards that pupils achieve.

The recently appointed headteacher has a clear vision for the school and is providing strong leadership. She has high expectations of staff and pupils and leads effectively by example. She is fully aware of the school's strengths and has already made a number of effective changes to address weaknesses. For example, she has introduced a very effective system of behaviour management, which all pupils and parents understand. She works closely with the acting deputy headteacher, who is successfully leading developments in the Foundation Phase. Staff work together as a close and committed team and are enthusiastically supporting senior managers' drive to improve provision and raise standards.

Teachers are fully involved in the well-established process of performance management but senior managers do not provide learning support staff with formal feedback on their performance. Senior managers use the performance management process to identify training opportunities for staff. This has a positive impact, for example, on raising the standards that pupils achieve in Welsh. The school has made good progress in addressing national priorities. Staff have implemented the Foundation Phase very effectively and are beginning to make good use of the national literacy and numeracy framework.

Governors support the school well and meet their statutory requirements. They have a good understanding of data on pupils' attainment and provide challenge for senior managers. The governing body's role in monitoring teaching and learning is developing well. For example, a governor's recent participation in a tour of classrooms has given governors useful insights into the school's current position.

Improving quality: Adequate

In the few months since her appointment, the headteacher, working with the acting deputy headteacher, has thoroughly evaluated every aspect of the school's provision. She has analysed pupils' attainment data, spent time in classrooms, spoken to pupils and monitored their written work. She has listened carefully to pupils and parents in formal and informal settings and has sought the views of teachers about matters in which they play a lead role. The self-evaluation report compiled by senior staff presents a detailed and accurate evaluation of the school. Governors have discussed the report thoroughly.

Although the school has only recently adopted these self-evaluation arrangements, they have already led to many important improvements in diverse aspects of the school's work, including pupils' behaviour, the mix of year groups within classes and the advancement of pupils' ICT skills.

Senior managers have used the main areas identified for development as priorities for the school improvement plan. The school improvement plan identifies suitable priorities and is already having a positive impact on standards.

The scale of improvement secured in the last few months contrasts sharply with the unsatisfactory progress the school has made in implementing the recommendations of the last inspection report.

Partnership working: Good

Over recent months, the school has worked hard to strengthen links with parents. They receive regular correspondence from the school, including informative weekly newsletters. Staff provide extended homework tasks that enable parents to see how well their children are progressing and to be involved in the work with them. Foundation Phase staff provide parents with useful guidance on how to help their children improve their reading skills.

The school has good links with the village playgroup. These help children to become acquainted with the school and nursery teacher before they start in school. Working with local schools, staff have established many worthwhile events to help pupils in Year 6 experience life and work in the high school before they transfer.

Local authority officers have provided strong support for the school and senior managers act on their advice, for example in developing provision in the Foundation Phase.

Staff work closely with teachers in nearby schools to broaden the range of activities available to pupils, particularly in physical education. As a result of work in partnership with other schools, Foundation Phase staff have implemented new strategies which have led to marked improvements in pupils' attainment in mathematics.

Resource management: Adequate

Senior managers have recently undertaken a review of classroom responsibilities and, as a result, the school deploys teachers well, making best use of their skills and experience. Staff have attended a range of relevant training, particularly in the teaching of Welsh and the implementation of the Foundation Phase. Senior managers ensure that learning support assistants are able to use their expertise and relevant training effectively in diverse roles across the school.

A recent reallocation of teaching rooms has enabled the school to use the indoor and outdoor spaces well. The library provides an adequate selection of books but is underdeveloped as a resource centre where pupils can undertake research.

The headteacher and the governing body's finance committee monitor the school's budget carefully and they are now maintaining an appropriate end-of-year reserve.

There have been many positive recent changes. However, there has not yet been sufficient time for the changes to fully impact on pupils' overall standards or the quality of provision. Therefore, the school provides adequate value for money.

Appendix 1

Commentary on performance data

In 2013, attainment at the end of the Foundation Phase at the expected outcome 5 in language literacy and communication and mathematical development was below the average for other schools in the same family. In those areas of learning, attainment was slightly higher in 2013 than it was in 2012. All pupils achieved at least outcome 5 in personal and social development, wellbeing and cultural diversity in 2012 and 2013. Performance at outcome 5 in 2013 was above the all-Wales averages in all three areas of learning.

