



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

**Pennar Community School
Owen Street
Pennar
Pembroke Dock
Pembrokeshire
SA72 6SL**

Date of inspection: February 2014

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

Pennar Community School is in Pembroke Dock in Pembrokeshire. It mainly serves the areas of Pennar, Llanreath and Bufferland.

There are 267 pupils aged three to 11 at the school, including 47 pupils who attend the nursery part-time. There are 10 classes and a nursery unit. There is a Flying Start facility for children over the age of two and a voluntary playgroup for the younger three-year-olds.

Most pupils' ethnicity is white British. English is the main language spoken in the home of all pupils. No pupils speak Welsh at home. A very few pupils speak English as an additional language.

The school has identified around 30% of pupils as having additional learning needs and a very few pupils have a statement of special educational needs. A very few pupils have been excluded over the past 12 months.

Around 34% of pupils are entitled to receive free school meals, a figure that is well above the county and national averages.

Since the last inspection in June 2008, there have been changes in the leadership and teaching staff at the school. The headteacher has been in post since September 2012.

The individual school budget per pupil for Pennar Community School in 2013-2014 means that the budget is £3,810 per pupil. The maximum per pupil in the primary schools in Pembrokeshire is £6,304 and the minimum is £3,270. Pennar Community School is 30th out of the 61 primary schools in Pembrokeshire in terms of its school budget per pupil.

Summary

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

Current performance

The school's current performance is adequate because:

- most pupils make appropriate progress from their starting points;
- most pupils' listening and speaking skills are good;
- behaviour is good and pupils are polite and courteous;
- nearly all pupils have good attitudes towards learning;
- teaching is good overall, and
- the inclusive ethos and the quality of care and support successfully promote pupils' learning.

However:

- at the end of key stage 2, pupils' results at the expected level do not compare favourably with the performance of similar schools;
- many pupils' ability to write at length across the curriculum is underdeveloped;
- there is a significant gap between the performance of boys and girls in key stage 2;
- pupils entitled to free school meals perform less well than their peers; and
- pupils' Welsh language skills do not develop consistently across the school.

Prospects for improvement

The school's prospects for improvement are adequate because:

- the headteacher has a clear vision, with a strong focus on raising standards;
- staff collaborate well as a team and share the same values;
- there is effective use of data to support pupils' progress;
- the school development plan includes relevant priorities for improvement;
- new initiatives are improving standards in literacy and numeracy across the school; and
- the effective management of staff and resources improves learning opportunities for pupils.

However:

- planning is not robust enough to extend the skills of pupils of all abilities progressively across the curriculum;
- new self-evaluation and pupil tracking systems have not embedded sufficiently to impact fully on the educational provision and standards of achievement; and the new roles and responsibilities undertaken by many senior staff and governors are at an early stage of development.

Recommendations

- R1 Improve the achievement of boys at key stage 2 and pupils entitled to free school meals across the school
- R2 Extend pupils' ability to write at length across the curriculum
- R3 Improve pupils' Welsh language skills
- R4 Strengthen planning to develop the skills of pupils of all abilities progressively across the curriculum
- R5 Ensure that marking consistently assists pupils to improve the quality of their work
- R6 Extend the role of the senior management team in monitoring standards and provision

What happens next?

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

Main findings

Key Question 1: How good are outcomes?

Adequate

Standards: Adequate

The majority of pupils start school with levels of skills below those expected for their age. As they move through the school, most pupils make appropriate progress from their starting points.

Nearly all pupils' listening skills are good. The majority of pupils can recall previous learning and apply this appropriately in their work. Across the school, nearly all pupils speak readily and use an increasing range of vocabulary. More able pupils respond in a more extended manner and can reason and justify their opinions well. A minority of pupils across the school offer limited responses during class and group discussion.

Across the school, most pupils read at a level that is appropriate to their age and ability. In the Foundation Phase, more able pupils read accurately and use illustrations effectively to explain why they enjoyed reading particular books. Less able pupils use appropriate strategies well to help them read unfamiliar words. In key stage 2, the majority of pupils read fluently and with good understanding. More able pupils can express a preference for favourite authors and books, and explain clearly how to locate information in library and reference books.

