



*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**

**Ynysfach Primary School  
Resolven  
Neath  
SA11 4AB**

**Date of inspection: April 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:

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

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

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**Publication date: 03/07/2014**

## Context

Ynysfach Primary School is in the village of Resolven in the Neath Valley, six miles north of the town of Neath. The school caters for 130 pupils aged three to 11 years. Currently, there are four single-age and two mixed-age classes. There are six full-time teachers.

Around 18% of pupils are entitled to free school meals, which is below the national average. Very few pupils come from ethnic minority backgrounds. No pupils come from homes where Welsh is the first language. Around 19% of pupils have additional learning needs, which is about average for Wales, and very few pupils have a statement of special educational needs. Very few pupils are looked after by the local authority.

The school was last inspected in May, 2008. The current headteacher was appointed in January 2012.

The individual school budget per pupil for Ynysfach Primary School in 2013-2014 means that the budget is £3,370 per pupil. The maximum per pupil in the primary schools in Neath Port Talbot is £8,492 and the minimum is £2,668. Ynysfach Primary School is 46th out of the 70 primary schools in Neath Port Talbot in terms of its school budget per pupil.

## Summary

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

### Current performance

The school's current performance is adequate because:

- most pupils attain the expected level of performance in both the Foundation Phase and key stage 2;
- most pupils make good progress in their speaking and listening skills;
- standards in reading are improving well;
- most pupils make good progress in their numeracy skills;
- nearly all pupils behave well and have positive attitudes to learning;
- most teaching is good; and
- attendance is improving.

However:

- many pupils' reading skills in the Foundation Phase do not develop well enough;
- more able pupils in both key stages do not achieve their full potential;
- many pupils do not fully develop their spelling and punctuation skills;
- many pupils do not write at length and do not apply their writing skills well enough across the curriculum; and
- many pupils lack confidence and skills in their use of oral Welsh in informal situations and they do not develop their reading and writing skills in Welsh well enough.

### Prospects for improvement

The school's prospects for improvement are good because:

- the headteacher manages the school efficiently and provides strong strategic leadership and a clear sense of direction;
- team work is a strength of the school;
- the school makes effective use of a range of self-evaluation procedures to identify its strengths and areas for development;
- a number of recent initiatives are beginning to show a positive impact on pupils' achievement; and
- the partnership with parents, the community and other agencies is a strength of the school.

## **Recommendations**

- R1 Raise standards in reading in the Foundation Phase
- R2 Improve pupils' spelling, punctuation and extended writing skills across the curriculum
- R3 Raise the standard of pupils' Welsh oracy, reading and writing skills
- R4 Improve planning to provide more challenge for more able and talented pupils
- R5 Develop the role of the governing body as critical friends

### **What happens next?**

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

## Main findings

### How good are outcomes?

**Adequate**

#### **Standards: Adequate**

On entry to school, many pupils have language, literacy and personal skills that are below average.

In the Foundation Phase, most pupils listen well. Many pupils give instructions and talk about their everyday experiences clearly. By the end of key stage 2, most pupils have good speaking and listening skills. They respond to questions appropriately and engage with each other during discussions and tasks readily.

In the Foundation Phase, many pupils are eager to read, but their reading often lacks fluency. Many do not develop their reading skills well enough. By the end of key stage 2, most pupils read competently, with enjoyment and fluency. Many pupils can recount stories accurately and they are able to use inference and deduction to gain the full meaning from texts.

Across the school, progress in writing varies too much. By the end of the Foundation Phase, more able pupils produce short pieces of writing that generally have appropriate punctuation. They are beginning to use an interesting vocabulary and usually spell common words accurately. In key stage 2, pupils write for a limited range of purposes and audiences. Very few pupils write at length or in enough detail to engage and interest the reader. Too many pupils' spelling and punctuation skills are weak. Pupils do not apply their literacy skills well enough across other curricular areas.

Most pupils develop their numeracy skills well as they move through the school. Most pupils in the Foundation Phase and in key stage 2 have a good understanding of number and are developing their mathematical reasoning skills well. Their measuring and data skills improve appropriately and many pupils use them effectively in different contexts. Pupils apply their numeracy skills and their numerical reasoning well in other curricular areas, for example in geography and science topics.

In the Foundation Phase, many pupils demonstrate an appropriate understanding of the language and make sound progress in reading and writing Welsh. However, in key stage 2, many pupils are not confident in speaking Welsh using basic, familiar sentence patterns. Many do not write or read Welsh well enough. Most pupils across the school do not use the language sufficiently during the school day.

Many pupils demonstrate effective information and communication technology (ICT) skills.

