



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 Cystennin
Old Highway
Mochdre
Colwyn Bay
Conwy
LL28 5AU**

Date of inspection: January 2015

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.

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

This and other Estyn publications are available on our website: www.estyn.gov.uk

© Crown Copyright 2015: 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: 17/03/2015

Context

Ysgol Cystennin is in Colwyn Bay in Conwy local authority. The school currently has 60 pupils on roll from 7 to 11 years of age. The school has three mixed-age classes. The school has two full-time and two part-time teachers.

Around 54% of pupils are eligible for free school meals, which is well above the Welsh average of around 21%. No pupils come from ethnic minority backgrounds or have English as an additional language. The school has identified around 43% of pupils as having additional learning needs. Very few pupils have a statement of special educational needs. No pupils speak Welsh as their first language.

The school was last inspected in 2011. The current headteacher has been in post since 2012 and is also the headteacher of the nearby infant school.

The individual school budget for Ysgol Cystennin in 2014-2015 means that the budget is £5,083 per pupil. The maximum per pupil in the primary schools in Conwy is £15,278 and the minimum is £3,190. Ysgol Cystennin is 18th out of the 59 primary schools in Conwy 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 performance is good because:

- most pupils achieve good standards;
- nearly all pupils behave well, demonstrate a high level of engagement in lessons and have a very positive attitude to their learning;
- the quality of teaching is good;
- feedback to pupils is positive and it enables them to know how well they are doing and what they need to do to improve; and
- all pupils receive a good level of care and support.

Prospects for improvement

Prospects for improvement are good because:

- the headteacher provides strong and effective leadership;
- all staff work well together and share the school's values and aims;
- the school uses performance data effectively to monitor the impact of its provision;
- the school improvement plan is linked appropriately to the self-evaluation report;
- the school has a good track record of securing improvement and
- partnership working is a strong feature of the school's work.

Recommendations

- R1 Raise standards in reading and writing in Welsh
- R2 Improve the planning of skills development to ensure continuity and progression across the curriculum
- R3 Improve opportunities for pupils to write extensively and independently across the curriculum
- R4 Develop further the role of the governing body as a critical friend

What happens next?

The school will draw up an action plan that shows how it is going to address the recommendations.

Main findings

How good are outcomes?	Good
------------------------	------

Standards: Good

Many pupils start key stage 2 with skills that are below the average for their age. Generally, most make good progress as they move through the school, but do not always achieve at the expected level.

By the end of key stage 2, most pupils express their ideas clearly. They know how to express their opinions confidently but sensitively, for example when they assess the work of other pupils in their group. Overall, most pupils read well and have a good understanding of texts. They use higher-order reading skills effectively in different subjects, for example when researching and preparing reports on aspects of Victorian life. Many pupils develop strong skills across different genres of writing. They draft and redraft their work appropriately and take good account of marking by staff and their own self-assessment comments. Many pupils structure their writing successfully. They pay suitable attention to punctuation and use paragraphs appropriately to present ideas coherently to the reader. Pupils use their literacy skills appropriately across the curriculum. However, pupils do not have sufficient opportunities to write extensively or independently across the curriculum.

Most pupils use a range of methods accurately when adding, subtracting, multiplying or dividing and have successful strategies for checking the accuracy of their calculations. They are able to use a range of appropriate measuring skills and interpret data correctly when comparing temperature and rainfall comparisons in Wales and Lesotho. Many pupils make good use of their mathematical skills across the curriculum, for example when constructing a scale model of the distance between the sun and the planets.

By the end of key stage 2, most pupils make suitable progress in developing their speaking skills in Welsh. They understand the Welsh used by staff well and respond confidently to familiar language patterns. However, pupils' reading and writing skills in Welsh across the school are generally underdeveloped.

Pupils are developing their thinking and problem-solving skills effectively. For example, pupils discuss their choice of vocabulary in order to engage the reader in their stories and to calculate the cost of a class trip to the library.