In the Foundation Phase, the majority of pupils write independently for different purposes. They begin to vary their sentences and use basic punctuation with increasing accuracy. In key stage 2, the majority of pupils write appropriately in a variety of forms. The more able pupils write with increasing fluency and accuracy. Across the school, pupils' ability to write at length across the curriculum has not developed fully. The majority of pupils' handwriting and presentation skills are developing well.

In the Foundation Phase, the majority of pupils identify, order and use number accurately overall. They have a good knowledge of the characteristics of shapes and use correct mathematical vocabulary when discussing their work. They can calculate sums of money confidently and are beginning to record their problem solving tasks in writing. They can collect, record and interpret data appropriately. Younger Foundation Phase pupils, for example, record pupils' favourite fruits accurately in the form of block graphs.

In key stage 2, most pupils have a secure understanding of number facts. The majority use a range of strategies well to calculate and to solve number problems. Older pupils explain their strategies effectively. Overall, pupils use correct terms when discussing and recording their work. Most pupils can collect and represent data appropriately in number tasks and in their work across the curriculum. As part of their study of weather patterns, for example, pupils in upper key stage 2 produce accurate line graphs to compare rainfall locally with India.

Standards in Welsh are adequate. Across the school, pupils demonstrate good attitudes to learning Welsh. Most pupils understand and respond accurately to Welsh greetings and instructions during lessons, registration periods and collective worship. In the Foundation Phase, many pupils are developing a basic working vocabulary, which they use accurately overall in different activities. In key stage 2, progress is more inconsistent. Many pupils respond appropriately to question using familiar sentence patterns. They can read simple material with reasonable understanding but their writing skills are limited.

In 2013, the overall performance of pupils at the expected outcome (outcome 5) at the end of the Foundation Phase shows a significant upward turn. In comparison with similar schools, pupils' performance in literacy, language and communication skills and mathematical development places the school in the upper 50%. At the higher-than-expected outcome (outcome 6), the school is in the lower 50% in literacy, language and communication skills and mathematical development.

In 2013, the performance of pupils at the expected level (level 4) at the end of key stage 2 shows a slight improvement in English, mathematics and science. In comparison with similar schools over a period of time, pupils' performance varies, moving the school between the lower 50% and bottom 25% in most years. At the higher-than-expected level (level 5) the school's performance places it in the top 25% in English and the upper 50% in science in most years. Results are more uneven in mathematics and the school's placing varies between the upper 50% and bottom 25%.

Pupils with additional learning needs make steady progress. In key stage 2, girls achieve better than boys at the expected levels in all the subjects assessed. Overall, pupils entitled to free school meals achieve less well than their peers.

Wellbeing: Good

Pupils feel happy and safe in school and know how to seek help with any problems. Most pupils are aware of the importance of eating healthily and taking regular physical exercise.

Pupils behave well during lessons and play times. They are courteous towards each other and adults. Nearly all pupils are well motivated to learn. They take an interest in their work and work diligently to complete their tasks. Pupils contribute well to their learning. They are beginning to take more responsibility for assessing their progress.

The school's attendance percentage between 2010 and 2012 varied and placed it between the upper and lower 50% in comparison with similar schools. However, attendance improved, moving the school to the top 25% of similar schools in 2013.

Across the school, pupils undertake appropriate responsibilities. The ambassadors, members of the school and class councils, and the eco committee understand their roles and take pride in their responsibilities. The recent 'Bike It' event and litter project are good examples of projects suggested by the pupils. These initiatives enable pupils to work constructively with a range of outside agencies and community

members. Members of the school council share their news effectively with other pupils and parents through the school newsletter.

Pupils welcome visitors to the school, contribute to local events and support a range of charities. This helps them to acquire a good range of social and life skills, which prepare them well for life outside school.

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

The school provides a range of interesting learning experiences that meets the needs of the majority of pupils. Provision meets statutory requirements. There is a good range of extra-curricular and enrichment activities that contribute effectively to pupils' learning and enjoyment of school.