Pupils with additional learning and special educational needs generally make good progress during their time in school.

In 2013, performance in the Foundation Phase at the expected outcome 5 placed the school in the higher 50% of similar schools for literacy and mathematical development. This was better than in 2012 when performance placed it in the lower 50% for literacy and in the bottom 25% for mathematical development. Attainment of the more able pupils at the higher outcome 6 in 2013 placed the school in the top 25% of similar schools for literacy, but in the lower 50% for mathematical development. For both areas of learning, pupil performance was lower in 2012.

In key stage 2, performance at the expected level 4 in English and mathematics has varied considerably over the last four years when compared with that in similar schools. Performance in English has varied, moving the school between the top 25% of similar schools in 2010, the bottom 25% in 2012 and the higher 50% in 2013. Performance in mathematics has varied, moving the school between the top 25% of similar schools in 2010, the lower 50% in 2012 and the top 25% in 2013. Performance of more able pupils at level 5 has also varied over the same period and in 2013 placed the school in the bottom 25% of similar schools for English and in the lower 50% for mathematics.

### **Wellbeing: Good**

Most pupils are enthusiastic and eager to learn. They are polite and confident with visitors. Their behaviour is consistently good in classrooms and at break times, and they show respect, care and concern for others. Many work well independently and co-operatively with others. Pupils feel safe in school. They understand the importance of good attendance and the benefits of healthy eating and exercise.

Many pupils, led by the school council and other pupil groups, contribute significantly to the life of the school and to the wider community. They feel that their opinions are valued and are proud of their achievements. They work hard to improve the local community by choosing charities and projects to support. For example, they work with a local nursery and community groups to improve various local facilities and this raises their awareness of their role in the community considerably.

The school's overall attendance rate last year was 93.9% and this placed the school in the higher 50% when compared with similar schools. The punctuality of pupils is good and there have been no exclusions over the last five years.

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

The school provides a broad and balanced curriculum that meets statutory requirements. Teachers organise a good range of interesting and exciting opportunities for learning in the Foundation Phase and in key stage 2. The wide range of visits and extra-curricular activities enhance and enrich pupils' learning experiences effectively.

Provision for pupils' literacy and numeracy skills is developing well. Teachers co-operate purposefully to ensure that the school implements the Literacy and Numeracy Framework successfully. Opportunities for pupils to develop their writing

skills across the curriculum vary and the school does not ensure that pupils' spelling and punctuation skills develop effectively. Planning does not always ensure that lessons challenge the more able pupils well enough.

Planning for the delivery of Welsh varies too much. The school promotes the history and culture of Wales well through its planned activities and educational visits to places of interest.

The school's curriculum provides good opportunities for pupils to learn about sustainable development and global citizenship. The eco committee helps to raise pupils' awareness about the importance of recycling and saving energy. Global citizenship is a prominent feature of the school's curriculum. There are good links with schools in China and Portugal and, as a result, pupils develop a good understanding of life in these countries and the wider world.

### **Teaching: Good**

Teachers plan lessons carefully. They establish clear learning objectives for each lesson and share them appropriately with pupils. Teachers ask questions that probe and check pupils' understanding well and they make good links with pupils' previous work. Pupils' books show that staff use a wide range of teaching strategies across the curriculum.

In most cases, teachers move pupils' learning forward at an appropriate pace and set challenges that stimulate and stretch them. Teachers' planning generally takes good account of the wide range of pupils' needs and abilities, especially the less able ones. However, teachers do not always adapt tasks to challenge the more able pupils enough. Teachers deploy support staff effectively and support staff make a very valuable contribution to pupils' learning.

Teachers mark pupils' work regularly and give them useful feedback on what they have done well and how they can improve. Most older pupils are aware of the targets set for them and use these to improve their work. Pupils throughout the school review and evaluate their own work and that of their peers orally or in writing well. Teachers make accurate assessments of pupils' work and the tracking of pupils' progress is good and influences all aspects of the school's provision well.

The school's annual reports to parents on pupils' progress keep them well informed about their children's achievements and the next steps for their learning.

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

The school has a very caring ethos, where all staff value pupils highly. Pupils' wellbeing has a high prominence in the everyday life and work of the school. Teachers and support staff promote the spiritual, moral, social and cultural development of pupils well. The school has effective policies and plans to promote and monitor attendance and punctuality. The school's arrangements for safeguarding meet requirements and give no cause for concern.



The school provides a wide range of activities that promote a healthy lifestyle. Pupils have good opportunities to make healthy choices and to take part in regular exercise. Overall, the school has the appropriate arrangements to promote healthy eating and drinking.

