



*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 Tregarth  
Tregarth  
Bangor  
Gwynedd  
LL57 4PG**

**Date of inspection: November 2013**

**by**

**Estyn, Her Majesty's Inspectorate for Education  
and Training in Wales**

During each inspection, inspectors aim to answer three key questions:

**Key Question 1: How good are the outcomes?**

**Key Question 2: How good is provision?**

**Key Question 3: How good are leadership and management?**

Inspectors also provide an overall judgement on the school's current performance and on its prospects for improvement.

In these evaluations, inspectors use a four-point scale:

<b>Judgement</b>	<b>What the judgement means</b>
<b>Excellent</b>	Many strengths, including significant examples of sector-leading practice
<b>Good</b>	Many strengths and no important areas requiring significant improvement
<b>Adequate</b>	Strengths outweigh areas for improvement
<b>Unsatisfactory</b>	Important areas for improvement outweigh strengths

The report was produced in accordance with Section 28 of the Education Act 2005.

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## Context

Ysgol Tregarth is situated in the rural village of Tregarth, which is some five miles from the city of Bangor in the county of Gwynedd. The school serves the village and the nearby area.

Pupil numbers at the school have varied between 98 and 138 over the last five years. There are 138 pupils on roll at present, including 15 nursery pupils. Children are taught in six classes, which include three mixed-age classes.

Seventeen per cent of pupils are entitled to free school meals, which is lower than the average for Wales, namely 21%. Approximately 41% come from Welsh-speaking homes. About 33% of pupils are on the additional learning needs register, which is higher than the average for Wales. A small number of pupils have a statement of special educational needs.

Nearly all pupils are from a white British background, and a very few pupils are from mixed ethnic backgrounds.

The school was last inspected in November 2007. The current headteacher was appointed in September 2013. She was deputy headteacher at the school previously. The headteacher is also headteacher of another nearby school and divides her time between both schools.

The individual school budget per pupil for Ysgol Gynradd Tregarth in 2013-2014 is £3,539. The maximum per pupil in primary schools in Gwynedd is £10,616 and the minimum is £2,936. Ysgol Tregarth is in 86<sup>th</sup> position of the 103 primary schools in Gwynedd in terms of the school budget per pupil.

## Summary

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

### Current performance

The school's current performance is good because:

- almost all pupils make good progress during their time at the school;
- pupils in the Foundation Phase develop into independent learners from a very early age;
- most pupils' behaviour and social skills are good across the school;
- staff plan interesting experiences that gain and maintain most pupils' interest; and
- the standard of teaching is consistently good.

### Prospects for improvement

The school's prospects for improvement are good because:

- the new headteacher has a clear vision for the school and she conveys that vision successfully to staff and pupils;
- changes and developments over a short period show strong commitment across the school to developing and promoting improvements;
- all the school's staff co-operate effectively and contribute purposefully to the school's success;
- self-evaluation processes are thorough and based on robust evidence;
- the school has clear targets and a purposeful improvement plan to develop the school; and
- the priorities in the development plan are appropriate and reflect national and local priorities.

## **Recommendations**

- R1 Improve the most able pupils' achievement in their use of number skills across the curriculum
- R2 Ensure that the provision allows all pupils to attain their potential
- R3 Improve pupils' written comments in order to enable key stage 2 pupils to take more responsibility for their own learning
- R4 Strengthen governors' role as critical friends

### **What happens next?**

The school will produce an action plan that shows how it will address the recommendations.

## Main findings

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

Good

#### Standards: Good

Nearly all pupils make good progress during their time at the school.

Across the school, most pupils listen attentively and respond appropriately to teachers and other adults. In the Foundation Phase, nearly all pupils are confident when speaking and discussing. By the time they reach the top end of the school, most of them can expand their ideas and opinions effectively to support their viewpoints.

In the Foundation Phase, many pupils can discuss and read well-known stories well. Many recount the main events in a story correctly. Most pupils in the Foundation Phase use reading strategies effectively to read unfamiliar words.

In key stage 2, many pupils read their work very confidently across the curriculum. Many of them read meaningfully, and express an opinion about books, and describe the main characters and the series of events within the story. Many of them use sound research skills to investigate and discover appropriate information from books and when using the internet.

Across the school, many pupils use a wide range of forms and write for various purposes to express their ideas and feelings. Many of them use their understanding of grammar, spelling and punctuation effectively when writing at length across the curriculum and learning areas. Their work is consistently neat and is presented well.