Planning follows a topic-based approach. The range of interesting topics engages nearly all pupils successfully. In key stage 2, however, medium term planning does not always build on previous learning or ensure consistent coverage across all aspects of the curriculum. At times, there is an over reliance on worksheets throughout school.

Lesson activities offer pupils suitable opportunities to develop their communication, numeracy and information technology skills. Weekly planning is beginning to identify appropriate links to the Literacy and Numeracy Framework. Planning to extend pupils' skills progressively across the curriculum, however, is at an early stage of development.

The provision to develop pupils' Welsh language skills engages pupils' interest and fosters positive attitudes. Whole school planning, however, lacks sufficient structure to ensure consolidation and development of pupils' skills. There are suitable opportunities for pupils to learn about their locality and the history and culture of Wales through the curriculum, visits to places of interest and the contribution of visitors.

There is good provision to develop pupils' understanding and experiences of global citizenship. Opportunities to develop pupils' awareness of the importance of sustainability and protecting the environment are developing appropriately. The eco committee, for example, has drawn up an action plan to improve recycling around school and introduce eco tokens.

Teaching: Good

The changes to the planning and organising of lessons, including the literacy and numeracy sessions, are promoting greater consistency in teaching approaches and improving standards. Teachers and other adults work well together and demonstrate a good understanding of pupils' needs. They lead and support intervention strategies effectively, which contributes to pupils' progress and development.

Teachers have secure subject knowledge, which they use appropriately to plan activities. They use a good range of teaching approaches and suitable resources, which ensures that nearly all pupils are motivated and engaged in their learning.

In a very few sessions where shortcomings are evident, learning objectives are unclear, the pace is slow and tasks do not challenge or extend the more able pupils.

The school has appropriate systems to track pupils' progress and development across the school. There is good use of data to identify needs, provide support, and respond to individual pupil needs.

Nearly all teachers mark pupils' work regularly and offer positive comments. However, feedback does not always enable pupils to know how well they are doing and how to improve their work. There is effective use of assessment for learning strategies in most classes, and this promotes pupils' involvement in their own learning.

Parents receive suitable half-yearly summary reports and targets. Annual reports to parents meet requirements, and nearly all parents feel well informed about their children's achievements and progress.

Care, support and guidance: Good

The school is a close, caring and happy community. There are regular opportunities to promote pupils' health and fitness through physical education lessons and the health education programme. The school has appropriate arrangements for promoting healthy eating and drinking.

The quality of care and support for pupils is a strength of the school. The staff pay particular attention to addressing pupils' personal, emotional and educational needs. The role of the family liaison officer, in conjunction with staff, is making a significant contribution to enabling all pupils to become effective members of the school community. The introduction of a new behaviour management system is improving pupils' behaviour and developing a sense of personal responsibility.

The school is successful in promoting pupils' spiritual, moral, social and cultural development. The focus on developing pupils' understanding of the values of honesty, respect and fair play through personal and social education, circle time, cross-curricular work and collective worship is a particularly strong feature.

The school's arrangements for safeguarding pupils meet requirements and give no cause for concern.

The school collaborates closely with relevant agencies, including pupil support services and health professionals, to provide additional assistance or support for pupils, teachers and families when required.

There are effective systems to identify pupils who require additional support. There are clear, detailed targets for improvement in pupils' individual education plans. The pupils are fully involved in setting these targets and in evaluating their progress.

There is a clear process to review and update targets, which includes parents. There are regular meetings between teaching and support staff, which monitor pupils' progress carefully and plan further provision.

Learning environment: Good

The school's supportive ethos reflects its inclusive nature. There is much emphasis on working together and respecting adults and pupils. The school takes good account of the diversity of pupils' backgrounds and offers pupils equal access to the curriculum and to all aspects of its provision.

The accommodation and grounds are well maintained. The classrooms are light and spacious and there is effective use of all learning areas, including the library, hall and small teaching rooms, to facilitate a range of activities. In the majority of classrooms and communal areas, the displays of pupils' work create an attractive learning environment. Overall, there are sufficient resources and staff use them productively to support the teaching and learning. Welsh resources are more limited. In the Foundation Phase, there is appropriate use of the outdoor learning areas to develop pupils' skills.

