



*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 y Garnedd  
Ffordd Penrhos  
Bangor  
Gwynedd  
LL57 1LD**

**Date of inspection: October 2012**

**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.

Every possible care has been taken to ensure that the information in this document is accurate at the time of going to press. Any enquiries or comments regarding this document/publication should be addressed to:

Publication Section  
Estyn  
Anchor Court, Keen Road  
Cardiff  
CF24 5JW

or by email to [publications@estyn.gov.uk](mailto:publications@estyn.gov.uk)

This and other Estyn publications are available on our website: [www.estyn.gov.uk](http://www.estyn.gov.uk)

**This document has been translated by Trosol (Welsh to English)**

**© Crown Copyright 2012: This report may be re-used free of charge in any format or medium provided that it is re-used accurately and not used in a misleading context. The material must be acknowledged as Crown copyright and the title of the report specified.**

**Publication date: 18/12/2012**

## Context

Ysgol y Garnedd is a designated Welsh-medium community school that serves the city of Bangor and the nearby villages of Tal-y-bont and Llandygái, within Gwynedd local authority. The area is described as being relatively prosperous and it is not under any social disadvantage.

There are now 344 pupils on roll and they are organised into four units of three classes each. There are units for nursery and reception children, Year 1 and 2 children, Year 3 and 4 children and Year 5 and 6 children.

At present, there are 46 pupils (13%) on the special educational needs register and four pupils have a statement of educational needs. Five pupils are taught in an autism unit in the school.

Sixty-seven per cent of pupils come from homes where Welsh is spoken, and about 95% of pupils speak Welsh as a first language or to an equivalent standard. Five pupils come from an ethnic background.

Seven point six per cent (7.6%) of pupils are entitled to free school meals, which is considerably lower than the national average.

Including the headteacher, 11 full-time teachers work at the school, along with four part-time teachers. They are supported by a team of 16 classroom assistants.

The school was last inspected in October 2006.

The individual school budget per pupil for Ysgol y Garnedd in 2012-2013 is £2,839. the maximum per pupil in primary schools in Gwynedd is £9,577 and the minimum is £2,839. Ysgol y Garnedd is in last place out of the 102 schools in Gwynedd in terms of school budget per pupil.

## Summary

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

### Current performance

The school's current performance is good because:

- pupils are making consistent and very good progress in their learning;
- pupils' oral, reading and writing skills are of a high standard;
- pupils have a good understanding of their own learning;
- on the whole, teachers' assessments at the end of the Foundation Phase and key stage 2 compare well with outcomes for schools in the family;
- pupils enjoy being at school, and their behaviour and their commitment to learning are excellent;
- teachers co-operate well to develop detailed schemes of work;
- teaching across the school is good in general, with some excellent aspects;
- the school gives very good support to pupils who have additional learning needs; and
- the work of the autism unit is excellent.

### Prospects for improvement

Prospects for improvement are excellent because:

- the school has a history of ensuring consistent progress in standards;
- the headteacher, the senior management team and governors have a clear vision for the school that is shared very effectively with all stakeholders;
- leaders know the strengths of the school and areas to be improved very well;
- self-evaluation systems are based firmly on direct evidence, including a wide range of data and comprehensive analysis, and this leads to appropriate improvement priorities; and
- working parties that include all staff, governors and parents lead to improving provision and raising standards.

## Recommendations

- R1 Increase pupils' awareness of their role as global citizens.
- R2 Develop further opportunities for pupils, especially pupils of higher ability, to develop into independent learners.
- R3 Ensure consistent methods of standardising and moderating pupils' work across the school.
- R4 Establish a whole-school system for planning purposeful and structured development of key skills across the curriculum.

### **What happens next?**

The school will produce an action plan that shows how it will address the recommendations. Estyn will invite the school to prepare a written case study to describe the excellent practice that has been seen during the inspection.

## Main findings

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

**Good**

#### **Standards: Good**

Pupils at Ysgol y Garnedd are making consistent and very good progress in their learning. They achieve work of a high standard in learning sessions and in their work books across the school. The standard of work of the most able children is especially high, and the quality of work of the best pupils in Year 6 is excellent.

