



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

**West Park Primary School
West Road
Nottage
Porthcawl
CF36 3SN**

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.

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Context

West Park Primary School is in the village of Nottage, in the Bridgend local authority. The school caters for pupils from age three to 11 in 14 classes. There are 396 pupils on roll, including 54 full-time nursery children. Approximately 40% of pupils come from outside the school's catchment area. The school employs 16 full-time teachers including the headteacher and one part-time teacher.

Around 3% of pupils are entitled to free school meals. This figure is well below national and local averages. The school has a very few looked after children. Around 95% of pupils are of white British ethnic origin and nearly all pupils speak English as their first language. Very few pupils speak Welsh as their first language. The school has identified around 12% of pupils as having additional learning needs and no pupils have a statement of special educational need.

The current headteacher has been in post since January 2006. The school was last inspected in September 2007.

The individual school budget per pupil for West Park Primary School in 2013-2014 means that the budget is £2,922 per pupil. The maximum per pupil in the primary schools in Bridgend is £4,608 and the minimum is £2,795. West Park Primary School is 49th out of the 50 primary schools in Bridgend 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 good progress in their learning;
- nearly all pupils behave very well;
- pupils have a strong voice through the school council and eco warriors;
- teachers use a systematic and thorough approach for developing pupils' skills;
- the quality of teaching is generally good;
- staff provide a high level of care support and guidance to pupils; and
- the learning environment is stimulating and well maintained.

Prospects for improvement

The school's prospects for improvement are good because:

- the headteacher provides clear strategic direction and is ably supported by the deputy headteacher;
- leadership is distributed well across the school;
- the governing body is developing its role as a critical friend successfully;
- staff, parents, pupils and governors contribute effectively to self-evaluation processes;
- the link between self-evaluation and the priorities of the school improvement plan is clear;
- the school has effective partnerships with parents and the local community; and
- the school uses its resources effectively.

Recommendations

R1 Raise standards of Welsh second language

R2 Improve attendance

R3 Improve provision for extended writing across the curriculum

R4 Ensure that more able pupils are challenged fully across all areas of the curriculum

What happens next?

The school will draw up an action plan which shows how it is going to address the recommendations. The local authority will monitor the school's progress.

Main findings

Key Question 1: How good are outcomes?	Good
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Standards: Good

The school's baseline assessment indicates that on entry to school many pupils have knowledge, understanding and skills at or above the level expected for their age. Pupils generally make good progress in relation to their starting point.

Throughout the school, pupils listen well to one another and to adults. In the Foundation Phase, most pupils are keen to talk about their work and experiences and many answer questions using suitable detail. Many older pupils express their opinions clearly using a well-developed vocabulary, such as when discussing the work of the school council and eco-committee.

Most pupils read at an appropriate level for their age and ability. In the Foundation Phase, pupils use their phonic skills well to help them decode new and unfamiliar words. More able pupils read with fluency and expression. They discuss their favourite author and retell stories well. In key stage 2, many pupils discuss the characters and plot in their book with appropriate detail. They have effective skills to help them to read with understanding. More able, older pupils have well developed research skills and can skim and scan text to find information quickly.

Across the school, the presentation of written work is generally of good quality. Many pupils in the Foundation Phase produce short pieces of writing using capital letters and full stops correctly. A majority of pupils are beginning to use their knowledge of phonics to improve the accuracy of their spelling. More able pupils use a varied vocabulary to sustain the reader's interest. By the end of key stage 2, many pupils achieve good standards in their writing. In English lessons, they produce interesting, extended pieces of writing with a clear structure. Many write confidently for a different range of purposes and punctuate their work accurately. However, pupils do not always write at a similar standard or with suitable detail in other subjects.

In the Foundation Phase, most pupils develop their numeracy skills successfully in mathematics lessons. For example, in Year 2 many pupils write and order numbers to 100 accurately, know the two, five and ten times multiplication tables, add and subtract two digit numbers correctly, measure lengths using metres and centimetres accurately and record data in simple lists and tables. They apply these skills well to problem solving activities and use them at an appropriate level in other areas of learning.

