



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

**Laugharne Voluntary Controlled Primary School
Orchard Park
Laugharne
Carmarthenshire
SA33 4TE**

Date of inspection: October 2013

by

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

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

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

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

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

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

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

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

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

© Crown Copyright 2013: 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: 24/12/2013

Context

This Voluntary Controlled Primary school is situated in the village of Laugharne, about 15 miles from the town of Carmarthen, in Carmarthenshire. It serves the village and surrounding areas.

There are 70 pupils aged between three and 11 on roll, including eight pupils of nursery age who attend on a part-time basis. Pupil numbers have decreased over recent years.

Pupils are admitted to the school on a part-time basis at the beginning of the term following their third birthday and on a full-time basis at the beginning of the term in which they reach four years of age. Pupils are taught in three mixed-age classes by four full-time teachers. Most pupils come from English-speaking homes. In line with the local authority's policy, English is the main medium of teaching and learning. Welsh is taught as a second language.

About 24% of pupils have additional learning needs, including a small number of pupils who have a statement of special educational needs. A very few pupils are from an ethnic minority background. Seven per cent of pupils are entitled to free school meals, a percentage that is considerably lower than county and national averages. This percentage has decreased recently.

The headteacher has been in post since September 2010.

The school was last inspected in October 2007.

The individual school budget for Laugharne Voluntary Controlled Primary School in 2013-2014 is £3,680. The maximum per pupil in primary schools in Carmarthenshire is £8,152 and the minimum is £2,941. Laugharne School is in 54th position of the 106 primary schools in Carmarthenshire 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 current performance is good because:

- most pupils make appropriate progress in their learning during their time at the school;
- the school provides a wide range of interesting learning experiences;
- there are rich opportunities to promote pupils' personal development as well-rounded individuals;
- teaching is of good quality on the whole;
- there is effective provision for pupils who have additional learning needs; and
- the school is an inclusive and caring community.

Prospects for improvement

Prospects for improvement are good because:

- the headteacher has a clear and robust vision for the school's further development;
- all staff co-operate effectively as a team;
- there is good use of tracking procedures to monitor pupils' progress;
- the school identifies what needs to be improved and acts systematically on this;
- good attention is paid to a number of local and national priorities; and
- there is effective use of a range of partnerships, which has a constructive influence on provision.

Recommendations

- R1 Improve the achievement of more able pupils at the end of the Foundation Phase and key stage 2
- R2 Extend pupils' skills in Welsh as a second language
- R3 Strengthen the organisation of the Foundation Phase in order to ensure a consistent challenge for pupils
- R4 Disseminate the good practice in marking across the school

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

Across the classes, pupils listen well. Most pupils talk about their work confidently and express themselves clearly. They recall previous learning and apply it appropriately to new situations, especially key stage 2 pupils.

In the Foundation Phase, many pupils read with increasing fluency and use purposeful strategies to read unfamiliar words. In key stage 2, most pupils read correctly and meaningfully. They can discuss the main characters and events in their novels with good understanding. They take an interest in books and are developing into independent readers.

Most pupils in the Foundation Phase develop their writing skills appropriately. They begin to use a wider vocabulary and accurate punctuation. However, more able pupils do not write at length regularly enough. In key stage 2, most pupils write confidently and at length in a variety of forms. They present their ideas and knowledge effectively and show a firm grasp of spelling and punctuation patterns.

In the Foundation Phase, the majority of pupils recognise, order and use numbers to calculate and solve basic problems. They identify patterns in numbers and use this knowledge appropriately to solve number problems in their activities. They use mathematical vocabulary correctly overall. They handle different measurements involving length with increasing accuracy. They are able to use the correct units for specific tasks. They have a good knowledge of the characteristics of two-dimensional shapes and some familiar three-dimensional shapes.

In key stage 2, most pupils have a good understanding of number facts. The majority make mental calculations and explain the strategies they use sensibly. They have a firm grasp of different forms of measurement and use appropriate language and terms when discussing and recording their work. Most pupils can collect and represent data from various sources effectively in number tasks and in their work across the curriculum. In their thematic work in history, for example, most pupils make good use of their number, measurement and ICT skills in their investigations and when presenting their conclusions.

