



Arolygiaeth Ei Mawrhydi dros Addysg a Hyfforddiant yng Nghymru
Her Majesty's Inspectorate for Education and Training in Wales

A report on

**Ysgol Morfa Nefyn
Morfa Nefyn
Pwllheli
Gwynedd
LL53 6AR**

Date of inspection: September 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.

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Context

Ysgol Babanod Morfa Nefyn is in the village of Morfa Nefyn near Pwllheli, Gwynedd and serves the village and nearby areas.

The school provides for pupils between 3 and 8 years of age. Pupils transfer to nearby primary schools after Year 3. Welsh is the school's everyday language and the main medium of learning and teaching. English is taught formally in Year 3. About 80% of pupils come from Welsh-speaking homes. No children are from an ethnic minority background.

Children are admitted to the nursery class on a full-time basis in the September following their third birthday. During the inspection, there were 47 children on roll. They are taught by two full-time teachers and one part-time teacher.

About 6% of pupils are eligible for free school meals, which is lower than the national average.

Very few pupils are on the school's additional learning needs register. The number is significantly lower than the average for Wales. Very few pupils have a statement of special educational needs.

The headteacher was appointed in September 2008. The school was last inspected in April 2011.

The individual school budget per pupil for Ysgol Babanod Morfa Nefyn in 2015-2016 is £4,305. The maximum per pupil in primary schools in Gwynedd is £12,116 and the minimum is £2,981. Ysgol Babanod Morfa Nefyn is in 35th position of the 98 primary schools in Gwynedd in terms of the school budget per pupil.

Summary

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

Current performance

The school is excellent because:

- Nearly all pupils make especially good progress and achieve particularly well
- The quality of pupils' oral work across the school is excellent
- Standards of behaviour and self-discipline are high and almost all pupils are enthusiastic and keen to learn
- Rich and stimulating learning experiences and imaginative and effective teaching motivate nearly all pupils to learn and take pride in their work
- There is a very familial, caring and welcoming ethos in which pupils feel safe and happy and are treated with respect
- Excellent support and guidance contribute considerably to pupils' wellbeing and have a very positive effect on learning

Prospects for improvement

Prospects for improvement are excellent because:

- The headteacher has a clear vision, based on promoting very high standards, which has been conveyed successfully to staff, parents and governors
- Governors use their expertise very effectively to ensure very good standards across the school
- All members of staff work as an effective team and understand their role in implementing the school's plans
- Purposeful self-evaluation arrangements identify suitable priorities which place a clear emphasis on raising standards
- Effective co-operation with a range of partnerships has a positive effect on pupils' wellbeing and achievement

Recommendations

R1 Improve attendance

R2 Ensure a wider range of opportunities for pupils in year 3 to develop their writing skills in English across the curriculum

What happens next?

The school will produce an action plan that shows how it will address the recommendations. The local authority will monitor the school's progress.

Estyn will invite the school to prepare a written case study, describing the excellent practice that has been seen during the inspection.

Main findings

Key Question 1: How good are outcomes?

Excellent

Standards: Excellent

Results of pupils' basic assessments on entry to the school show that the majority of pupils have skills below those expected, and that Welsh is a new language to a few pupils. However, the oral skills of pupils who come from non-Welsh speaking homes develop very quickly. Nearly all of them participate fully in classroom activities, and build well on their previous learning experiences. By the time they transfer to the nearby primary school at the end of Year 3, nearly all pupils make excellent progress in all areas of learning.

Nearly all pupils across the school listen attentively to their teachers during lessons. Most pupils' oral skills develop quickly because of the strong emphasis on oral work. The quality of role-playing is an especially good feature at the school. Pupils develop a wide range of vocabulary and idioms very early and, by Year 3, they use them very skilfully when communicating in rich and polished language.

Nearly all pupils make excellent progress when learning to read. Most of them enjoy reading aloud and do so increasingly confidently. Pupils in the early years of the Foundation Phase acquire a good understanding of the relationship between letters and sounds and use them well to read unfamiliar words. By Year 2, most of them read fluently and meaningfully with clear expression and respond effectively to dialogue.