In key stage 2, most pupils make good progress in mathematics lessons. Older pupils read and write large numbers accurately. They make reasonable estimates by rounding decimal numbers to the nearest whole number and multiply three digit numbers by a two digit number correctly. They measure angles and calculate the area of triangles accurately. Across the key stage, pupils use their numeracy skills successfully in problem solving activities across the curriculum.

In the Foundation Phase, most pupils' oracy skills in Welsh are developing appropriately. They use Welsh as part of their daily routines well. Many pupils respond to a range of commands and answer simple questions with good pronunciation. However, pupils' writing skills in Welsh are limited. Many pupils in key stage 2 use Welsh to answer a range of questions about common themes and more able pupils extend their answers appropriately. However, pupils are generally less confident when using Welsh around the school. Most pupils' reading and writing skills are not developed well enough. By the end of key stage 2 standards are adequate.

Pupils' ability to apply their thinking skills develops well throughout the school and is a strength. Most, more able pupils make at least the expected progress over time. Nearly all pupils with additional learning needs make good progress in relation to their starting point.

In 2013, teacher assessments at the end of the Foundation Phase show that the proportion of pupils who achieve the expected outcome is above the average for the family of schools in language, literacy and communication, mathematical development and personal and social development, wellbeing and cultural diversity. The proportion of pupils gaining the higher-than-expected outcome is below the family average for mathematical development and personal and social development and well below for language, literacy and communication skills.

Compared with schools with similar proportions of pupils entitled to free school meals, the performance of pupils at the end of the Foundation Phase places the school in the top 25% for mathematical and personal and social development and in the upper 50% for language, literacy and communication skills at the expected level. There has been a positive trend of improvement in all areas over the past two years.

Since 2011, results in English, mathematics and science at the expected level at the end of key stage 2 have improved steadily. The proportion of pupils who attain the expected level is above the family average in the three core subjects. The proportion gaining the higher-than-expected level is above the family average in English, mathematics and science.

Compared with schools with a similar proportion of pupils entitled to free school meals, the performance of pupils, at the expected level, places the school in the upper 50% for English and mathematics the lower 50% for science. However, at the higher-than-expected level, the school's performance places it in the top 25% for English and mathematics.

Wellbeing: Adequate

Nearly all pupils have a secure understanding of what they need to do to stay healthy, both through what they eat and the amount of physical activity they take. They feel safe in school and are comfortable talking to an adult about any issues that arise.

Attendance, when compared with that in similar schools, has been in the lower 50% or the lowest 25% over the past three years. There have been no exclusions during this period. Nearly all pupils arrive in school on time.

Members of the school council and eco warriors take their responsibilities seriously and play an active part in making decisions about improvements to learning and to the school environment. The school values the views and opinions of pupils. It takes into account the voice of school council representatives, such as when designing and planning a garden area.

Many pupils take part in a wide range of extra-curricular activities, such as sport, cooking and computing. The school has effective links with the local community and pupils participate in a range of community events, for example a fund raising carol service at the local church.

Most pupils are confident and take responsibility for their own learning. They are very polite and show care and concern for others. Nearly all pupils work well together and also independently. Behaviour is very good and nearly all pupils show courtesy and respect for each other, staff and visitors. Prefects address friendship issues at playtime effectively.

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

Staff plan a comprehensive range of activities and learning experiences that meet the requirements of the Foundation Phase areas of learning and the National Curriculum. The curriculum is organised around themes and planning builds progressively on pupils' skills. In the Foundation Phase, opportunities for child-led learning are strong and encourage pupils to take part actively in lessons.

Teachers identify opportunities to develop pupils' literacy, numeracy, and information and communication technology (ICT) skills very effectively across the curriculum. They use skills as a starting point to plan stimulating activities that engage pupils well. Occasionally, the overuse of worksheets constrains opportunities for pupils to write at length across the curriculum. There are particularly good strategies to develop pupils' thinking skills across the school.