Across the school, but especially in key stage 2, the majority of pupils use their thinking skills and investigative skills purposefully in their work across the subjects.

At the end of the Foundation Phase, the percentage of pupils who achieve the expected outcome, namely outcome 5, is uneven. In the 2012 assessments, pupils' results in language, literacy and communication skills and mathematical development were higher than the averages for the family of similar schools and Wales. They were lower than the averages in 2013. In the area of personal and social development, pupils' results were higher than the averages for the family of schools

and Wales in 2012. In the 2013 assessments, pupils' achievements were similar to the averages for the family of schools but lower than the national averages.

In key stage 2, over the last two years, the percentage of pupils who achieved the expected level, namely level 4, in English, mathematics and science has been higher than the averages for the family of schools and Wales. They were more uneven in previous years.

In comparison with schools that have similar levels of entitlement to free school meals, the school's performance at the end of the Foundation Phase and key stage 2 varies.

The percentage of pupils who achieve the higher outcomes, namely outcome 6 at the end of the Foundation Phase and level 5 at the end of key stage 2, is uneven.

There is no consistent pattern in the difference between boys' and girls' results although there are variations across the subjects. Pupils who have additional learning needs make good progress and achieve their targets.

Many pupils are beginning to develop their oral, reading and writing skills in Welsh and use basic sentence patterns increasingly as they go through the school. They understand and respond confidently to simple greetings and instructions. In general, pupils show good attitudes to learning the language but they do not have a firm enough grasp of a range of sentence patterns or the vocabulary to communicate easily in different situations.

Wellbeing: Good

Most pupils are aware of the advantages of eating healthily and taking physical exercise, and understand how they contribute to their health.

Most pupils' behaviour is good. They are courteous towards each other and adults. Most pupils show a great interest in their learning and work productively with others.

Pupils play an important part in the life of the local community and there is a strong link with many organisations, businesses and individuals. Pupils benefit greatly from these experiences and develop a wide range of personal and social skills that prepare them well for life outside the school.

Members of the school council, the eco council and the fair trade committee contribute fully towards decision-making and fulfil their duties effectively. Pupils undertake a range of responsibilities, including lunchtime leisure clubs, with pride.

Pupils' attendance levels over the last four years are uneven. In comparison with the averages for similar schools, figures over this period vary between the bottom 25% and the top 50% but there has been a trend of improvement over the last two years.

Key Question 2: How good is provision?

Good

Learning experiences: Good

The school plans stimulating experiences and activities that gain pupils' interest across the school. Plans respond appropriately to the requirements of the National Curriculum and the Foundation Phase curriculum. The wide range of extra-curricular activities, together with residential experiences, visits and the contribution of visitors, enrich the curriculum successfully.

The careful planning of various activities across the learning areas and the curriculum ensure that thinking, communication, numeracy and ICT skills receive due attention in the work of classes. The strong focus on promoting pupils' literacy skills has a positive effect on standards.

Teachers plan tasks in detail to cater for the learning needs of the age and ability range in their classes. However, the organisation of the Foundation Phase class does not ensure that activities offer pupils sufficient challenge consistently.

Recent developments in planning have improved the provision for promoting pupils' Welsh language skills. Visits to places of interest, taking part in eisteddfodau and being involved in community activities extend pupils' knowledge of Welsh history and culture.

There is good provision to promote pupils' understanding of sustainability and global citizenship. This is done effectively through the curriculum, the activities of the eco council and the fair trade committee, visits and links with other countries.

Teaching: Good

Teachers have sound subject knowledge. They plan their lessons carefully, with clear learning objectives. Across the school, there is purposeful use of resources to support learning and teaching. The good relationship between all staff and pupils promotes learning.