Most pupils' standards of written Welsh are high across the school. They use different openings to their sentences and striking closing idioms to end their stories. An excellent feature is the varying range of punctuation. By the time pupils reach Year 3, nearly all write at length in a wide range of various media, using various adjectives and similes to enrich the work. A good example of this is the work on articles and portraits. Nearly all pupils make consistent and effective use of their literacy skills in various areas across the curriculum. Most Year 3 pupils develop increasing confidence in their English oral work and their reading skills develop well. They write in an organised way and present ideas and information accurately and effectively. Most pupils present their work neatly.

In the Foundation Phase and in Year 3, nearly all pupils have a firm grasp of numeracy skills, and use them effectively to solve everyday problems. They use simple addition, subtraction, division and multiplication strategies confidently when solving verbal problems and numerical challenges. They use standard measuring equipment and units consistently accurately in their tasks. Nearly all collect and interpret data confidently. Most explain results and procedures extremely effectively and use polished mathematical vocabulary. Most use their numeracy skills very successfully across areas of learning, for example in the work on insects and when measuring the growth of plants.

Over recent years, there has been a comparatively small number of pupils (ten or fewer) in the year groups at the end of the Foundation Phase. This can have a significant effect on the school's benchmark performance in comparison with similar schools and in comparison with national averages. In addition, numbers are too small to make a meaningful comparison between pupils who are eligible for free school meals and other pupils.

At the end of the Foundation Phase, over a period of three years, the school's performance in terms of literacy at the expected outcome (outcome 5) and the higher outcome (outcome 6) has placed the school consistently in the top 25% in comparison with similar schools. In general, the pattern is the same in mathematics, apart from performance at the expected outcome (outcome 5) in 2014, where the school is placed in the bottom 25%.

Wellbeing: Adequate

Nearly all pupils are very aware of the importance of eating healthily and taking regular physical exercise. They take an enthusiastic part in sports during lessons and during keep fit club and the 'Dal i Fynd' (Keep Going) running club.

The standard of behaviour is very high and all pupils across the school show respect for each other and for adults. They are all enthusiastic learners who co-operate extremely effectively independently and in groups. They show enjoyment and pride in their work and persevere with their tasks for extended periods. By Year 3, they show good knowledge of their strengths and explain confidently what they need to do to improve their work.

Nearly all pupils state that they feel safe at school and say that they are treated with respect and are able to turn to any adult, friends or 'Bydis Buarth' (Playground Pals) for support when needed.

Pupils take full advantage of appropriate opportunities to voice an opinion and express concern. Members of the school council meet regularly and take their responsibilities seriously. They collect fellow pupils' opinions and comments effectively and are proud of their efforts to raise money for the benefit of charities such as Children in Need and Red Nose Day.

Many pupils contribute considerably to the wider community. They take pride in the opportunity to serve and entertain residents of the village by taking part in assemblies and concerts.

Most pupils arrive at school punctually. However, over the last four years, attendance levels have placed the school in the bottom 25% in comparison with similar schools.

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

The school has stimulating schemes of work, which fire all pupils' enthusiasm and motivate them. They respond fully to the requirements of the Foundation Phase, the National Curriculum and the agreed syllabus for religious education. An especially good aspect of the provision is the innovative arrangement to divide areas of learning within the classrooms and the progressive use made of the outdoor area. As a result, even the youngest pupils, soon after starting school, are confident when choosing and moving from one activity to the other, without much guidance from the teacher.

The Literacy and Numeracy Framework is embedded firmly in the school's plans. This is an especially good feature, which leads to high standards. The school makes excellent use of support staff to support and develop pupils' literacy and numeracy skills. As a result, pupils use their skills extremely effectively in a number of areas. However, the range of opportunities to develop Year 3 pupils' writing skills in English across the curriculum is limited.

Welsh is the natural medium of the school's life and work and this promotes bilingual proficiency in an excellent way. Opportunities to develop pupils' oral skills are an example of excellence at the school, and staff place a strong emphasis to develop them regularly throughout the day. Through cross-curricular work and visits and opportunities to compete in Eisteddfodau, pupils have especially good opportunities to learn about their area and about history and the culture of Wales.

Through a wide range of rich activities, pupils have an opportunity to learn how to live in a sustainable manner. The eco council co-operates very effectively with pupils across the school to encourage recycling and reducing waste. Pupils are able to show empathy for the lives of people in other countries, for example by having links and a visit by a citizen of Nairobi.

