



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

**Ysgol Bryn Coch C.P.
Victoria Road
Mold
Flintshire
CH7 1EW**

Date of inspection: September 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

Ysgol Bryn Coch serves the town of Mold and the surrounding area in the county of Flintshire. There are 651 pupils aged three to 11 years at the school including 81 pupils in the nursery. Around 17% of pupils are entitled to free school meals. This figure has risen steadily over recent years and is now close to the local and national averages.

Nearly all pupils come from homes where English is the main language and no pupils speak Welsh as a first language. Very few pupils receive support for English as an additional language. Pupils' ethnicity is largely white British (98%); the remainder are of mixed ethnicity. The school identifies that nearly 14% of pupils have additional learning needs and 3% of pupils have a statement of special educational need. The school has 25 classes including two learning resource bases for pupils with additional learning needs. Currently, a very few pupils are looked after by the local authority and there have been a very few fixed term pupil exclusions in the last 12 months.

The school was last inspected in 2007. The headteacher has been in post since 2009.

The individual school budget per pupil for Ysgol Bryn Coch in 2013-2014 means that the budget is £3,539 per pupil. The maximum per pupil in the primary schools in Flintshire is £15,097 and the minimum is £2,912. Ysgol Bryn Coch is 40th out of the 72 primary schools in Flintshire 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 current performance of Bryn Coch Primary School is good because:

- most pupils achieve consistently good standards in learning and wellbeing;
- most pupils have very positive attitudes to school and levels of participation and enjoyment in learning are high;
- nearly all pupils who need additional support make significant progress;
- most pupils co-operate well with each other and standards of behaviour are very good;
- relationships between staff and pupils are respectful and productive;
- most teaching is good; and
- pupils receive a good range of learning experiences and excellent enrichment opportunities.

Prospects for improvement

The prospects for improvement are judged as good because:

- senior leaders provide clear strategic direction to the work of the school;
- there are good arrangements for self-evaluation and school improvement planning;
- the governing body is a very effective in providing support and challenge to the school;
- staff work well together; and
- there are a range of effective partnerships that impact positively on pupils' learning experiences and wellbeing.

Recommendations

- R1 Improve the standards of writing skills of a minority of boys at key stage 2, specifically the content, spelling, punctuation and presentation of work
- R2 Improve the consistency and effectiveness of marking
- R3 Ensure that all end of key stage 2 teacher assessments are based on a wide enough range of pupils' work to fully support judgements
- R4 Refine the monitoring process to ensure that there is a clear focus on the impact of teaching on learning

What happens next?

The school will draw up an action plan that shows how it is going to address the recommendations.

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

Most pupils enter the school with the skills, knowledge and understanding expected for their age. Overall, they make good progress by the end of key stage 2.

Many pupils have strong communication skills. They use these effectively in lessons and group activities. They often provide extended answers to questions set by teachers. In the Foundation Phase, most pupils make very good progress with their reading. They develop and apply a wide range of strategies to help them read for pleasure and understanding. By the end of key stage 2, many pupils understand the importance of reading as a means to further their own learning. They read confidently with fluency, expression and good comprehension. More able pupils display advanced reading skills such as inference and deduction.

Overall, most pupils make good progress in developing their writing skills. By the end of the Foundation Phase, more able pupils produce effective pieces of extended writing. By the end of key stage 2, most pupils produce written work of a good standard in a range of styles and contexts across the curriculum. However, the quality of spelling, punctuation, presentation and the content of the written work of a minority of boys at key stage 2 is not consistently of a high enough standard.

The majority of pupils have positive attitudes to learning Welsh. Most pupils' Welsh skills are developing well in the Foundation Phase. Pupils listen and respond enthusiastically to Welsh songs and rhymes. They are developing an increasing vocabulary and are beginning to use a few words spontaneously. In key stage 2, most pupils understand and respond to instructions in Welsh. A minority can engage in longer conversations using a good range of sentence patterns and vocabulary. Pupils' reading and writing skills in Welsh are developing well.

Most pupils make good progress in developing their numeracy skills as they move through the school. They apply these skills well across the curriculum, for example in science activities at key stage 2 and in the outdoor environment of the Foundation Phase.

Pupils with additional learning needs, including those in specialist classes at key stage 2, make good progress in relation to their individual learning targets. Most pupils who are entitled to free school meals and those who are looked after by the local authority make at least the progress expected of them. Overall, more able pupils perform strongly in all areas of learning.

The school's performance at the end of the Foundation Phase compares well with averages for the family and other similar schools. The school is in the top 25% of schools for the proportion of pupils who achieve the expected outcome in language literacy and communication, mathematical development and personal and social development, wellbeing and cultural diversity in combination.

At key stage 2, pupil performance at both the expected and higher than expected levels in English, mathematics and science is usually close to the average for the family of schools and Wales. The proportion of pupils who attain the expected level or above, in English, mathematics and science when combined, consistently places the school in the lower 50% of similar schools. At the higher level, pupil performance usually places the school in the upper 50% of similar schools. In recent years, at key stage 2, girls' performance at both the expected and higher levels has consistently been better than that of boys. The key stage 2 data includes all mainstream pupils and pupils in additional classes.