In the Foundation Phase and key stage 2, most pupils show a good understanding of their own learning across a wide range of subjects. They can discuss their work intelligently and know what they need to do to improve.

Nearly all pupils communicate very confidently orally in Welsh and, to a lesser extent, in English. They talk clearly and at length about their work and informally in various situations, using increasingly rich and varied vocabulary.

The reading skills of most pupils are developing very well. By the end of the Foundation Phase, they read confidently, and the best pupils use intonation to convey meaning very effectively. In key stage 2, they read fluently, correctly and intelligently in Welsh and English. They can discuss the content of books effectively and intelligently, expressing and justifying an opinion about them.

Across the school, most pupils can write at length to a high standard in Welsh and English. Most pupils' handwriting and presentation of work is neat and orderly, and they are very successful in using their key skills in areas across the curriculum.

Within the family of schools, the school achieved as well or better than expected in all areas except personal and social development. Compared with similar schools on the basis of the number of pupils who are entitled to free school meals, the school is in the upper 50% in language development and the Foundation Phase indicator, and in the lower 50% in mathematical development and personal and social development.

In teachers' assessments at the end of key stage 2, the school has showed good progress in general during the last three years, except in English in 2012. The percentage of pupils who achieved the expected level (level 4) or higher in 2012 is higher than expected within the family in every subject except English, and especially in reading and writing.

In comparison with similar schools in terms of the percentage of pupils who are entitled to free school meals, the school is in the upper 50% in every subject except for English and science, where it is in the lower 50%.

In teachers' assessments at the end of the Foundation Phase in 2012, pupils' achievement at the higher levels (Outcome 6+) is higher than the averages for the family and Wales in language and literacy development and in mathematical development, but lower than the average in personal and social development.

Except in Welsh, the school is not achieving as expected within the family of schools at the higher levels in key stage 2 (level 5+), although outcomes tend to be higher than the family and national average.

There is no pattern of underachievement by boys over time, although girls have achieved higher than boys in every subject in key stage 2 in 2012, and especially in Welsh and English.

Pupils who have additional learning needs are making good progress, and attain the targets that are set for them. Pupils who are entitled to free school meals, and the few who come from an ethnic background, succeed to the same degree as the remainder of pupils at the school.

### **Wellbeing: Good**

Pupils show a good understanding of the importance and principles of issues of health, fitness and healthy living and many of them take part in extra-curricular activities that promote these aspects.

Pupils' behaviour across the school, and in all situations, is excellent. They are courteous with one another and towards adults at the school, and show strong self-discipline when moving around the school.

The school's attendance is 95%, which is higher than the average for Wales.

The school council makes decisions that have an obvious influence on the life and work of the school. It plans a successful work programme annually, and gives a regular presentation on its activities to the governing body.

The Green Group co-operates closely with other societies in the community in order to improve Bangor's environment. Nearly all pupils show care and respect for others and they have the necessary social skills to co-operate effectively with others.

They develop their thinking skills successfully, so that they can move on confidently to the next phase in their learning.

<b>Key Question 2: How good is provision?</b>	<b>Good</b>
---	-------------

### **Learning experiences: Good**

The school offers a wide range of stimulating experiences that capture pupils' interest across the school. Themes with a local emphasis are used effectively to present a number of aspects of the curriculum. Teachers co-operate purposefully within departments to plan detailed work programmes. Educational visits and opportunities to take part in extra-curricular activities enrich pupils' experiences. Reading volunteers have a very positive effect on standards of reading, and are an excellent feature of the provision.

There are good opportunities to develop skills across the curriculum within the departments' schemes of work, but there is not purposeful enough planning at a whole-school level to ensure continuity and progress in these skills. Good attention is paid to problem-solving skills and thinking skills across the curriculum.

The Welsh dimension has a central role at the school. A wide variety of opportunities are provided for developing pupils' knowledge and understanding of the celebrations, history and culture of Wales. Teachers promote Welsh history, geography, art and music very well. Pupils compete annually in the school eisteddfod and in the Urdd Eisteddfod and this enriches the provision for pupils.