In most sessions, there is a clear focus on building on previous work, skilful questioning and purposeful opportunities for pupils to take an active role in their learning. However, in a few sessions, tasks do not extend pupils' learning sufficiently.

The school has detailed arrangements for assessing and recording pupils' progress. The use of tracking procedures is effective in monitoring pupils' progress and in identifying those who need additional support.

Assessment for learning strategies have been established securely in classes and they have a positive effect on standards. In key stage 2 in particular, most pupils use a range of strategies naturally as they seek to improve their learning and their understanding. Pupils' work is marked regularly and, in the best practice, shows pupils clearly how to improve the standard of their work. This practice is not consistent across the school.

Parents receive comprehensive information about their children's progress and development through consultation evenings and appropriate reports.

Care, support and guidance: Good

The school is a warm and caring community that gives good attention to addressing pupils' personal and educational needs. The school has appropriate arrangements for promoting healthy eating and drinking. It promotes physical education and fitness through a range of purposeful activities.

There is effective provision to develop pupils' social, moral and cultural development. The personal and social education programme, and exciting visits and projects, stimulate pupils' interest and make an important contribution to these areas.

The school has an appropriate policy and procedures for safeguarding and they are not a cause for concern. Staff have received suitable training. The school's procedures and parents' co-operation promote better attendance across the school.

There is effective provision for pupils who have additional learning needs. Teachers identify any needs quickly and monitor pupils' progress in detail through regular assessments. Support staff work productively with individual pupils and groups. The additional support programmes have a positive effect on pupils' progress. There are constructive partnerships and links with appropriate agencies to promote pupils' wellbeing.

Learning environment: Good

The school is an inclusive community that promotes equal opportunities to all pupils. It offers a safe and welcoming environment. The obvious respect between staff and pupils is a strength. Strong emphasis is placed on recognising, respecting and celebrating diversity. The school has received a large number of certificates and prizes, and commendations, for promoting human rights.

The building provides enough space and purposeful facilities, which are used appropriately overall to support pupils' learning. Displays provide a colourful environment but they do not always include enough examples of pupils' work. The buildings and the site are maintained well.

There are sufficient good quality resources that are used purposefully to promote learning. The Foundation Phase's outdoor area has not been developed sufficiently to extend pupils' learning experiences.

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

Leadership: Good

The headteacher and the governing body give clear and effective strategic direction to the school and its pupils. The headteacher's strong leadership is a key factor in ensuring improvements in provision and standards. Communication between staff at

all levels is a strength of the school. They understand and fulfil their strategic roles and responsibilities effectively.

Consistent attention is paid to analysing data and to putting strategies in place that improve the quality of provision and raise standards.

The governing body, which contains a number of comparatively new members, undertakes its duties conscientiously and thoroughly. Members are developing a good understanding of the way the school performs by listening to staff, visiting classes and receiving reports from the headteacher and staff. They challenge the school well as critical friends and handle the school's performance data confidently on the whole.

The school gives good attention to local and national priorities. The Literacy and Numeracy Framework is receiving detailed attention and teachers are addressing boys' underperformance in reading through better provision and resources. Healthy schools and eco schools initiatives are prominent elements of the curriculum and have been embedded well.

Improving quality: Good

The headteacher has a clear focus on improving standards. All staff share a very strong sense of a common purpose where pupils are central to all the decisions that are made. The school makes full use of monitoring activities in order to produce a clear picture of the school's strengths and areas to be developed. They include data handling, lesson observations, scrutinising pupils' work, updating documentation and talking to pupils.

The self-evaluation report offers a balanced picture of provision and identifies the appropriate aspects to receive attention. The school seeks the views of pupils, parents and governors regularly. The staff consider any suggestions and act upon them if appropriate.

There is a strong link between the self-evaluation process and planning for improvement. The school development plan is an operational document that results in improvements in standards and the quality of provision. The school has made good progress in acting on most of the recommendations of the previous inspection. Developing the provision to raise standards in Welsh continues to be an appropriate priority in the school's current development plan.