Well-targeted intervention programmes provide effective support for pupils who require additional help with their basic skills.

Teachers enhance learning experiences through a suitable range of visits and visitors. They use these effectively as a stimulus for learning, such as a visit to Caerphilly Castle at the start of a dragons, knights and princesses project. They provide pupils with useful opportunities to identify what and how they would like to learn. Teachers take good account of this in their planning.

Provision for the development of pupils' Welsh oracy skills in the Foundation Phase is good. However, opportunities to write in Welsh in the Foundation Phase are limited. In key stage 2, provision for Welsh is adequate. Pupils do not have enough opportunities to develop their speaking and listening skills outside of Welsh lessons or to develop their writing skills at an appropriate level. There are sufficient opportunities to develop pupils' understanding of the history and culture of Wales.

The school helps pupils to understand effectively the need to conserve resources and recycle. Global citizenship is less well developed.

Teaching: Good

Teachers plan lessons with clear learning objectives and share these with pupils successfully. They use a range of resources and teaching strategies effectively to set demanding work to challenge pupils. However, on a few occasions there is insufficient adaptation of tasks and resources to challenge fully those pupils who are more able.

Lessons proceed at good pace and build successfully on pupils' prior knowledge and skills. Teachers provide good language models for pupils and establish good relationships, which support teaching and learning effectively. Many use skilful questioning to help pupils understand and to develop their thinking and communication skills. Support staff work very well alongside teachers to enable pupils to make good progress.

Staff use the school's tracking system effectively to monitor and measure pupils' progress. They use this information well to meet the needs of specific groups and individual pupils. Teachers assess pupils' work accurately and use this information to challenge most pupils at an appropriate level and set relevant targets for improvement. They provide pupils with effective feedback during lessons and involve them purposefully in identifying what they need to do to improve.

Reports to parents provide clear information on pupils' standards and progress.

Care, support and guidance: Good

The school promotes pupils' spiritual, moral, social and cultural development successfully. It supports this effectively through well-planned assemblies. There are appropriate policies and good arrangements for promoting healthy eating and physical fitness. Visitors from organisations, such as the police, fire service and road safety, help pupils to understand how to keep safe. There is suitable provision for sex and relationships education and education about drugs and substance misuse.

Effective procedures exist to promote good behaviour successfully. The school's anti-bullying policy is clear and parents are involved appropriately, should issues arise. Recently introduced systems to improve attendance are beginning to have a positive impact.

The school works efficiently with specialist agencies to provide external support for pupils. Teachers make effective use of these services to make sure that pupils receive suitable guidance on relevant issues. The school's arrangements for safeguarding meet requirements and give no cause for concern.

Provision for pupils with additional learning needs is good. The school identifies any pupils requiring support at an early stage. Staff liaise well with parents and plan appropriately to meet pupils' needs. Targets in individual education plans are clear and specific. There are good procedures to monitor and assess pupils' progress.

Learning environment: Good

All pupils have equal access to all areas of the curriculum. The school's inclusive ethos recognises, respects and celebrates diversity successfully.

Overall, the accommodation is good. It is well decorated and maintained throughout. The extensive and well-kept grounds are a strong feature. Pupils make good use of the outdoor environment, particularly the on-site woodland classroom.

There is a wide range of ICT resources, which staff use well to support teaching and learning. A good range of reading books supports the development of literacy well.

The colourful and attractive displays celebrate pupils' achievements and promote learning effectively.

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

The headteacher provides clear strategic direction in leading and managing the school. An effective deputy headteacher and senior leadership team support him well. They share his clear aim to promote the development of pupils as resilient and independent learners, and to focus purposefully on the development of the whole child.