Wellbeing: Good

Nearly all pupils develop a secure understanding of how to keep healthy. They feel safe in school and know whom to approach if they have any problems. Most pupils work hard and are fully engaged in lessons. They enjoy school, listen attentively and are keen to express their views. Many pupils participate in the wide variety of enrichment activities provided by the school, such as triathlon and choral competitions.

Pupils show respect and consideration for each other and have a positive attitude to school life. Pupils' standards of behaviour in classes and around the school are very good. Nearly all pupils make good progress in developing their social and life skills. They display pride in their school and its achievements. Pupils regularly take on a range of responsibilities in class and in the wider life of the school with confidence and maturity, such as managing the fruit and stationery shops.

The school council and eco committee meet regularly. Pupils respond very well to the opportunities to make decisions. They have a good awareness of the democratic process and are confident that adults take good account of their views and opinions. The committees make a positive difference to the quality of life at school, for example through designing the Trim Trail.

During the last three years, the attendance rate has been over 95% and this places the school in the top 25% in comparison with similar schools. Nearly all pupils arrive at school on time.

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

The school provides broad and balanced coverage of the National Curriculum and meets statutory requirements. Teachers' planning of individual lessons is detailed and learning objectives are appropriate. Learning experiences engage pupils successfully in most lessons and build well on prior learning. Teachers work well as a team to ensure that there are common approaches, themes and opportunities within year groups. Within the Foundation Phase, planning ensures that pupils receive an effective balance of structured and free choice learning activities.

Overall, most pupils benefit from the school's grouping and setting arrangements. For example, more able pupils in key stage 2 respond well to the higher level of

challenge in lessons. The arrangements for additional support and intervention groups are effective in terms of pupils' progress.

The school has planned effectively for the implementation of the statutory Literacy and Numeracy Framework. As a result, pupils receive ample opportunity to develop and apply these skills across many areas of the curriculum. There are worthwhile opportunities for pupils to apply their thinking skills in most lessons at suitably challenging levels.

The school gives good attention to the development of pupils' knowledge and understanding of the history and culture of Wales. The provision for Welsh language development is good and there are appropriate opportunities to use Welsh purposefully.

There is an excellent range of extra-curricular activities, including cookery, rugby, football, choir and a Pyramid Club that supports pupils in developing their self-esteem and confidence. This additional provision has an extremely positive impact on most pupils' school experiences.

Provision for education for sustainable development is very good. The school acts sustainably in its daily life, for example by monitoring electricity use and recycling waste paper. Links with schools in Africa provide good opportunities for pupils to develop an understanding of their role as global citizens.

Teaching: Good

Most teaching secures good standards of learning and wellbeing. Most teachers and support staff motivate pupils well and engage with them effectively during learning experiences. Most teachers have good, up-to-date subject knowledge and skills. They use a broad range of strategies, resources and activities to support and challenge all groups of pupils effectively. At the beginning of many lessons, there are purposeful challenge tasks that engage most pupils successfully in active learning experiences. These activities usually link well to the main teaching focus of the whole lesson.

The quality of verbal feedback given to pupils is consistently good and helps them to make progress in their learning. Teachers' written marking is frequent and informs pupils of what they have done well. However, written marking is not always effective enough in helping pupils to know how to improve their work. Many pupils are developing good self-assessment skills but, in a few classes, teachers do not allow enough time for pupils to reflect purposefully on their learning.

The school gathers a vast range of information about individual pupils' performance from their own assessment activities and from national or standardised tests. Very good use is made of the information about pupils' progress and wellbeing, for example in providing additional support for pupils who need more help with their learning. Nearly all teachers' assessments of pupils' work at the end of each key stage are secure. However, in a very few cases the school does not consider a wide enough range of work to fully support judgements.

Parents and carers receive valuable information about their child's progress, achievement and wellbeing through regular parents' meetings and annual reports.

Care, support and guidance: Good

The school provides well for pupils' spiritual development through daily acts of collective worship and curriculum activities such as topic work about other faiths and religions. There are many good opportunities for pupils to reflect on their own beliefs and those of others. The school develops pupils' social skills well, for example through an effective approach to positive behaviour management. There are many opportunities for pupils to develop their cultural awareness of arts and music within and beyond the school day. The school makes appropriate arrangements for promoting healthy eating and drinking.

Pupils, including the most vulnerable, benefit from professional support both from within the school and from specialist services. Links with external agencies such as the school nurse, social services, the community police and national and local charities are strong. They provide useful guidance and support for staff, pupils and parents.

The provision for pupils with additional needs is very good. Effective systems are in place to identify at an early stage any pupils with additional needs or support requirements. There are clear, detailed, child-friendly targets in pupils' individual education plans. Staff review and update the targets regularly. The school uses withdrawal groups and intervention programmes very successfully to ensure the good progress of pupils with additional needs.