Due to the relatively small cohorts each year, the relative performance of pupils compared with that of pupils in similar schools often fluctuates significantly from year to year. In 2014, pupils' performance at the expected level 4 places the school in the bottom 25% when compared with similar schools in English, in the lower 50% in mathematics and in the higher 50% in science. Despite this, comprehensive data tracking shows that many pupils make good or better progress from their relatively low starting points as they move through the school.

At the higher level 5, pupils' performance compared with that in similar schools over the last three years has also fluctuated markedly. It has placed the school between the top 25% and the bottom 25% of similar schools for English, between the higher 50% and the lower 50% for mathematics and between the top 25% and lower 50% for science.

At the end of key stage 2, girls outperformed boys at the expected level in English. They performed equally as well in science but boys outperformed girls in mathematics. At the higher level, girls outperformed boys in English and mathematics, but performed equally as well in science.

Pupils eligible for free school meals in 2013 outperformed other pupils in all subjects at the expected level 4. At the higher level 5, pupils eligible for free school meals performed less well than other pupils in all subjects.

Wellbeing: Good

Nearly all pupils demonstrate a positive attitude to healthy living and eating. They are happy and feel safe in school. Nearly all children enjoy learning, and demonstrate politeness and good behaviour at all times. These are strengths of the school.

Pupils concentrate well during lessons and take turns appropriately. They work very well in pairs and in groups. They have a good understanding of how well they are doing and what they need to do to improve their work.

The school council and eco committee take their roles seriously, make decisions and undertake a variety of responsibilities successfully. These include responsibility for recycling and energy saving, choosing and purchasing playground equipment with money they raise and selling healthy snacks each day. However, the role of the school council and eco committee in the development of school policies and strategic decision-making is limited.

Pupils work closely with the local community. Examples include open days, during which pupils share their topics, such as World War 2, with community members, and a project to improve the environmental area. These events and money management opportunities from fund raising activities enhance pupils' social and life skills while securing positive relationships with the local community.

Most pupils attend regularly and on time. When attendance is compared to that of similar schools over the last five years, the school's performance is consistently in the top 25%.

Key Question 2: How good is provision?	Good
---	-------------

Learning experiences: Good

Teachers plan a rolling programme of topics that includes many interesting activities and events that meet the needs of most learners and deliver the requirements of the National Curriculum successfully. Plans make suitable reference to the National

Literacy and Numeracy Framework. Teachers have a good understanding of how to develop pupils' skills in literacy and numeracy as they move through the school. However, the planning for skills development across subjects does not always ensure continuity and progression. There is a useful range of well-attended extra-curricular clubs and activities, which enrich pupils' learning. These include a range of sporting activities, French, cookery, and a 'detectives club', which develops the pupils' enthusiasm for reading and stories.

Planning for the development of Welsh as a second language is appropriate. It sets out well how teachers will develop pupils' knowledge and skills as they move from class to class and focuses on the development of language patterns successfully. Staff provide good opportunities for pupils to learn about the history and culture of Wales. There are opportunities for pupils to visit and learn about places in Wales, such as Snowdonia and the local slate museum. The school celebrates St David's Day by taking part in a local parade.

The school places a strong and effective emphasis on developing pupils' understanding of sustainable development and global citizenship. The eco committee ensures that all pupils understand the importance of litter management and recycling. Through sponsoring a child's education in Ethiopia and organising fair trade promotional events, the pupils develop a broader knowledge of diversity and respect for different cultures and nationalities.

Teaching: Good

Teachers have good subject knowledge. They use a wide range of approaches to challenge and inspire almost all pupils. They have very positive working relationships with and high expectations of all pupils.

Activities and resources chosen by teachers engage pupils' interest well, link successfully to topics and motivate pupils to learn. Teachers provide pupils with useful frameworks that support them in recording their learning, but these occasionally limit the opportunities for pupils to write extensively and independently across the curriculum. Teachers ask challenging questions that develop pupils' skills well. They have a clear understanding of what they want pupils to achieve, and ensure that pupils are aware of the learning objectives and expectations in the lessons.