Leaders have established well-understood priorities to take the school forward. They focus appropriately on the progress of pupils' skills throughout the school. Leadership is distributed effectively across the school through learning teams that focus on specific aspects of teaching and learning. This has led to significant improvements in standards and provision.

Effective performance management procedures are well established. Staff agree targets for their professional development which link directly to the school improvement plan.

Governors receive comprehensive reports on the school's performance. They are beginning to use the data provided to evaluate the impact of teaching on standards achieved. Their close links with learning teams provide them with a clear understanding of the life and work of the school. As a result, their role as a critical friend is developing well.

The school has implemented initiatives successfully to meet national and local priorities. Staff use strategies for assessment for learning consistently throughout the school. They have made very good progress in developing a skills based approach to planning the curriculum in line with the Literacy and Numeracy Framework.

Improving quality: Good

The self-evaluation report presents a clear picture of the school, its strengths and areas for development. It has accurate judgements about the standards pupils achieve.

Senior leaders analyse performance data thoroughly. They identify pupils' progress and areas for improvement effectively. They involve all staff well in this process to ensure that there is a whole school understanding of strengths and areas for development. All staff make a valuable contribution to the review cycle and, as a result, improve planning and provision for groups of pupils. Suitable procedures are in place to obtain the opinions of parents and pupils. Staff listen well and respond appropriately to the views of the school council and eco warriors. The senior leadership team uses all the information gathered, together with lesson observations and scrutiny of pupils' books, purposefully to inform the self-evaluation report.

The link between the self-evaluation report and the priorities of the school improvement plan is clear. The plan is a useful and relevant document that clearly supports the development of the school in identified areas.

Partnership working: Good

The school works effectively with a wide range of partners to increase opportunities and improve standards of attainment and wellbeing. The parent teacher association works successfully to raise the profile of the school in the community through a range of fund raising activities. As a result, the school has purchased tablet computers and playground equipment, which has enriched pupils' learning experiences. Parents support the pupils in preparing fruit for the tuck shop and help to raise the profile of eating healthily. They are actively involved in an after school reading café. This has increased the enjoyment of reading for those pupils attending the club.

The school occupies an important place in the community and there is a strong link with the local church. It works effectively with other schools in the area and the local authority to improve outcomes for pupils.

Effective transition arrangements exist with the local secondary school. This enables Year 6 pupils to move into Year 7 with confidence. Moderation meetings with cluster schools ensure that teachers develop consistency and accuracy in assessing pupils' work.

Resource management: Good

The headteacher deploys teachers effectively to make the best use of their knowledge and skills and to deliver the curriculum successfully. Arrangements for planning, preparation and assessment time are suitable. Networks of professional practice focus well on improving standards and provision. This has a positive effect on pupils' progress and wellbeing. Support staff make a highly valued contribution to pupils' learning across the school, both in the Foundation Phase and for groups of pupils requiring additional support.

The headteacher, supported by the local authority and the governing body, manages the school budget efficiently and effectively to meet the priorities outlined in the school improvement plan. Pupils benefit from a wide range of high quality learning resources, and from an interesting and stimulating learning environment.

In view of the standards pupils achieve, the school provides good value for money.

Appendix 1

Commentary on performance data

In the Foundation Phase, around 98% of pupils achieved the expected level in relation to the development of their language, literacy and communication skills, mathematical development and personal and social development, wellbeing and cultural diversity in combination (the Foundation Phase indicator) in 2013. This is above the average for both the family and schools in Wales. When considered separately all pupils achieved the expected level in mathematical development and personal and social development.

The percentage of pupils achieving the higher-than-expected level, is well below the average for the family and slightly below the average for Wales for language, literacy and communication. The percentage of pupils achieving the higher-than-expected level in mathematical development is slightly below the family average, but well above the Wales average. For personal and social development, wellbeing and cultural diversity, results are below the family average but above the Wales average. There has been considerable improvement in results in all areas since 2012.