Teaching: Excellent

The quality of teaching is consistently high and teachers show an excellent knowledge of the requirements of the Foundation Phase and the National Curriculum. Excellence can be seen in the way in which teachers plan exciting and innovative activities which encourage pupils to work hard, especially independently. They explain new ideas in a meaningful and relevant manner and extend learning through real experiences. Teachers question probingly in order to extend pupils' understanding and encourage them to use their thinking skills throughout the lesson.

Teachers use a wide range of teaching methods and resources very thoughtfully to support learning. They share learning objectives clearly and discuss success criteria with pupils regularly during lessons. The contribution of support staff to the quality of pupils' learning is considerable, and all members of staff model language very effectively.

Staff establish an especially good working relationship which fosters successful learning. Teachers have very high expectations and all pupils understand this. There is obvious excitement in lessons and activities flow effectively.

Teachers make skilful use of a range of assessment strategies. They offer useful oral feedback during lessons. There are good examples of purposeful marking and pupils are encouraged to take advantage of the opportunity to improve their work by responding to the teacher's perceptive comments. Good procedures are in place to provide opportunities for pupils to evaluate their own work and that of others. This ensures that pupils understand at an early stage how well they are doing and what they need to do to improve their work.

The school has thorough procedures for tracking pupils' progress, including excellent use of standardised tests and teachers' assessments. As a result, teachers understand pupils' needs well and use the information to set challenging targets and provide interesting tasks so that they are able to move on to the next stage in their learning.

There are suitable arrangements for reporting to parents on their children's progress and achievement and they meet statutory requirements fully.

Care, support and guidance: Excellent

The quality of care, support and guidance has a very positive effect on pupils' standards and wellbeing. There is excellent provision for pupils who have additional learning needs. Teachers identify pupils' additional learning needs at an early stage and plan very effective intervention strategies for them. This enables them to make very good progress. Staff prepare individual education plans in detail and include the opinions of parents and pupils in the process.

Provision for pupils' social, moral, spiritual and cultural development is extremely effective. This is reflected in the respect that they show towards each other and towards adults. Positive relationships result in very good behaviour by all pupils. An especially good feature during periods of collective worship is the ability of pupils to reflect. Visitors are invited regularly to lead the worship and there are opportunities for pupils to reflect on topical subjects such as caring for the environment. The school has strong and supportive links with a number of specialist services and external agencies which ensure high quality support and guidance for pupils and parents. A good example of this is the support given by the speech and language service for pupils who are on the additional learning needs register.

The school makes appropriate arrangements for promoting eating and drinking healthily and provides numerous opportunities in order to promote fitness. The school's arrangements for safeguarding pupils meet requirements and are not a cause for concern.

Learning environment: Good

An especially good feature at the school is the family ethos that exists. It is a very inclusive and caring community in which pupils feel happy and safe.

There is a clear emphasis on ensuring equal opportunities and full access to the wide curriculum for all pupils. Respect for diversity and racial equality is promoted successfully through varied work, including when studying foreign countries.

There is a varied range of good quality equipment and resources in the school, which are used extremely effectively. The outdoor learning areas have been developed in a creative way in order to make very effective use of the space that is available and to improve pupils' learning and play experiences.

Stimulating and attractive displays of teachers' work and pupils' achievements and successes in classrooms and around the school create an interesting learning environment and support learning effectively. They also gain pupils' pride in their work. The standard of cleanliness is high and the school building and grounds are well-maintained. The school site is safe for pupils.

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

The headteacher's innovative and robust leadership sets a clear strategic direction for the school's development. She has high expectations and a purposeful vision which are shared successfully with the school community. She shares responsibilities effectively and has a key role in promoting co-operation and sharing good practice with a number of other schools. Teachers visit the school to observe excellent practices; for example, the way in which the school develops pupils' oracy skills and plans interesting and varied activities and tasks for the Foundation Phase. The emphasis on oral work is an especially good feature that ensures that pupils develop rich language at a very early stage. The effect can be seen clearly on standards of reading and writing in both languages.