The school has established effective assessment for learning strategies. All teachers make very good use of peer and self-assessment to enable pupils to evaluate their own work and the work of others confidently. All teachers mark pupils' work regularly. Their comments are detailed and constructive, and they provide valuable feedback on what pupils have done well and what they need to do to improve. Most pupils know their personal targets and know what they need to do to achieve them. In all classes, teachers use the targets well during lessons to ensure that pupils focus clearly on their next steps in learning.

Tracking pupils' progress is a strength of the school. Detailed analysis of performance data helps to ensure all pupils make good progress and receive appropriate support when required.

Reports to parents are clear and informative, and they meet statutory requirements. They indicate appropriate areas where pupils can improve. They provide useful opportunities for pupils to review their own progress and for parents and carers to respond.

Care, support and guidance: Good

The school is a welcoming and caring community, which contributes effectively to pupils' spiritual, moral, social and cultural development. Extensive opportunities encourage pupils to become involved in their school and the wider community. For example, the school invites grandparents to share lunch with the pupils on a termly basis, which enhances the pupils' social and moral development effectively. The school makes appropriate arrangements for promoting healthy eating and drinking.

The school makes good use of a wide range of external agencies and specialist services to provide effective guidance and support for staff, pupils and parents when necessary. There are good range of links with agencies, which support the pupils' safety and wellbeing. Strong transition arrangements between the Foundation Phase and key stage 2 contribute positively to pupils' development and wellbeing; for example, staff planned a recent session on space for Year 6 and Year 2 pupils. The school makes good use of structured transition programmes to raise the self-esteem and confidence of vulnerable pupils as they join the school or move on to secondary education.

Staff have a good understanding of pupils' additional learning needs. Teaching assistants provide valuable support in delivering intervention programmes, which enable pupils to make good progress. There are appropriate individual education plans in place, which teachers review and update on a termly basis. Parents are suitably informed and involved in reviewing their child's progress.

The school's arrangements for safeguarding pupils meet requirements and give no cause for concern. The school has effective systems in place to monitor and to ensure regular attendance.

Learning environment: Good

The school treats all pupils fairly and equally. There is a supportive ethos, where staff challenge all to do their best. All pupils have equal access to the curriculum and to all extra-curricular activities. Staff encourage all pupils to participate fully in the life and work of the school.

There are enough books, equipment and computers to support the curriculum. Resources are of good quality and appropriately matched to pupils' needs.

The accommodation overall is well maintained and of good quality. Classrooms are sufficient for the number of pupils on roll. There are many attractive, informative displays of pupils' work and achievements, which help to enhance and support learning. There are extensive outdoor learning and play areas, which are well maintained. Staff use these effectively to support pupils' learning during the school day and for extra-curricular activities.

How good are leadership and management?
--

Good

Leadership: Good

The headteacher leads the school well. She has a strong vision for the future development of the school and promotes the wellbeing and achievement of pupils effectively. All staff share this vision and work purposefully together to provide a good quality of education in a calm, happy and welcoming environment. All members of staff have clearly defined responsibilities, which they carry out effectively.

The performance management system is thorough and includes teaching and support staff. There are appropriate arrangements in place to monitor and evaluate formally the quality of teaching in all classes.

The school responds well to national and local priorities, for example in providing good opportunities for pupils to develop healthy lifestyles. The school has implemented the Literacy and Numeracy Framework successfully.

The governing body is enthusiastic and fully aware of its responsibilities, and is supportive of the school's work. Governors have a good understanding of how well the school is performing in comparison with similar schools and they influence the school's main priorities for improvement appropriately. They attend relevant training regularly. They are aware of the school's performance data and are beginning to analyse it carefully. However, they do not challenge the school consistently enough as critical friends.

Improving quality: Good

The school has developed valuable and systematic self-evaluation processes. The self-evaluation report makes good use of first-hand evidence, such as scrutiny of pupils' work, lesson observations and data analysis, to identify school priorities. The senior management team successfully draws on the views of staff, governors, pupils and parents. For example, parents and other visitors to school for specific events, such as open days, complete evaluations, which are displayed and used well to plan future events. The work of the school council has been instrumental in bringing about a recent improvement in playground games for pupils.