Partnership working: Good

Under the headteacher's progressive leadership, the school works effectively and in a strategic way with a wide range of partners to improve pupils' standards and wellbeing.

There are very good partnerships with parents. The school considers parents' views appropriately and offers them useful information about provision and their children's development and progress. There are valuable links with the local church, the

community and voluntary organisations. Pupils benefit greatly from visits away from the school site, in addition to welcoming visitors to speak about their work.

There are effective transition links between the local nursery group and the school. For example, the school has created a handbook on the Literacy and Numeracy Framework for staff. Transition plans between the school and Ysgol Dyffryn Taf enable older pupils to be prepared appropriately for the next stage in their education.

There are productive links with primary and secondary schools in the area. The school co-operates effectively with the secondary school to moderate and standardise work in the core subjects and deliver projects jointly. The school takes a prominent role in the in-service training programmes of schools in the area, including sharing good practice and delivering national priorities. Combining human and financial resources promotes constructive partnerships. Ideas and various delivery methods in subjects such as mathematics are shared and this has a strong influence on raising standards.

Resource management: Good

The school has enough teaching staff to deliver the curriculum in full. Teachers and support staff work together effectively.

Continuous professional development programmes have a positive effect on the school's provision. Staff make suitable use of their planning, preparation and assessment time to assist their work in class. Performance management is in place for all staff and is implemented consistently. All staff have individual targets and there is relevant training to enable them to meet these targets.

The buildings provide an attractive teaching and learning environment. The quantity and quality of resources that are available to pupils and teachers are appropriate.

The school has established effective networks of professional practice at the school and with other schools and partners. The staff take advantage of every opportunity to develop their expertise by being involved with professional learning communities in aspects of developing literacy and using data. This work has a positive influence on developing pupils' literacy skills across the school. Staff are very keen to take part in activities to improve their effectiveness, for example attending courses to learn Welsh.

Expenditure is linked clearly to priorities in the school development plan. The headteacher and the governing body monitor and manage expenditure effectively in order to ensure that it stays within the budget. Strategic planning is sound and focuses on maintaining good standards. Therefore, the school provides good value for money in terms of pupils' outcomes, the nature of provision and the quality of leadership.

Appendix 1

Commentary on performance data

At the end of the Foundation Phase in 2013, the percentage of pupils who achieved the Foundation Phase indicator was lower than the average for the family of similar schools and the average for Wales. In the language, literacy and communication skills and mathematical development learning areas, the percentage of pupils who achieved the expected standard (outcome 5 or higher) was lower than the averages for the family and Wales. In personal and social development, pupils' achievements were similar to the average for the family and lower than the average for Wales. In the 2012 assessments, pupils' achievements were higher than the average for the family and the national average in all learning areas.

Pupils' achievement at the higher levels (outcome 6) is lower than the averages for the family and Wales across the learning areas. In the 2012 assessments, pupils' achievement in mathematical development was higher than the family and Wales averages, and in language, literacy and communication development was similar to the average for the family and higher than the average for Wales. In the area of personal and social development, pupils' achievement was lower than the averages for the family and Wales.

When comparing with schools with similar levels of entitlement to free school meals, pupils' achievement at the expected levels and the higher levels vary, placing the school between the top 50% and 25% in 2012, and between the bottom 50% and 25% in 2013.

In key stage 2, pupils' achievement at the expected level (level 4 or higher) over recent years has been uneven but often higher than the averages for schools in the family and Wales in mathematics and science. In the last two years, pupils' achievement has been higher than the averages for the family and Wales in all core subjects.

The percentage of pupils who achieve the higher levels (level 5 or higher) is uneven in comparison with the figures for the family and Wales. In English, results in the last two years have been higher than the averages for the family and Wales. In mathematics and science, the percentage has been lower than the averages for the family and Wales in most years. There is an upward trend in science in 2013.

When comparing with schools in terms of the percentage of pupils who are entitled to free school meals, pupils' achievement over a period of time at the expected levels and the higher levels vary, placing the school between the top 25% and the bottom 25%.