The school promotes education for sustainability effectively through pupils' practical activities, but the provision for global citizenship does not include enough direct experiences for pupils.

### **Teaching: Good**

Teaching is generally good across the school with some excellent aspects. Teachers and other adults have good subject knowledge. They plan a range of interesting activities that stimulate pupils.

All teachers have established a very good working relationship with pupils. The effective co-operation of the teaching staff and assistants enrich the learning experiences in the classes. Adults in the classes set a linguistic pattern of good quality that has an influence on polishing pupils' oral language.

Where teaching is at its best, teachers and assistants ask and question probingly to encourage responses, extend pupils' understanding and promote independence. In the few lessons where teaching is not as good, activities do not boost pupils' independence sufficiently, especially that of the most able.

There are good aspects to the school's assessment and monitoring systems, although assessments at the end of key stages do not always reflect pupils' standards of work. Pupils' work is marked carefully with constructive comments. In best practice, there are good opportunities for pupils to assess their own work and each other's work and pupils set their own targets with the help of teachers. Teachers use assessment for learning strategies effectively to help pupils to improve their own learning and work together well with others. Annual reports for parents meet statutory requirements and include appropriate comments on pupils' progress.

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

Ysgol y Garnedd promotes pupils' spiritual, moral, social and cultural development very well. It is a caring school that takes advantage of every opportunity to give pastoral support of a high standard.

The specialism of a wide range of services is used effectively in order to maintain pupils' personal and social health across the school. Practical sessions that use puppets in the under five unit promote pupils' personal and social development excellently. Weekly circle time for pupils in the Foundation Phase and key stage 2 develops their ability to discuss personal and social aspects confidently.

Provision for additional learning needs is very good. At the core of this is the additional learning needs unit and the Autism Unit. The school has effective systems for identifying pupils who are underachieving, or who need support. Early



intervention is arranged and this ensures appropriate support for pupils. The relationship between assistants in the units and class teachers is very good. They work together very effectively to ensure that pupils have a current individual education plan that enables them to achieve to a good standard.

Staff, and support from external agencies, ensure that the education provided for the four pupils in the autism unit is excellent. Their thorough knowledge of pupils, collaborative work and very effective systems ensure that pupils are making valuable progress. Pupils who are integrated into the main stream receive very good support and their needs are met well. This provision, through the medium of Welsh, is one of the school's excellent features.

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

### **Learning environment: Good**

The school's ethos reflects a homely, happy atmosphere. Adults who work at the school have very high expectations of pupils' behaviour and attitudes. Promoting equality and equal opportunities is very prominent in the learning experiences. Each pupil has equal access to the curriculum and the wide range of extra-curricular activities is open to all pupils in key stage 2.

Although the rooms in the building are very small for the numbers of pupils, the school makes good use of the site through careful organisation and pupils' good discipline. There are appropriate resources in every area to promote learning and teaching.

The learning environment in every class is attractive with colourful displays that include numerous examples of pupils' work, and which stimulate pupils to learn. The buildings and grounds are maintained well.

There are appropriate resources in every area to promote learning and teaching.

<b>Key Question 3: How good are leadership and management?</b>	<b>Excellent</b>
--	------------------

### **Leadership: Excellent**

The headteacher has high expectations and a very clear vision for the school. His firm leadership ensures that all aspects of the school's life have a clear and positive influence on pupils' standards. Under the leadership of the senior management team, staff at all levels co-operate effectively. The senior management team leads a number of effective and successful working parties annually.

The governing body is an integral part of the life and work of the school and provides very effective support. Governors are completely aware of the issues that arise from analysing data and the self-evaluation report. They use the information to challenge the school in areas that need to be improved further. They have a very good understanding of how the school is performing in comparison with similar schools. Members of the governing body develop expertise in subjects by meeting with

subject leaders to agree on the direction for improving the school. This raises their awareness of standards and ensures that they have a good understanding of procedural issues. It also helps to develop their ability to provide an appropriate challenge to the school.