In 2013, when compared with schools with similar proportions of pupils entitled to free school meals, the school's outcomes place it in the top 25% for personal and social development, wellbeing and cultural diversity and for mathematical development. Pupils' development of language, literacy and communication skills places it in the upper 50%.

Generally, boys and girls perform equally well but girls perform slightly better than boys at both the expected level and the higher-than-expected level in language, literacy and communication and at the higher-than-expected level in personal and social development, wellbeing and cultural diversity. However, boys perform better at the higher-than-expected level in mathematical development.

In key stage 2, the percentage of pupils who achieve the expected level or above in English, mathematics and science (the core subject indicator) is above the average for the family and Wales.

In 2013, in relation to schools with a similar proportion of pupils entitled to receive free school meals, the school is in the upper 50% for English and mathematics and in the lower 50% for science. The school's results place it in the upper 50% for the core subject indicator.

The proportion of pupils who achieve the higher-than-expected level in English, mathematics and science is significantly above the average for the family and Wales. At the higher level, the school's performance in comparison with that of schools with a similar proportion of pupils entitled to free school meals places it in the top 25% for all English and mathematics and the upper 50% for science.

Appendix 2

Stakeholder satisfaction report

Responses to learner questionnaires

Primary Questionnaire (Overall)

denotes the benchmark - this is a total of all responses since September 2010.

	Number of responses Nifer o ymatebion	Agree Cytuno	Disagree Anghytuno	
I feel safe in my school.	98	97 99%	1 1%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	98	95 97%	3 3%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	98	92 94%	6 6%	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	98	94 96%	4 4%	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.	98	96 98%	2 2%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	98	94 96%	4 4%	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.	98	96 98%	2 2%	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.	98	95 97%	3 3%	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.	98	92 94%	6 6%	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.	97	94 97%	3 3%	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.	96	77 80%	19 20%	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	96	85 89%	11 11%	Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
		84%	16%	

Responses to parent questionnaires

denotes the benchmark - this is a total of all responses since September 2010.

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
Overall I am satisfied with the school.	65	35 54%	27 42%	2 3%	0 0%	1	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	65	44 68%	21 32%	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.	65	43 66%	16 25%	4 6%	1 2%	1	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.	65	35 54%	24 37%	3 5%	1 2%	2	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	0%		
Pupils behave well in school.	64	27 42%	32 50%	1 2%	0 0%	4	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	46%	4%	1%		
Teaching is good.	64	27 42%	31 48%	2 3%	0 0%	4	Mae'r addysgu yn dda.
		60%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	65	40 62%	22 34%	0 0%	0 0%	3	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.	65	25 38%	30 46%	3 5%	0 0%	7	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.	64	27 42%	32 50%	1 2%	1 2%	3	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.	65	38 58%	24 37%	2 3%	0 0%	1	Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		60%	36%	2%	0%		
My child is safe at school.	65	33 51%	31 48%	1 2%	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 ¹ .	62	23 37%	23 37%	3 5%	1 2%	12	Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		50%	35%	4%	1%		

	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 am kept well informed about my child's progress.	64	21 33%	30 47%	9 14%	1 2%	3	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		49%	41%	8%	2%		
I feel comfortable about approaching the school with questions, suggestions or a problem.	65	29 45%	25 38%	10 15%	1 2%	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.	64	18 28%	28 44%	12 19%	1 2%	5	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	32 49%	31 48%	0 0%	0 0%	2	Mae'r ysgol yn helpu fy mhlentyn 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.	57	26 46%	19 33%	1 2%	0 0%	11	Mae fy mhlentyn 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	32 49%	24 37%	3 5%	3 5%	3	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	38%	5%	1%		
The school is well run.	63	27 43%	28 44%	2 3%	1 2%	5	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	32%	3%	1%		

Appendix 3

The inspection team

Jane Rees	Reporting Inspector
Rhiannon Harris	Team Inspector
William Glyn Griffiths	Team Inspector
Rhiannon Mary Boardman	Lay Inspector
Simon Husband	Peer Inspector
Ian Bird	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.