Involvement with specialist agencies, such as educational psychologists, the educational welfare officer and multi-ethnic agencies, is effective and contributes positively to improving outcomes for pupils with additional learning and personal needs.

Provision for pupils with additional learning needs is robust and thorough. The school provides well-targeted support for relevant pupils and it supports pupils with behavioural needs quickly and effectively. Individual education plans are appropriate and the school involves pupils and parents appropriately in their construction and review. Overall, pupils with additional learning needs make good progress towards meeting the targets in their individual education plans.

### **Learning environment: Good**

The school has welcoming and supportive ethos. It treats all pupils fairly and all have equal access to the curriculum and the life of the school. There are clear procedures and policies to follow in relation to any harassment or bullying.

Inside the school, the accommodation is attractive and provides a cheerful learning environment for pupils. There are stimulating displays to aid their learning in the corridors and classrooms. The toilets for pupils are maintained well. Externally, the Foundation Phase areas provide a good learning environment. There are games and activities in the upper junior playground and pupils use these well, but the lower playground is less stimulating.

There are sufficient learning resources of good quality to support the curriculum. Pupils have good access to ICT equipment, most of which is now portable with the introduction of netbooks and electronic tablets.

<b>How good are leadership and management?</b>	<b>Good</b>
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### **Leadership: Good**

The headteacher has established a clear vision and set of values for the school, and he provides strong, effective leadership. The headteacher has been very successful and creative in introducing various innovations and initiatives during the last two years. These are beginning to make an impact on improved pupil outcomes and provision. The deputy headteacher supports him well in communicating expectations of high standards. All staff have clear job descriptions and their roles are well defined. The senior leadership team meets regularly and there is a well-planned schedule of staff meetings that focus effectively on school improvement actions.

The school responds positively to a number of local and national priorities. The principles of the Foundation Phase have been established successfully. Teachers

plan purposefully for the requirements of the Literacy and Numeracy Framework. Assessment for learning strategies are taking place appropriately in lessons.

The governing body is supportive of the school's work and a number of governors visit the school regularly. They understand the context of the school well and have a broad appreciation of the school's strengths and areas for development. However, they are not involved directly enough in the school's self-evaluation processes and in improvement planning. As a result, they do not hold leaders and managers fully to account for the standards achieved.

### **Improving quality: Good**

The school has clear procedures in place to monitor its performance. Senior leaders carry out a wide range of activities to help them to find out how well the school is doing and base their judgements on first-hand evidence and a thorough analysis of performance data. The views of staff, parents and pupils support this process appropriately. The senior leadership team acts upon these views well.

Teachers use performance data well to evaluate pupil attainment and to identify areas for improvement. All subject co-ordinators review their subject areas regularly and their findings inform the self-evaluation process appropriately. The self-evaluation report is thorough and gives an accurate picture of the school's strengths and areas for development. There is a clear link between self-evaluation and improvement planning.

The school improvement plan focuses well on priorities that are likely to have the most impact on raising pupils' standards. The plan has clear success criteria and timescales for its actions and sets out the resources needed to implement them. Teachers and teaching assistants understand the actions within the plan and their role in helping to achieve them. Senior leaders and governors monitor progress against the actions each term effectively.

### **Partnership working: Good**

The school works well with a range of partners. This has a positive effect on pupils' wellbeing and attainment. The relationship between the school and parents is good. The school shares information successfully with parents through regular letters. Parents, in return, are very supportive and participate actively in a better reading partnership, which is having a positive impact on pupils' reading standards.

There is a good partnership between the school and the local community. Pupils' contributions to community activities, such as working with a local community centre, along with a large number of visitors who come to the school, enrich learning experiences effectively. The school has established a number of successful partnerships with external agencies and the local authority. For example, links with a local college enhance pupils' understanding of a range of work experiences. These have a positive effect on the school's life and work.

There are effective links with a local nursery to ensure that pupils settle quickly at school. Successful co-operation with primary schools in the catchment area and with

the local secondary school ensures the validity of assessments at the end of key stage 2 through joint standardisation and moderation meetings. The oldest pupils at the school receive a number of opportunities to work with the secondary school on several projects and activities. These arrangements promote effective transition to the next stage in their education.

**Resource management: Adequate**

There are appropriate levels of staffing to support pupils' learning and the school manages its staffing efficiently and effectively. Teaching and support staff are deployed skilfully to ensure effective use of staff knowledge, experience and expertise. Teachers make effective use of their planning, preparation and assessment time and managers organise this time well.

Effective performance management procedures identify opportunities for the development and training of staff, though support staff are not yet part of the formal process. The school is not currently involved in networks of professional practice.