All staff are aware of the purpose and impact of effective self-evaluation. They make good use of school data to focus specifically on raising pupils' standards and developing the quality of the provision. Improvements include developing the reading and comprehension skills of older pupils and ensuring the early identification of more able, younger pupils. They focus clearly on ensuring that all pupils make good progress and on developing the provision.

There is a clear link between the self-evaluation report and the priorities in the school development plan. The plan contains an appropriate range of relevant actions and identifies the members of staff who are responsible for completing them. It also contains clear success criteria and specific deadlines for completing tasks and the arrangements for monitoring their implementation. The school has a clear focus on implementing national priorities, such as the Literacy and Numeracy Framework and raising pupils' standards of achievement.

Partnership working: Good

The school works effectively with its partners in supporting pupils' learning and wellbeing. Partnerships with parents, the community and other schools are effective. Regular open afternoons and parent-and-child after school clubs provide valuable opportunities for parents to visit the school and to take part in activities such as cooking.

The partnership with the infants school and the local secondary school is particularly strong and has a positive effect on enabling all pupils to transfer smoothly to the next stage of their education. There are close links with the local cluster of schools. Staff work together successfully to moderate pupils' work and to ensure the accuracy of their assessments. There are particularly good systems in place for joint moderation of pupils' work with the staff from the nearby infant school.

Regular visits to the community and visitors from the local area make positive contributions to enriching pupils' experiences, and the school has an effective open-door policy. The school promotes pupils' understanding of other cultures well through the curriculum and links with local groups, such as the church and a local mosque. The school council leads the school in the support of appropriate charities and this raises pupils' awareness of other people's needs very effectively.

Resource management: Good

The school manages its staffing, resources and funding well. Teachers have good up-to-date subject knowledge. Support staff work very effectively alongside teachers to provide support of high quality, which improves pupils' achievements. The school makes effective use of the expertise of staff, for example in art and religious education.

There are suitable arrangements to provide planning, preparation and assessment time for staff. The school manages its accommodation well and ensures that there is a sufficient supply of resources of good quality to support teaching and learning.

The headteacher and governing body manage and monitor the school's financial resources efficiently and ensure that they prioritise targets in the development plan. They make effective use of grant funding to promote family and community engagement, and to provide worthwhile interventions to support reading and mathematics. The school provides good value for money in terms of pupils' outcomes, quality of provision and the careful use of its budget.

Appendix 1: Commentary on performance data

6622269 - Ysgol Cystennin

Number of pupils on roll	59
Pupils eligible for free school meals (FSM) - 3 year average	53.5
FSM band	5 (32%<FSM)

Key stage 2

	2011	2012	2013	2014
Number of pupils in Year 6 cohort	20	19	14	16
Achieving the core subject indicator (CSI) (%)	70.0	63.2	71.4	68.8
Benchmark quartile	3	4	3	4
English				
Number of pupils in cohort	20	19	14	16
Achieving level 4+ (%)	70.0	63.2	78.6	75.0
Benchmark quartile	3	4	3	4
Achieving level 5+ (%)	25.0	26.3	21.4	37.5
Benchmark quartile	2	2	3	1
Welsh first language				
Number of pupils in cohort	*	*	*	*
Achieving level 4+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematics				
Number of pupils in cohort	20	19	14	16
Achieving level 4+ (%)	70.0	78.9	78.6	81.3
Benchmark quartile	3	3	3	3
Achieving level 5+ (%)	15.0	21.1	28.6	25.0
Benchmark quartile	3	3	2	3
Science				
Number of pupils in cohort	20	19	14	16
Achieving level 4+ (%)	75.0	84.2	85.7	87.5
Benchmark quartile	3	2	2	2
Achieving level 5+ (%)	25.0	15.8	21.4	37.5
Benchmark quartile	2	3	3	1

The core subject indicator (CSI) represents the percentage of pupils achieving level 4 or above in English or Welsh (first language), mathematics and science in combination.