In the Foundation Phase, most pupils develop their numeracy skills well. Most pupils can collect information successfully and transfer that information to a graph. By the end of the Foundation Phase, most pupils use their numeracy skills successfully to solve mathematical problems in a variety of learning areas. An example of this is their work in measuring Bendigeidfran the giant.

In key stage 2, many pupils' standards of mathematics are good. Many pupils use a variety of calculation methods accurately to solve number problems. Many make appropriate use of data across the curriculum. An example of this is the way in which they record and present information about evacuees during the Second World War. However, the most able pupils do not extend their number skills consistently across the curriculum.

Most pupils are developing to become confident learners and they are able to work as individuals, in pairs or in groups, in order to respond appropriately to a task. The majority of pupils have developed into independent learners who can guide their own tasks. In 2012 and 2013, the proportion of pupils who have achieved the Foundation Phase indicator is higher than the averages for the family of similar schools and Wales. The proportion of pupils who achieved higher than the expected outcome

has been lower in all learning areas in comparison with the family of similar schools and Wales averages, except in mathematical development.

When comparing the school's results with the performance of similar schools in terms of the percentage of pupils who are entitled to free school meals, the school has performed in the lower 50% for the Foundation Phase indicator over the last two years. However, the school's results in mathematics in 2013 place the school in the higher 50%.

In key stage 2 in 2013, the proportion of pupils who achieved the core subject indicator was significantly lower than the averages for the family of similar schools and Wales. In English, the proportion of pupils who achieved the expected level was close to the average for the family and higher than the average for Wales. In science, the proportion of pupils who achieved the expected level was higher than Wales average and close to the average for the family. In Welsh, the proportion was lower than the averages for the family and Wales and significantly lower in mathematics.

In 2013, the percentage who achieved higher than the expected level was significantly higher than the averages for the family and Wales in Welsh, mathematics and science, but lower in English. These trends have been uneven over the last four years.

In comparison with the performance of similar schools in terms of entitlement to free school meals, the school's results at the expected level were mostly among the lower 50% or the bottom 25% in 2013, but compared more favourably in the previous two years. At the higher level, performance has placed the school among the top 25% or the higher 50% in the majority of indicators over a period of four years.

### **Wellbeing: Good**

Most pupils have a good awareness of the need to develop healthy personal habits, including fitness and eating and drinking healthily. They feel safe and happy at the school and know to whom to turn for support and advice.

Most co-operate effectively together in lessons and during other activities. Most pupils participate effectively in lessons and most pupils' behaviour is good. The ability of the majority to be independent is good and many of the oldest children show care when dealing with other children.

The school council meets regularly and ensures that pupils have ways of voicing opinions effectively. Their work on developing "Os Mets" has resulted in creating a friendly school where everyone takes care of each other.

Pupils play an important part in the life of the local community and there is a strong link with many local organisations and individuals. An example of this is the regular visits to hold assemblies in the Church. Pupils benefit greatly from the experiences and develop a good range of social and moral skills.

Pupils' attendance levels in three of the four years between 2009 and 2012 have placed the school either in the top 25% or in the higher 50% of similar schools.

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

The school provides a wide range of learning experiences, which meet most pupils' needs. The provision meets the statutory requirements of the Foundation Phase and the National Curriculum. Good use of numerous visitors and visits enriches pupils' learning experiences.

There are appropriate plans for developing pupils' skills in different contexts across the curriculum. Purposeful planning and good use of appropriate resources in the Foundation Phase reinforce this. The school has effective provision for promoting pupils' literacy skills and information and communication technology (ICT) skills. However, short-term planning does not ensure that pupils extend their number skills consistently, especially more able pupils.

The Welsh dimension is integrated well into aspects across the curriculum. The school's success in implementing the Gwynedd Language Charter encourages pupils to use Welsh naturally in class and outside it.

The wide range of extra-curricular activities that are provided give all pupils effective opportunities to develop their personal and social skills.

The school promotes pupils' awareness of sustainable development effectively through the activities of the eco committee. Provision for global citizenship has been developed very well and links with Japan and Ghana are excellent examples.

### **Teaching: Good**

Teachers have a sound understanding of the curriculum and they plan their lessons carefully with clear learning objectives. In most lessons, teachers present work well and learning moves forward at an effective pace. In the few sessions in which teaching is less effective, activities do not offer a sufficient challenge to extend more able pupils.

Teaching assistants make a valuable contribution in the classroom and in a range of other activities across the school. All of the teaching staff use behaviour management strategies well.