Governors have a probing understanding of the school's strengths and of the areas that need to be developed further. Members of the governing body have used their expertise very effectively to contribute to leading and supporting provision for numeracy and literacy. This ensures a very robust strategic direction for the school and has an excellent effect on pupils' attainment. The monitoring plan that has been adopted recently has enabled governors to observe teaching more systematically. It has ensured all governors' commitment to the evaluation process as they reach a more certain judgement about pupils' standards of work and attainment.

All members of staff are aware of their roles and responsibilities and they fulfil them particularly effectively. They co-operate very closely as a team and meet regularly to discuss and plan jointly. Under the leadership of the headteacher, they are very willing to share expertise for the pupils' benefit. Especially good co-operation has ensured very high standards over a long period.

Thorough performance management arrangements contribute to improvements in teaching and learning and provide opportunities to promote staff's professional development through a programme of relevant training. The school is making good progress in introducing initiatives that meet local and national priorities such as literacy and numeracy.

Improving quality: Excellent

The headteacher ensures that all leaders have a thorough awareness of the strengths and areas that need to be developed. The governing body's ability to challenge the school's performance data, along with the school council's contribution to the self-evaluation arrangements, are obvious strengths at the school. The pupil's voice, through school council questionnaires and analysis of them, and the daily opportunities for pupils to express an opinion, have a strong influence on the school's priorities and pupils' personal targets. Considering their age, they show obvious maturity as they produce their own success criteria. The active contribution of the literacy and numeracy team, which includes the headteacher and two governors, has resulted in a comprehensive evaluative report on these skills.

Self-evaluation processes are thorough and consider a wide range of direct evidence such as lesson observations, performance data and the opinion of parents and others. The self-evaluation report is a detailed and evaluative document which gives a clear and honest picture of the school's current situation. The headteacher uses the information that is collected very purposefully in order to set priorities for improvement. The school is able to show that self-evaluation has resulted in visible improvements in standards and provision, particularly in oracy and extended writing work.

The development plan is comprehensive, identifies relevant and specific targets and includes success criteria that focus well on pupils' outcomes. It gives a clear outline of staff's responsibilities, funding requirements and methods for monitoring progress. An excellent feature is the way in which the plan's priorities are a basis for setting performance management targets and ensuring valuable training for staff. This ensures staff's willingness to adapt and refine strategies and methods, and to challenge themselves and others to improve provision and outcomes. An excellent example of this is the way in which the school informs parents about their children's targets and what they can do to support their learning after school hours. This ensures very successful co-operation.

Partnership working: Good

The school works successfully with a range of strategic partners, which has had a positive effect on pupils' standards and wellbeing and extends learning experiences effectively.

The school has a strong relationship with parents, who contribute considerable sums of money regularly in order to provide resources and pay for educational trips and journeys. The school informs parents well about the school's procedures and has established a website which is a useful link.

The open and welcoming ethos develops robust partnerships with the community. The good links with local associations and businesses enrich learning experiences effectively. The school makes regular use of the support of individuals in the community to contribute to experiences and support pupils' activities, for example instructing in the cookery club. The close co-operation with local businesses facilitates the development of pupils' business skills very successfully.

Valuable links with the local nursery group ensure that pupils settle quickly in the school. Purposeful co-operation with the nearby primary schools ensures smooth transition experiences for pupils at the end of their time at the school.

Resource management: Good

Leaders manage the school's resources effectively. There are enough experienced teaching staff and support staff to deal with all aspects of school life. The contribution and support of classroom assistants are a strength at the school. They offer valuable support to teachers and have a positive influence on improving pupils' attainment.

Provision for teachers' planning, preparation and assessment is arranged well and they make purposeful use of their time. Thorough arrangements for managing the performance of all members of staff contribute successfully to improvements in provision and leadership, and training is planned carefully in relation to the school's priorities and the needs of individuals.

The school is an effective learning community. Several learning networks offer a wide range of appropriate opportunities for teachers and assistants to co-operate on useful projects. These have a positive effect on staff's professional development, especially for strategies to develop pupils' skills.

The headteacher and governors monitor and manage expenditure carefully. The school makes good use of the Pupil Deprivation Grant to improve provision further in order to develop the literacy and numeracy of pupils who are eligible for free school meals.

The school manages teaching and learning resources well and the building and grounds are used to their full potential.

Considering the high outcomes, the school provides excellent value for money.