Because of the variation in the number of boys and girls within the groups, there is no consistent pattern in the difference between the results of boys and girls, although there are variations. In the Foundation Phase in 2013, boys achieve better on the whole than girls at the expected level. In the last four years in key stage 2, girls have

achieved better overall at the higher levels. In the 2013 assessments, although boys achieve better orally, they do not achieve as well as the girls in reading.

Pupils who have additional learning needs make good progress and achieve their targets.

Pupils who are entitled to free school meals have not achieved as well as their peers over time, but in 2012 their achievement was equal in key stage 2 and better at the end of the Foundation Phase.

Appendix 2

Stakeholder satisfaction report

Responses to learner questionnaires

Designating the benchmark –this is the total of all responses to date since September 10.

	Number of responses Nifer o ymatebion		Agree Cytuno	Disagree Anghytuno	
I feel safe in my school.	40		40 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
			98%	2%	
The school deals well with any bullying.	40		40 100%	0 0%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			92%	8%	
I know who to talk to if I am worried or upset.	40		40 100%	0 0%	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	40		40 100%	0 0%	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.	40		40 100%	0 0%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			96%	4%	
I am doing well at school	40		37 92%	3 8%	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.	40		40 100%	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.	40		40 100%	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.	40		38 95%	2 5%	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.	40		40 100%	0 0%	Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
			95%	5%	
Other children behave well and I can get my work done.	40		38 95%	2 5%	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	40		37 92%	3 8%	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 the 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.	32	23 72%	8 25%	0 0%	0 0%	1	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	32	26 81%	6 19%	0 0%	0 0%	0	Mae fy mhlentyn 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.	32	25 78%	7 22%	0 0%	0 0%	0	Cafodd fy mhlentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		72%	26%	1%	0%		
My child is making good progress at school.	32	21 66%	10 31%	1 3%	0 0%	0	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	0%		
Pupils behave well in school.	32	23 72%	9 28%	0 0%	0 0%	0	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	46%	4%	1%		
Teaching is good.	32	24 75%	8 25%	0 0%	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.	32	28 88%	4 12%	0 0%	0 0%	0	Mae'r staff yn disgwyl i fy mhlentyn 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.	30	18 60%	10 33%	1 3%	0 0%	1	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhlentyn yn ei ddysgu yn yr ysgol.
		47%	40%	6%	1%		
Staff treat all children fairly and with respect.	32	25 78%	6 19%	1 3%	0 0%	0	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.	32	26 81%	6 19%	0 0%	0 0%	0	Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		59%	36%	2%	0%		
My child is safe at school.	32	26 81%	6 19%	0 0%	0 0%	0	Mae fy mhlentyn yn ddiogel yn yr ysgol.
		66%	31%	1%	0%		
My child receives appropriate additional support in relation to any particular individual needs'.	28	20 71%	7 25%	0 0%	0 0%	1	Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		50%	35%	4%	1%		
I am kept well informed about my child's progress.	32	20 62%	11 34%	1 3%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		49%	41%	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.	32	23 72%	8 25%	1 3%	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.	31	22 71%	8 26%	0 0%	0 0%	1	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.	32	22 69%	10 31%	0 0%	0 0%	0	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.	26	13 50%	11 42%	0 0%	0 0%	2	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.	32	25 78%	7 22%	0 0%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	38%	5%	1%		
The school is well run.	32	26 81%	5 16%	1 3%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	33%	3%	1%		

Appendix 3

The inspection team

Emma Rofe	Reporting Inspector
David Kenneth Davies	Team Inspector
Deris Williams	Lay Inspector
Gruffydd Dylan Roberts	Peer Inspector
Nia Ward	Nominee

Copies of the report

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

Year groups, the Foundation Phase and key stages

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

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

Primary phase:

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

Secondary phase:

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

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

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

Glossary of terms – Primary

Foundation Phase indicator (FPI)

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

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

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

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

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

The core subject indicator (CSI)

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

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

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

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

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

All-Wales Core Data sets

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

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

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