Performance at the higher outcome 6 was above the all-Wales averages for language, literacy and communication and mathematical development, but below the family average. In personal and social development, wellbeing and cultural diversity, attainment at outcome 6 was well below the all-Wales and family averages.

When compared to levels in similar schools, performance at outcome 5 in language literacy and communication rose from the lower 50% in 2012 to the higher 50% in 2013. Attainment in mathematical development was in the lower 50% in 2012 and 2013.

Performance at outcome 6 improved in all areas of learning over this period when compared to that of similar schools. In 2012, performance in all areas of learning was in the bottom 25%. Performance in language, literacy and communication rose to the higher 50% in 2013; in mathematical development results rose to the top 25%; and in personal and social development, wellbeing and cultural diversity results were in the lower 50%.

Performance over the past four years at the end of key stage 2 has remained relatively stable at the expected level 4, but has fallen at the higher level 5. At the end of key stage 2 from 2010 to 2012, all pupils achieved the expected level 4 or above in all subjects. In 2013, attainment fell slightly in all subjects but remained above the all-Wales averages and close to the family averages.

Performance in all three subjects at the higher level 5, was well above the all-Wales averages in 2013. Performance in English, mathematics and science was well above the family averages.

When compared with that of similar schools, attainment at levels 4 and 5 was in the top 25% for all subjects in 2010. In 2013, performance at level 5 remained in the top 25% but performance at level 4 in English and mathematics fell to the higher 50% and in science results were in the lower 50%.

In key stage 2 at level 4, the difference between the performance of boys and girls is similar to of the average for the family. However, the boys performed better than the girls at level 5.

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.	57		57 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
			98%	2%	
The school deals well with any bullying.	57		53 93%	4 7%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			92%	8%	
I know who to talk to if I am worried or upset.	57		56 98%	1 2%	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	57		55 96%	2 4%	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.	57		57 100%	0 0%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			96%	4%	
I am doing well at school	57		57 100%	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.	57		57 100%	0 0%	Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddysgu a gwneud cynnydd.
			99%	1%	
I know what to do and who to ask if I find my work hard.	57		56 98%	1 2%	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.	57		55 96%	2 4%	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.	57		57 100%	0 0%	Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
			95%	5%	
Other children behave well and I can get my work done.	57		45 79%	12 21%	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	56		48 86%	8 14%	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.	39	17 44%	21 54%	0 0%	0 0%	1	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	38	22 58%	16 42%	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.	39	26 67%	13 33%	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.	38	17 45%	20 53%	0 0%	0 0%	1	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	0%		
Pupils behave well in school.	38	11 29%	22 58%	3 8%	0 0%	2	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	46%	4%	1%		
Teaching is good.	39	15 38%	22 56%	0 0%	0 0%	2	Mae'r addysgu yn dda.
		60%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	38	15 39%	21 55%	1 3%	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.	38	12 32%	20 53%	4 11%	0 0%	2	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.	39	16 41%	17 44%	5 13%	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.	39	20 51%	17 44%	0 0%	0 0%	2	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.	38	16 42%	20 53%	0 0%	0 0%	2	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'.	37	9 24%	19 51%	3 8%	0 0%	6	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.	37	5 14%	24 65%	5 14%	1 3%	2	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.	39	15 38%	18 46%	4 10%	1 3%	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.	39	12 31%	18 46%	6 15%	1 3%	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.	39	16 41%	19 49%	2 5%	0 0%	2	Mae'r ysgol yn helpu fy mhlentyn 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.	36	10 28%	14 39%	1 3%	0 0%	11	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.	39	12 31%	23 59%	4 10%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
			53%	38%	5%	1%	
The school is well run.	34	14 41%	17 50%	0 0%	0 0%	3	Mae'r ysgol yn cael ei rhedeg yn dda.
			61%	33%	3%	1%	

Appendix 3

The inspection team

Jane Williams	Reporting Inspector
Ian Garth Higginbotham	Team Inspector
Peter Duncan Haworth	Lay Inspector
Joel Russell Moore	Peer Inspector
Sara Tate	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.