Appendix 1: Commentary on performance data

6612075 - YSGOL BABANOD MORFA NEFYN

Number of pupils on roll	50
Pupils eligible for free school meals (FSM) - 3 year average	6.0
FSM band	1 (FSM<=8%)

Foundation Phase

	2012	2013	2014
Number of pupils in Year 2 cohort	11	6	8
Achieving the Foundation Phase indicator (FPI) (%)	100.0	100.0	87.5
Benchmark quartile	1	1	3
Language, literacy and communication skills - English (LCE)			
Number of pupils in cohort	*	*	*
Achieving outcome 5+ (%)	*	*	*
Benchmark quartile	*	*	*
Achieving outcome 6+ (%)	*	*	*
Benchmark quartile	*	*	*
Language, literacy and communication skills - Welsh (LCW)			
Number of pupils in cohort	11	6	8
Achieving outcome 5+ (%)	100.0	100.0	100.0
Benchmark quartile	1	1	1
Achieving outcome 6+ (%)	72.7	66.7	62.5
Benchmark quartile	1	1	1
Mathematical development (MDT)			
Number of pupils in cohort	11	6	8
Achieving outcome 5+ (%)	100.0	100.0	87.5
Benchmark quartile	1	1	4
Achieving outcome 6+ (%)	45.5	66.7	62.5
Benchmark quartile	1	1	1
Personal and social development, wellbeing and cultural diversity (PSD)			
Number of pupils in cohort	11	6	8
Achieving outcome 5+ (%)	100.0	100.0	100.0
Benchmark quartile	1	1	1
Achieving outcome 6+ (%)	100.0	66.7	75.0
Benchmark quartile	1	2	2

The Foundation Phase indicator (FPI) represents the percentage of pupils achieving outcome 5 or above in PSD, LCE/LCW, and MDT 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 parent questionnaires

Denotes 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.	13	13 100%	0 0%	0 0%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		64%	33%	3%	1%		
My child likes this school.	13	13 100%	0 0%	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.	13	12 92%	1 8%	0 0%	0 0%	0	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		73%	26%	1%	0%		
My child is making good progress at school.	13	13 100%	0 0%	0 0%	0 0%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		63%	34%	3%	1%		
Pupils behave well in school.	13	13 100%	0 0%	0 0%	0 0%	0	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		48%	47%	4%	1%		
Teaching is good.	13	13 100%	0 0%	0 0%	0 0%	0	Mae'r addysgu yn dda.
		62%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	13	13 100%	0 0%	0 0%	0 0%	0	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		65%	33%	1%	0%		
The homework that is given builds well on what my child learns in school.	13	10 77%	3 23%	0 0%	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.
		50%	42%	6%	2%		
Staff treat all children fairly and with respect.	13	13 100%	0 0%	0 0%	0 0%	0	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		61%	34%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	13	13 100%	0 0%	0 0%	0 0%	0	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		61%	37%	2%	0%		
My child is safe at school.	13	13 100%	0 0%	0 0%	0 0%	0	Mae fy mhentyn yn ddiogel yn yr ysgol.
		67%	31%	1%	0%		

	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	
My child receives appropriate additional support in relation to any particular individual needs'.	13	12 92%	1 8%	0 0%	0 0%	0	Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
I am kept well informed about my child's progress.	13	11 85%	2 15%	0 0%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
I feel comfortable about approaching the school with questions, suggestions or a problem.	13	13 100%	0 0%	0 0%	0 0%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
I understand the school's procedure for dealing with complaints.	13	11 85%	2 15%	0 0%	0 0%	0	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
The school helps my child to become more mature and take on responsibility.	13	13 100%	0 0%	0 0%	0 0%	0	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
My child is well prepared for moving on to the next school or college or work.	13	12 92%	1 8%	0 0%	0 0%	0	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
There is a good range of activities including trips or visits.	13	12 92%	1 8%	0 0%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
The school is well run.	13	13 100%	0 0%	0 0%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.

Appendix 3

The inspection team

Mervyn Lloyd Jones	Reporting Inspector
Hazel Hughes	Team Inspector
Meleri Cray	Lay Inspector
Elen Mary Jones	Peer Inspector
Nia Wyn Williams	Nominee

Copies of the report

Copies of this report are available from the school and from the Estyn website (www.estyn.gov.wales)

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.