The school development plan includes local and national priorities. National initiatives such as the Literacy Strategy and the Numeracy Strategy are an integral part of school activities from day to day. The school has responded excellently to the requirements and philosophy of the Foundation Phase, especially in the initial years.

### **Improving quality: Excellent**

There is a very strong culture of continuous review and planning for improvement and this is central to the school's ethos. The school knows itself very well and includes staff, pupils, parents and governors in the evaluation process.

Subject leaders provide thorough evaluations based on a wide range of direct evidence. This includes an effective analysis of performance data, scrutinising pupils' work and conducting observations of teaching. The self-evaluation report is an accurate picture of strengths and specific aspects to be developed further.

The school development plan focuses clearly on raising standards. It also includes realistic success criteria in addition to time limits for achieving targets. Working parties are formed annually in order to respond to the priorities of the school development plan and they include a number of stakeholders. These are established in order to respond to the priorities of the school development plan and they give the school a firm strategic focus and direction. The work and organisation of these working parties are excellent as they have a direct effect on improving provision and raising standards.

As a result of these detailed evaluations, the school has made very good progress in terms of addressing the recommendations that were made following the last inspection.

### **Partnership working: Good**

Partnership working contributes considerably to improving pupils' standards and wellbeing. The school has very positive links with parents in order to support learning and gives them regular information on their children's progress. The parent teacher association co-operates effectively with governors to fund improvements to the school's environment such as the adventure area.

The school benefits greatly from the partnership between the nursery class of the Foundation Phase, the cylich meithrin and Clwb y Garnedd on the school site, which ensures full-time provision for three-year-old pupils. The partnership with the psychology department at Bangor University to plan a successful work programme for the autism unit is an excellent feature.

The school co-operates appropriately with primary schools and secondary schools in the area to standardise work levels and to conduct in-service training sessions. It

has good links with the local community through holding assemblies and concerts, and the school plans a stimulating programme of visits and visitors. The school uses a range of the education authority's services effectively for pupils' benefit.

**Resource management: Good**

The school is a successful learning community. Staff are placed in effective, lively learning units. Joint planning and assessment sessions within the units ensure high levels of consistency. All members of staff have job descriptions although there is a need to formalise the role of the line manager in the autism unit.

Staff's prominent commitment to a number of learning communities is a very effective way of promoting innovative methods of learning and teaching.

Expenditure decisions are related directly to priorities for improvement. Governors and the headteacher monitor spending in detail and use proactive methods in order to ensure improvement.

Ysgol y Garnedd has the lowest budget per pupil of all the primary schools in the local authority. As a result, and as pupils achieve high standards during lessons and in their work books, the school provides good value for money.

## Appendix 1

### Commentary on performance data

In assessments at the end of the Foundation Phase in 2012, at the expected level (Outcome 5+), the school achieved higher than the average for Wales in all assessment areas. Within the family of schools, the school achieved higher than expected in language, literacy and communication development and in the Foundation Phase indicator (namely all assessment areas together). In mathematical development, they achieve as expected within the family, and lower than expected in personal and social development.

In comparison with similar schools in terms of the proportion of pupils who are entitled to free school meals, the school is in the upper 50% in language development and the indicator for the Foundation Phase, and in the lower 50% in mathematical development and personal and social development.

In teachers' assessments at the end of key stage 2, the school has showed good progress in general during the last three years, except in English in 2012. The percentage of pupils who achieved the expected level (level 4) or higher in 2012 is higher than expected within the family of schools in Welsh, mathematics, science and the core subject indicator (namely all the subjects together), and is considerably higher than the average across Wales. Performance in English is lower than expected within the family, especially in reading and writing, but higher than the average across Wales.

In comparison with similar schools in terms of the percentage of pupils who are entitled to free school meals, the school is in the upper 50% in Welsh, mathematics and the core subject indicator, and in the lower 50% in English and science.

In teachers' assessments at the end of the Foundation Phase in 2012, pupils' achievement at the higher levels (Outcome 6+) is higher than the averages for the family and Wales in language and literacy development and in mathematical development, but lower than the average in personal and social development.