Assessment for learning strategies have been established well in the school's procedures. Teachers use a wide range of assessment for learning procedures effectively and give opportunities for the oldest pupils to reflect upon and correct their own work and that of their peers.



Teachers mark pupils' work regularly. However, written feedback is not always of assistance to pupils in identifying the next steps in order to improve the standard of their work.

Continuous assessment is a strong feature throughout the school. Pupils and teachers agree on targets on a termly basis and these are shared and discussed with parents. In general, teachers discuss these regularly and ensure that pupils are aware of them throughout the term.

Annual reports for parents include clear information about each child's progress.

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

The school has appropriate policies and arrangements for promoting healthy eating and drinking. There is a wide and regular range of appropriate initiatives that encourage healthy eating and drinking and physical exercise.

The school is a caring community that provides a safe environment for pupils. Staff monitor pupils' wellbeing very well and act quickly and sensitively in response to concerns. The school has appropriate policies and procedures for safeguarding and they are not a cause for concern. There is good guidance for staff and they are aware of requirements.

The school places a strong emphasis on inclusion and ensuring pupils' wellbeing. Pupils understand the importance of regular attendance and punctuality and the school has strategies to promote these. Clear strategies for promoting good behaviour are in place. Provision for developing pupils' social and emotional skills is a strength at the school.

Good use is made of the support of external specialist services and pupils benefit from this support. Joint activities with the local church and other schools reinforce this further.

Provision for pupils who have additional learning needs is good. Pupils' needs are identified quickly by teachers and there are individual educational plans of good quality for them. Plans are reviewed regularly and updated to ensure that learning needs are met. The quality, commitment and expertise of members of the school's support staff are of a high standard.

### **Learning environment: Good**

The school is an inclusive community that provides a safe and welcoming environment for all pupils. Appropriate policies and procedures ensure equal access to provision and promote equality and social diversity. The range of learning areas provides a stimulating environment and facilities that cater well for pupils' needs. All facilities are used purposefully and are accessible to pupils, staff and visitors.

All members of the school show respect for each other. Respect for racial diversity and equality is promoted successfully through personal and social education programmes and through promoting personal and social values successfully.

There are enough resources that match pupils' needs appropriately, and teachers make effective use of them. The learning environment in every classroom is colourful and celebrates pupils' efforts successfully. The school building and grounds are used effectively and are well maintained.

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

The headteacher has a clear strategic vision and she leads the school very well. She has established an enthusiastic and active team who share the same vision. She has high expectations of teachers and pupils. This has a positive influence on pupils' standards across the school.

The main focus of strategic planning is improving the school by raising pupils' standards further. It responds well to national priorities such as assessment for learning and local priorities such as the Gwynedd Language Charter to promote pupils' use of Welsh socially. These have a positive effect on pupils' standards and achievement.

Leaders' monitoring role is developing appropriately and is having a positive effect on the school's work. A beneficial example of the effect of the monitoring work is the improvements in classrooms across the school. Co-ordinators have prepared profiles that include examples of pupils' work, which are of assistance to them when monitoring standards of attainment throughout the school.

Governors are very supportive of the school's work, are aware of their responsibilities and respond to statutory requirements. They show an understanding of the school's performance in comparison with that of other schools in the family and nationally, but their role in challenging the school as critical friends has not developed sufficiently.

**Improving quality: Good**

The school's self-evaluation report is comprehensive and reflects the majority of strengths and areas to be developed. Teachers and governors are well informed about these. The process includes an appropriate review of aspects of school life and how these affect the standards that pupils achieve. The school has effective arrangements for collecting parents' and pupils' opinions through questionnaires and it gives suitable consideration to their comments and suggestions.

The school's monitoring arrangements are developing effectively and contribute appropriately to the self-evaluation process. The headteacher is mainly responsible for monitoring the school's work and the co-ordinators' role in monitoring the quality of teaching and scrutinising pupils' work is developing appropriately. The recent monitoring reports show exactly what the school's strengths are and identify steps for improvement clearly.

The headteacher and the senior management team have a clear picture and an accurate understanding of the school's strengths and weaknesses, based on robust

evidence. Performance data is used regularly and effectively to monitor progress and plan for improvement.

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

### **Partnership working: Good**

The school works effectively with a suitable range of partners. There is a strong partnership with parents. They are informed well and they feel that they are welcome at the school. Good community links also exist with many local and national organisations, societies, churches and charities, which has a good influence on the quality of pupils' experiences.