* This item may disclose information on individuals, or it is not sufficiently robust for publication, not applicable or is otherwise unavailable.

The benchmark quartile compares the performance of one school against others who have similar levels of pupils with free school meals (FSM). FSM is used as a proxy of social deprivation in schools. This allows a comparison of the performance of a school against others who are in the same FSM category, and who might therefore have a similar intake of pupils from deprived backgrounds.

A school in benchmark quartile 1 is in the highest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are higher than many other schools with similar levels of pupils from deprived backgrounds. A school in benchmark quartile 4 is in the lowest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are lower than many other schools with similar levels of pupils from deprived backgrounds.

Further information is available from the Welsh Government My Local School website at the link below.

<http://mylocalschool.wales.gov.uk/index.html?lang=eng>

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.	56	55 98%	1 2%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	52	49 94%	3 6%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	56	53 95%	3 5%	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	56	56 100%	0 0%	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
		97%	3%	
There are lots of chances at school for me to get regular exercise.	56	56 100%	0 0%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	55	51 93%	4 7%	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.	56	56 100%	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.	55	55 100%	0 0%	Rwy'n gwybod beth I'w wneud a gyda phwy i siarad os ydw I'n gweld fy ngwaith yn anodd.
		98%	2%	
My homework helps me to understand and improve my work in school.	55	51 93%	4 7%	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.	54	52 96%	2 4%	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.	56	52 93%	4 7%	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	55	49 89%	6 11%	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.	15	11 73%	3 20%	1 7%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	15	13 87%	2 13%	0 0%	0 0%	0	Mae fy mhentyn yn hoffi'r ysgol hon.
		73%	25%	1%	0%		
My child was helped to settle in well when he or she started at the school.	15	13 87%	1 7%	1 7%	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.	15	10 67%	4 27%	1 7%	0 0%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	15	6 40%	7 47%	1 7%	0 0%	1	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	45%	4%	1%		
Teaching is good.	15	11 73%	3 20%	1 7%	0 0%	0	Mae'r addysgu yn dda.
		60%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	15	12 80%	3 20%	0 0%	0 0%	0	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		63%	33%	1%	0%		
The homework that is given builds well on what my child learns in school.	15	8 53%	5 33%	2 13%	0 0%	0	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.	15	12 80%	3 20%	0 0%	0 0%	0	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		58%	33%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	15	12 80%	3 20%	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.	15	11 73%	4 27%	0 0%	0 0%	0	Mae fy mhentyn yn ddiogel yn yr ysgol.
		66%	31%	1%	0%		
My child receives appropriate additional support in relation to any particular individual needs'.	14	9 64%	4 29%	0 0%	0 0%	1	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		50%	34%	4%	1%		
I am kept well informed about my child's progress.	15	9 60%	5 33%	1 7%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		49%	40%	8%	2%		

	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 feel comfortable about approaching the school with questions, suggestions or a problem.	15	11 73%	4 27%	0 0%	0 0%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		62%	31%	4%	2%		
I understand the school's procedure for dealing with complaints.	15	9 60%	4 27%	1 7%	0 0%	1	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		45%	39%	7%	2%		
The school helps my child to become more mature and take on responsibility.	15	12 80%	3 20%	0 0%	0 0%	0	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		56%	38%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	14	7 50%	5 36%	0 0%	0 0%	2	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		42%	33%	4%	1%		
There is a good range of activities including trips or visits.	15	7 47%	6 40%	2 13%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	38%	5%	1%		
The school is well run.	15	12 80%	3 20%	0 0%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	32%	3%	1%		

Appendix 3

The inspection team

Mrs Janet Elizabeth Rowlands	Reporting Inspector
Mrs Mary Elspeth Dyas	Team Inspector
Mr Peter Duncan Haworth	Lay Inspector
Mrs Jessica Stuart-Lyon	Peer Inspector
Mrs Sarah Roberts	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
- 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
- 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 eligible for 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 eligible for 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 eligible for 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.