Except in Welsh, the school is not achieving as well as expected within the family of schools at the higher levels in key stage 2 (level 5+), although the outcomes tend to be higher than the family and national averages.

Although girls have achieved higher than boys in every subject in 2012, especially in Welsh and English, there is no pattern of underachievement by boys over time.

## Appendix 2

### Stakeholder satisfaction report

### Responses to parent questionnaires

#### Parent Questionnaire / Arolwg Rhieni

Ysgol Y Garnedd

denotes the benchmark - this is a total of all the responses received to date from parents of pupils in primary schools inspected since September 2010.

	Nifer o ymatebion Number of responses	Nifer o ymatebion / Number of responses					Don't know Ddim yn gwybod	
		Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf			
Overall I am satisfied with the school.	59	41 69%	17 29%	0 0%	1 2%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.	
		63%	33%	3%	1%			
My child likes this school.	60	48 81%	11 19%	0 0%	0 0%	1	Mae fy mhientyn 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.	58	47 82%	9 16%	1 2%	0 0%	1	Cafodd fy mhientyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.	
		72%	26%	1%	0%			
My child is making good progress at school.	59	36 63%	20 35%	1 2%	0 0%	2	Mae fy mhientyn yn gwneud cynnydd da yn yr ysgol.	
		61%	35%	3%	0%			
Pupils behave well in school.	59	32 59%	21 39%	1 2%	0 0%	5	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.	
		47%	48%	4%	1%			
Teaching is good.	60	36 64%	20 36%	0 0%	0 0%	4	Mae'r addysgu yn dda.	
		62%	36%	2%	0%			
Staff expect my child to work hard and do his or her best.	60	36 63%	21 37%	0 0%	0 0%	3	Mae'r staff yn disgwyl i fy mhientyn weithio'n galed ac i wneud ei orau.	
		64%	35%	1%	0%			
The homework that is given builds well on what my child learns in school.	57	23 43%	27 51%	2 4%	1 2%	4	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhientyn yn ei ddysgu yn yr ysgol.	
		50%	43%	6%	2%			
Staff treat all children fairly and with respect.	59	37 66%	17 30%	1 2%	1 2%	3	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.	
		60%	35%	4%	1%			
My child is encouraged to be healthy and to take regular exercise.	59	41 71%	16 28%	1 2%	0 0%	1	Caiff fy mhientyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.	
		61%	37%	2%	0%			
My child is safe at school.	60	38 64%	18 31%	2 3%	1 2%	1	Mae fy mhientyn yn ddiogel yn yr ysgol.	
		67%	31%	1%	0%			
My child receives appropriate additional support in relation to any particular individual needs.	52	24 52%	19 41%	3 7%	0 0%	6	Mae fy mhientyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.	
		56%	39%	4%	1%			
I am kept well informed about my child's progress.	59	30 52%	22 38%	6 10%	0 0%	1	Rwy'n cael gwybodaeth gyson am gynnydd fy mhientyn.	
		49%	41%	8%	1%			
I feel comfortable about approaching the school with questions, suggestions or a problem.	60	28 47%	25 42%	6 10%	1 2%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.	
		62%	32%	4%	2%			
I understand the school's procedure for dealing with complaints.	60	22 39%	27 48%	7 13%	0 0%	4	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.	
		47%	43%	8%	2%			
The school helps my child to become more mature and take on responsibility.	59	35 61%	22 39%	0 0%	0 0%	2	Mae'r ysgol yn helpu fy mhientyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoleb.	
		57%	40%	2%	0%			
My child is well prepared for moving on to the next school or college or work.	54	22 63%	11 31%	2 6%	0 0%	19	Mae fy mhientyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.	
		51%	42%	5%	1%			
There is a good range of activities including trips or visits.	60	41 71%	16 28%	1 2%	0 0%	2	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.	
		55%	39%	5%	1%			
The school is well run.	60	40 69%	16 28%	1 2%	1 2%	2	Mae'r ysgol yn cael ei rhedeg yn dda.	
		62%	33%	3%	1%			