The school works closely with the secondary school to moderate and standardise work in the core subjects and deliver projects jointly. Teachers lead and co-operate closely with local primary schools to share experiences in terms of developing staff and assistants. A variety of ideas and delivery methods are shared in subjects such as numeracy and literacy and this has had a strong effect on raising pupils' standards.

Appropriate transition arrangements with a local nursery group allow smooth transfer to the school. Similarly, there are appropriate arrangements with Ysgol Dyffryn Ogwen to promote effective pastoral care when transferring to the secondary school.

The strong partnership with a number of institutions such as Bangor University and Coleg Menai, who train teachers and assistants, helps to develop staff's awareness of current teaching and learning methodology.

The school has established important partnerships with sports, social and charitable organisations in the area, and this improves pupils' wellbeing and moral outcomes. It also effectively promotes their feeling of the importance of community and their pride in their Welshness.

### **Resource management: Good**

Leaders have robust financial plans, which are linked clearly to the school's priorities and current needs. The school's finance sub-committee meets regularly to plan its purchase and use of resources carefully. Following a period of significant under-expenditure, the school has worked closely with the local authority on a specific plan to reduce under-expenditure this year. The school has adapted its spending decisions appropriately in the light of changes in the numbers of pupils who attend the school. The school has enough teachers with expertise to deliver a complete curriculum and to meet the needs of individuals and the school's priorities fully. All staff have up-to-date job descriptions that correspond appropriately to their

roles. Teachers have good qualifications and they possess a suitable range of expertise across the curriculum. There are appropriate arrangements for teachers' planning, preparation and assessment time. Support staff are used effectively and they have a positive effect on the attainment of all pupils.

The school responds to statutory requirements for performance management effectively, but support staff are not part of the process at present. Managers ensure that all staff receive suitable training, and the school has established very effective networks of professional practice in the school and with other schools and partners.

The school provides good value for money.

## Appendix 1

### Commentary on performance data

By the end of the Foundation Phase in 2013, the proportion of pupils who achieved the Foundation Phase was higher than the averages for the family of similar schools and Wales. This was also true of the percentage who achieved the expected outcome (outcome 5) in personal and social development, wellbeing and cultural diversity, mathematical development and language, literacy and communication development in Welsh.

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

In 2013, the proportion of pupils who achieved higher than the expected outcome (outcome 6) in personal and social development, wellbeing and cultural diversity, language and communication in Welsh was lower than the averages for the family and Wales, but higher in mathematical development.

When comparing the school's results in 2012 and 2013 for the expected outcome to those in similar schools in terms of the percentage of pupils who are entitled to free school meals, the school has performed in the top 25% in all areas.

When comparing the percentage who achieved the higher outcome (outcome 6) with that of similar schools in terms of levels of entitlement to free school meals, the school has performed mostly among the lower 50%.

At the end of key stage 2 in 2013, the proportion of pupils who achieved the core subject indicator was considerably lower than the averages for the family of similar schools and Wales. In English, the proportion of pupils who achieved the expected level was close to the average for the family and higher than the average for Wales. In science, the proportion of pupils who achieved the expected level was higher than the Wales average and close to the average for the family. In Welsh, the proportion was lower than the averages for the family and Wales, and significantly lower in mathematics. In 2013, the percentage who achieved higher than the expected level was significantly higher than the averages for the family and Wales in Welsh, mathematics and science, but lower in English. These trends are uneven over the last four years.

In comparison with the performance of similar schools in terms of levels of entitlement to free school meals, the school's results at the expected level were mostly among the lower 50% or the bottom 25% in 2013 but compared more favourably in the two previous years. At the higher level, performance has placed the school among the top 25% or the higher 50% in the majority of indicators over a period of four years.

Over a period of four years, there is no obvious pattern of difference between boys' performance in comparison with girls nor when comparing the achievements of pupils who are entitled to receive free school meals with the remainder of the cohort.