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

The headteacher provides effective leadership and has a clear vision focused on improving pupil outcomes. There is a strong team spirit within the school. All members of staff and governors work well together and are committed to raising standards of achievement.

The school has recently implemented many new strategies to raise standards. The strategies focus appropriately on ensuring consistency in the quality of teaching and on using data in order to track pupil progress more accurately. This is leading to improvements in the quality of provision and is beginning to have an effect on pupils' standards of achievement, for example in aspects of literacy and numeracy.

Members of the newly established senior management team work well together. They are developing their role in leading and supporting school improvement.

The headteacher has reviewed staff roles and responsibilities appropriately. Members of professional learning communities within the school have specific roles in implementing and monitoring action plans to secure improvement. However, it is too early to measure the impact of their work on the standards pupils achieve.

The governing body includes many new members. They are supportive and knowledgeable about the day-to-day running of the school. Governors meet regularly and their involvement as members of curriculum teams is developing their understanding of curricular issues and of data. They are beginning to evaluate the impact of school policies and planning on the quality of provision.

The school pays due attention to addressing national and local priorities. The staff are currently working on implementing the Literacy and Numeracy Framework throughout the school. The work of the family liaison teacher is having a positive effect on pupils' wellbeing. This is contributing to improved attendance and punctuality.

Improving quality: Adequate

The school self-evaluation report is a detailed document and offers an accurate assessment of many aspects of provision. Members of staff contribute to the process of self-evaluation. However, parents and pupils do not currently have opportunities to contribute their views on the life and work of the school.

Overall, the school uses data well to identify strengths and areas for development. The headteacher monitors provision regularly and uses the findings effectively to promote further improvements. Members of the senior management team are developing their role in observing lessons, reviewing planning and evaluating pupils' work. This process is at an early stage of development.

The school development plan is a clear working document and priorities link appropriately with findings from the school's self-evaluation. The number of priorities is manageable within the time scales specified and allocation of funding is appropriate. However, success criteria are not always specific enough to enable the school to measure progress accurately.

The evaluation of the previous school development plan is thorough and the information informs current improvement planning.

Partnership working: Good

There is a good range of strategic partnerships that help to enrich and support pupils' learning and wellbeing.

The school is proactive in encouraging parents to work in partnership to improve pupils' learning experiences. Successful partnerships include adult learning groups and a springboard group for parents. The effective links with the local church and chapel contribute well to pupils' spiritual and moral development.

Strong links exist between the two local playgroups and the school. Parents value the wrap around care that effectively ensures that younger pupils transfer confidently from one setting to the next.

There is an appropriate transition plan for all schools feeding the local secondary school. Year 6 pupils feel confident and well prepared for the next stage in their education. The regular moderation meetings between the secondary school and feeder primaries ensure that all teachers have a shared understanding of standards.

The school works well in partnership with local authority officers. The links with the school inclusion officer and behaviour support officer have been of particular benefit

to the school and its pupils. There is effective collaboration with relevant agencies to ensure appropriate support for an identified number of pupils.

Resource management: Adequate

The school has sufficient well-qualified staff to teach all aspects of the curriculum. There is effective use of learning support assistants, who make a valuable contribution to pupils' learning experiences. There are suitable arrangements for teachers' planning, preparation and assessment time.

The school's performance management arrangements are good. Targets link well to the school development plan and individual professional development needs. Staff receive a wide range of internal and external training opportunities to support their professional development. They collaborate well in developing professional learning teams within the school, which focus appropriately on areas identified as needing to improve. Staff work productively with other schools to share good practice and resources.

The school manages its budget appropriately. The headteacher and governors in partnership with the local authority monitor expenditure carefully. Spending decisions relate well to priorities for improvement and the benefit of pupils.

Having regard for pupil outcomes overall, the school offers adequate value for money.

Appendix 1

Commentary on performance data

In 2013, the percentage of seven-year-old pupils who achieved the expected outcome 5 in language, literacy and communication skills, and personal and social development, was below the average for the family of schools. In mathematical development, the percentage was slightly above the family average. In 2013, attainment of the Foundation Phase indicator showed a significant upward turn. In comparison with similar schools, results placed the school among the upper 50% in all the learning areas assessed. There was no consistent pattern of difference in the relative performance levels of boys and girls.