## Responses to learner questionnaires

### Learner Questionnaire / Arolwg Disgyblion

All Pupils / Pob Disgybl

Ysgol Y Garnedd

*denotes the benchmark - this is a total of all the responses received to date from pupils in primary schools inspected since September 2010.*

	Nifer o ymatebion Number of responses	Nifer o ymatebion / Number of responses		
		Agree Cytuno	Disagree Anghytuno	
I feel safe in my school.	158	154	4	Rwy'n teimlo'n ddiogel yn fy ysgol.
		97%	3%	
		98%	2%	
The school deals well with any bullying.	158	139	19	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		88%	12%	
		92%	8%	
I know who to talk to if I am worried or upset.	158	148	10	Rwy'n gwybod pwy i siarad ag ef/â hi os ydw I'n poeni neu'n gofidio.
		94%	6%	
		96%	4%	
The school teaches me how to keep healthy	158	153	5	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
		97%	3%	
		98%	2%	
There are lots of chances at school for me to get regular exercise.	159	150	9	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		94%	6%	
		96%	4%	
I am doing well at school	156	150	6	Rwy'n gwneud yn dda yn yr ysgol.
		96%	4%	
		96%	4%	
The teachers and other adults in the school help me to learn and make progress.	157	154	3	Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddysgu a gwneud cynnydd.
		98%	2%	
		99%	1%	
I know what to do and who to ask if I find my work hard.	158	151	7	Rwy'n gwybod beth I'w wneud a gyda phwy i siarad os ydw I'n gweld fy ngwaith yn anodd.
		96%	4%	
		98%	2%	
My homework helps me to understand and improve my work in school.	156	133	23	Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol.
		85%	15%	
		90%	10%	
I have enough books, equipment, and computers to do my work.	157	148	9	Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
		94%	6%	
		95%	5%	
Other children behave well and I can get my work done.	152	123	29	Mae plant eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
		81%	19%	
		77%	23%	
Nearly all children behave well at playtime and lunch time	152	129	23	Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
		85%	15%	
		83%	17%	

## Appendix 3

### The inspection team

Terwyn Tomos	Reporting Inspector
Dyfrig Ellis	Team Inspector
Rhiannon Harris	Team Inspector
Iorylle Aubrey	Team Inspector
Dylan Jones	Lay Inspector
Gareth Owen	Peer Inspector
Elfed Williams	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))

Under the Independent School Standards (Wales) Regulations 2003, the school must provide copies of the report to all parents of the school. Where a pupil is subject to placement by a local authority, a copy of the report should be sent by the school to each relevant authority. If it is available, the data report can be seen on our website alongside this report.

### Year groups 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 LEAs.

The term 'Reception' (FPR) refers to the year group of pupils in a primary school who reach the age of five during the academic year. FPYear 1 refers to the year group of pupils who reach the age of six during the academic year and so on. Year 13 is the year group of students who reach the age of 18 during the academic year.

Primary phase:

Year	FPR	FPY1	FPY2	Y3	Y4	Y5	Y6
Ages	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 four key stages cover the following year groups:

Foundation Phase	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**

### **National Curriculum**

#### **Expected National Curriculum levels**

- By the end of the key stage 1, at the age of seven, learners are expected to reach level 2 and the more able to reach level 3.
- By the end of the key stage 2, at the age of eleven, learners are expected to reach level 4 and the more able to reach level 5.

#### **Core subject indicator in all key stages**

The core subject indicator relates to the expected performance in English or Welsh first language, mathematics and science, the core subjects of the National Curriculum. Learners must gain at least the expected level in either English or Welsh first language together with mathematics and science to gain the core subject indicator.

#### **All-Wales Core Data sets**

Schools and local authorities may refer to performance relative to their family of schools. These families of schools have been created to enable schools to compare their performance to that of similar schools across Wales. Families include schools with similar proportions of pupils entitled to free school meals, living in 20% most deprived areas of Wales, having special education needs at school action plus or statemented and with English as an additional language acquisition less than competent.