## Appendix 2

### Stakeholder satisfaction report

#### Responses to learner questionnaires

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

	Number of responses Nifer o ymatebion	Agree Cytuno	Disagree Anghytuno	
I feel safe in my school.	83	83 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	83	82 99%	1 1%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	83	81 98%	2 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	83	82 99%	1 1%	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.	83	79 95%	4 5%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	83	82 99%	1 1%	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.	83	82 99%	1 1%	Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddsygu a gwneud cynnydd.
		99%	1%	
I know what to do and who to ask if I find my work hard.	83	83 100%	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.	83	75 90%	8 10%	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.	83	80 96%	3 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.	83	59 71%	24 29%	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	83	75 90%	8 10%	Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
		84%	16%	

## Responses to parent questionnaires

Designating the benchmark – this is a total of all responses to date 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.	66	30 45%	33 50%	1 2%	2 3%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	67	37 55%	26 39%	3 4%	1 1%	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.	66	36 55%	29 44%	1 2%	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.	67	24 36%	37 55%	3 4%	0 0%	3	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	0%		
Pupils behave well in school.	65	18 28%	41 63%	1 2%	3 5%	2	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	46%	4%	1%		
Teaching is good.	67	25 37%	38 57%	3 4%	1 1%	0	Mae'r addysgu yn dda.
		60%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	67	31 46%	34 51%	1 1%	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.	66	20 30%	33 50%	7 11%	0 0%	6	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.	66	24 36%	35 53%	1 2%	4 6%	2	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.	67	32 48%	31 46%	2 3%	1 1%	1	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		59%	36%	2%	0%		
My child is safe at school.	66	45 68%	21 32%	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'.	64	28 44%	23 36%	4 6%	2 3%	7	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.	66	29 44%	33 50%	4 6%	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.	67	36 54%	25 37%	3 4%	1 1%	2	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.	67	33 49%	27 40%	4 6%	1 1%	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.	65	29 45%	32 49%	2 3%	0 0%	2	Mae'r ysgol yn helpu fy mhentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		55%	39%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	59	18 31%	22 37%	3 5%	0 0%	16	Mae fy mhentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		42%	34%	4%	1%		
There is a good range of activities including trips or visits.	65	24 37%	34 52%	3 5%	1 2%	3	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	38%	5%	1%		
The school is well run.	67	33 49%	29 43%	3 4%	1 1%	1	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	33%	3%	1%		



## Appendix 3

Carolyn Thomas	Reporting Inspector
David Davies	Team Inspector
Jeremy Turner	Lay Inspector
Eifion Watkins	Peer Inspector
Alison Halliday	Nominee

## Copies of the report

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

### Year groups, the Foundation Phase and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years of age. This system emphasises the importance of continuity and eases communication among schools, governing bodies, parents and local authorities.

The following table sets out the age ranges relevant to each year group. For example, Year 1 refers to the group of pupils who reach the age of six and Year 13 is the year group who reach the age of 18 during the academic year.

Primary phase:

Year	N	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	3-4	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The Foundation Phase and key stages cover the following year groups:

Foundation Phase	Nursery, Reception, Year 1 and Year 2
Key stage 2	Year 3 to Year 6
Key stage 3	Year 7 to Year 9
Key stage 4	Year 10 and Year 11

## **Glossary of terms – Primary**

### **Foundation Phase indicator (FPI)**

Progress in learning through the Foundation Phase is indicated by outcomes (from outcome 1 to outcome 6).

The Foundation Phase indicator (FPI) relates to the expected performance in three areas of learning in the Foundation Phase:

- literacy, language and communication in English or Welsh first language
- mathematical development; and
- personal and social development, wellbeing and cultural diversity.

By the end of the Foundation Phase, at the age of seven, pupils are expected to reach outcome 5 and the more able to reach outcome 6.

Pupils must achieve the expected outcome (outcome 5) in the three areas above to gain the Foundation Phase indicator.

### **The core subject indicator (CSI)**

Progress in learning through key stage 2 is indicated by levels (level 1 to level 5).

The core subject indicator in key stage 2 relates to the expected performance in the core subjects of the National Curriculum:

- English or Welsh first language
- mathematics; and
- science

By the end of the key stage 2, at the age of 11, pupils are expected to reach level 4 and more able pupils to reach level 5.

Pupils must gain at least the expected level (level 4) in the three core subjects to gain the core subject indicator.

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

Inspection reports may refer to a school's performance relative to a family of schools or to schools with a broadly similar proportion of pupils entitled to free school meals.

In relation to free school meals, schools are placed into one of five bands according to the three-year trend in the proportion of pupils entitled to free school meals in the school. The school's performance is then placed into quartiles (from the top 25% to the bottom 25%) in relation to how well it is doing compared with other schools in the same free school meal band.

The Welsh Government created the families of schools (typically a group of 11 schools) to enable schools to compare their performance with that of similar schools across Wales. The composition of the families draws on a number of factors. These include the proportion of pupils entitled to free school meals and the proportion living in the 20% most deprived areas of Wales. They also draw on the proportion of pupils with special education needs at school action plus or with a statement of special educational needs, and pupils with English as an additional language.