The headteacher and governing body manage the school budget well and ensure that spending is in line with school priorities. The school is effective in securing additional funding for specific projects aimed at improving standards, pupils' wellbeing and the learning environment.

In view of the standards achieved by pupils, the school provides adequate value for money.

## Appendix 1

### Commentary on performance data

In the Foundation Phase in 2013, pupil performance at the expected outcome 5 was below the family average in literacy and mathematical development, but above the family average in personal and social skills. At the higher outcome 6 in 2013, more able pupils performed below the family average in literacy, mathematical development and personal and social skills.

In 2013, performance in the Foundation Phase at the expected outcome 5 placed the school in the higher 50% of similar schools for literacy and mathematical development. This was better than in 2012 when performance placed it in the lower 50% for literacy and in the bottom 25% for mathematical development. Attainment of the more able pupils at the higher outcome 6 in 2013 placed the school in the top 25% for literacy, but in the lower 50% for mathematical development. In both areas of learning, pupil performance was lower in 2012.

At the end of key stage 2 in 2013 at the expected level 4, pupil performance was above the family average in English, mathematics and science. At the higher level 5, pupil performance was below the family average in the three core subjects.

In key stage 2, performance at the expected level 4 in English and mathematics has varied considerably over the last four years when compared with that in similar schools. Performance in English has varied, moving the school between the top 25% of similar schools in 2010, the bottom 25% in 2012 and the higher 50% in 2013. Performance in mathematics has varied, moving the school between the top 25% of similar schools in 2010, the lower 50% in 2012 and the top 25% in 2013. Performance of more able pupils at level 5 has also varied over the same period, and in 2013 it placed the school in the bottom 25% of similar schools for English and the lower 50% for mathematics.

In the Foundation Phase over the last two years, boys have performed better than girls at the expected outcome 5 and at the higher outcome 6. In key stage 2 over the last three years, boys have tended to perform better at the higher level 5 in the three core subjects.

In the Foundation Phase, those who have free school meals tend to do less well than others, while in key stage 2 there is no clear trend over the last few years.

## Appendix 2

### Stakeholder satisfaction report

#### Responses to learner questionnaires

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.	51		51 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
			98%	2%	
The school deals well with any bullying.	51		48 94%	3 6%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			92%	8%	
I know who to talk to if I am worried or upset.	51		50 98%	1 2%	Rwy'n gwybod pwy i siarad ag ef/â hi os ydw I'n poeni neu'n gofidio.
			97%	3%	
The school teaches me how to keep healthy	51		48 94%	3 6%	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.	51		51 100%	0 0%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			96%	4%	
I am doing well at school	51		48 94%	3 6%	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.	51		50 98%	1 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.	51		51 100%	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.	51		49 96%	2 4%	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.	49		48 98%	1 2%	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.	49		37 76%	12 24%	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	50		40 80%	10 20%	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.	21	14 67%	7 33%	0 0%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	21	17 81%	3 14%	0 0%	0 0%	1	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.	21	14 67%	7 33%	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.	21	16 76%	5 24%	0 0%	0 0%	0	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	21	14 67%	6 29%	0 0%	0 0%	1	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	46%	4%	1%		
Teaching is good.	21	16 76%	5 24%	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.	21	16 76%	5 24%	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.	21	15 71%	4 19%	0 0%	0 0%	2	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.	21	15 71%	5 24%	1 5%	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.	21	17 81%	4 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.	21	15 71%	5 24%	0 0%	0 0%	1	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'.	21	15 71%	5 24%	0 0%	0 0%	1	Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		50%	34%	4%	1%		
I am kept well informed about my child's progress.	21	15 71%	6 29%	0 0%	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.	21	18 86%	3 14%	0 0%	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.	21	13 62%	8 38%	0 0%	0 0%	0	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.	20	14 70%	6 30%	0 0%	0 0%	0	Mae'r ysgol yn helpu fy mhentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		56%	39%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	19	12 63%	4 21%	0 0%	1 5%	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.	21	14 67%	6 29%	0 0%	0 0%	1	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	38%	5%	1%		
The school is well run.	21	14 67%	7 33%	0 0%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	33%	3%	2%		

## Appendix 3

### The inspection team

David Evans	Reporting Inspector
Aileen Brindley	Team Inspector
Rhiannon Boardman	Lay Inspector
Janet Marsden	Peer Inspector
Jason Dodd	Nominee

## Copies of the report

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

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

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

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

Primary phase:

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

Secondary phase:

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

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

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



## **Glossary of terms – Primary**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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