In 2013, the percentage of pupils who attained the higher than expected outcome 6 was below the family averages in language, literacy and communication skills and mathematical development. It was above the family average in personal and social development. When compared with similar schools, results placed the school among the lower 50% in language, literacy and communication skills and in mathematical development, and the upper 50% in personal and social development. Girls achieved better than boys in language, literacy and communication skills.

Over a period of four years, the percentage of pupils at the end of key stage 2 who achieved the expected level 4 has been below the family of schools' averages. In 2013, performance in the core subject indicator has shown a slight upward turn. Pupil outcomes vary, moving the school between the upper 50% and bottom 25% of similar schools. In 2013, girls achieved better than boys in English, mathematics and science.

Over the last four years, the percentage of pupils who achieved the higher level 5 has fluctuated in comparison with family averages. Results in 2013 demonstrate an upward turn in comparison with the results of similar schools. Results placed the school in the top 25% in English, and in the upper 50% in mathematics and science. Girls achieved better than boys, especially in English and science.

Most pupils who have additional learning needs make steady progress. Overall, pupils entitled to free school meals achieve less well than their peers. At the end of key stage 2, boys' performance does not compare favourably with girls.

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	91 93%	7 7%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	99	86 87%	13 13%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	99	98 99%	1 1%	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	99	95 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.	99	90 91%	9 9%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	99	96 97%	3 3%	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.	99	97 98%	2 2%	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.	99	94 95%	5 5%	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.	97	91 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.	98	89 91%	9 9%	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.	99	76 77%	23 23%	Mae plant eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
		77%	23%	
Nearly all children behave well at playtime and lunch time	98	64 65%	34 35%	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.	37	23 62%	11 30%	0 0%	3 8%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	37	27 73%	7 19%	0 0%	3 8%	0	Mae fy mhentyn yn hoffi'r ysgol hon.
		72%	26%	1%	0%		
My child was helped to settle in well when he or she started at the school.	37	26 70%	11 30%	0 0%	0 0%	0	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		72%	26%	1%	0%		
My child is making good progress at school.	36	19 53%	17 47%	0 0%	0 0%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	37	14 38%	17 46%	4 11%	0 0%	2	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	46%	4%	1%		
Teaching is good.	36	21 58%	14 39%	0 0%	0 0%	1	Mae'r addysgu yn dda.
		60%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	37	20 54%	17 46%	0 0%	0 0%	0	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		63%	34%	1%	0%		
The homework that is given builds well on what my child learns in school.	37	10 27%	19 51%	3 8%	0 0%	5	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhentyn yn ei ddysgu yn yr ysgol.
		47%	40%	6%	1%		
Staff treat all children fairly and with respect.	37	18 49%	13 35%	3 8%	0 0%	3	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		58%	34%	3%	1%		
My child is encouraged to be healthy and to take regular exercise.	37	16 43%	18 49%	2 5%	0 0%	1	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		59%	36%	2%	0%		
My child is safe at school.	37	16 43%	18 49%	0 0%	0 0%	3	Mae fy mhentyn yn ddiogel yn yr ysgol.
		66%	31%	1%	0%		
My child receives appropriate additional support in relation to any particular individual needs'.	35	16 46%	14 40%	0 0%	3 9%	2	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		50%	34%	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.	36	15 42%	18 50%	2 6%	0 0%	1	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.	37	21 57%	13 35%	0 0%	3 8%	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.	37	14 38%	13 35%	3 8%	3 8%	4	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.	37	16 43%	16 43%	0 0%	3 8%	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.	34	11 32%	14 41%	0 0%	3 9%	6	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.	37	14 38%	22 59%	0 0%	0 0%	1	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	38%	5%	1%		
The school is well run.	37	21 57%	13 35%	0 0%	3 8%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		60%	33%	3%	2%		

Appendix 3

The inspection team

Dorothy Morris	Reporting Inspector
Rhian Jones	Team Inspector
Matthew Evans	Lay Inspector
Joseph Davies	Peer Inspector
Damon McGarvie	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.