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

Learning environment: Good

The school has an inclusive ethos and treats all pupils fairly. Staff promote high levels of participation in all of the school's activities well and there is equality of access for all to learning and enrichment experiences. This is a strong feature in the school's provision. The school celebrates the work and achievements of the pupils well, often by displaying their work in classrooms and communal areas.

The school benefits from spacious grounds which are well cared for and maintained. The outdoor learning facilities are very beneficial to pupils' progress, for example a dedicated forest school and adventure climbing trails. The nursery in particular enjoys the use of a large self-contained outdoor area.

Accommodation is large enough for the number of pupils on roll. It is well utilised and maintained providing a good and stimulating learning environment. There are sufficient, good quality resources which match the needs of pupils well.

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

All staff, pupils and governors have established a clear vision and sense of purpose for the school. The headteacher has created effective systems that help the school to achieve its aims well. These systems have enabled the school to maintain good levels of academic performance and very good rates of attendance. Senior leaders demonstrate high professional standards and have a sound focus on improving pupil outcomes. They implement and manage new initiatives well, for example the deployment of a senior member of staff into a strategic role to improve provision for additional learning needs and pupils' wellbeing.

The school has a sound staffing structure with suitable arrangements to distribute roles and responsibilities. This ensures that the school's day to day systems work well. There are good opportunities for staff at all levels for staff to develop leadership skills. Staff roles are well defined in appropriate job descriptions.

The governing body has a very positive impact on the work of the school. Governors have a well-developed understanding of performance data and use this, with other information, to support and challenge the school well. They contribute to self-evaluation and school improvement meaningfully and monitor the school's performance diligently. They have clear strategies to monitor the impact of their work on standards and school processes.

Improving quality: Good

Overall, the school has an effective system for self-evaluation. The self-evaluation report is generally accurate, although the report, in a few instances, is too generous in its judgements. Senior leaders analyse data robustly. They take good account of the trends in pupils' attainment and progress over time to identify strengths and areas for development.

School leaders gather first-hand evidence from a range of sources and stakeholders which feeds directly into the self-evaluation process. They take good account of the views of pupils and parents about the work of the school.

The school monitors teaching and learning on a regular basis. However, the school does not focus clearly enough on evaluating the impact of teaching on pupils' everyday learning experiences, for example by identifying inconsistencies in teachers' marking.

The school generally prioritises improvements effectively. There are sensible links between self-evaluation and the school's comprehensive improvement plans. Plans identify targets with suitable deadlines and costs and there is a clear focus on national priorities such as implementing the statutory Literacy and Numeracy Framework. The school has a good recent record of securing improvements that have a positive impact on pupils' standards and progress.

Partnership working: Good

The school is involved in many partnership activities that benefit pupils. There are good systems in place to help young children settle into nursery. The school provides an informative induction pack for parents and helpful opportunities for parents and their child to meet staff before starting in school. The school works well with its secondary partner school to help Year 6 pupils make a smooth transition to Year 7 through a range of activities including a science module, visits to school and meetings for parents with secondary staff.

The school has a very constructive partnership with parents. Parents feel well informed. This effective partnership contributes to pupils' positive attitudes to school and good attendance rates. The 'Friends of Bryn Coch' work hard for the school and raise substantial funds regularly which help to improve the school's teaching resources.

The school has an extensive range of partnerships with community organisations. These have a good impact on widening pupils' learning experiences. For example, a local charity works with the school to help boys to improve their reading skills.

Senior staff work very effectively with a range of external agencies, such as emotional support agencies. Together they provide specialised joined-up support for pupils who face difficult circumstances.

The school also works effectively with three teacher training providers to provide placements for trainee teachers.

Resource management: Good

The school has enough suitably qualified and experienced staff to deliver the curriculum effectively. The school deploys teachers well. Teaching assistants support pupils' learning and deliver intervention programmes successfully.

The school has an effective performance management system through which it identifies all staff's continuous professional development needs. The school prioritises staff development needs appropriately by linking them to the school improvement priorities. The school provides good opportunities for staff to progress their career ambitions.

Many staff take part in professional learning communities, internal and external to the school, to improve their knowledge and teaching skills. These activities have had a positive impact on improving practice and raising pupils' standards, for example in thinking skills, outdoor play, forest schools and Welsh, and for more able and talented pupils. The headteacher shares her expertise with other headteachers who are new to the role and the authority.

The headteacher and the governing body manage the budget carefully and in line with the stated priorities in the school improvement plan.

Due to the appropriate use the school makes of its funding and the good progress made by most pupils, the school provides good value for money.

Appendix 1

Commentary on performance data

In the Foundation Phase in 2013, about 95% of pupils achieved the expected outcome in their language literacy and communication, mathematical development and personal and social development, wellbeing and cultural diversity skills in combination. This is slightly above the average for the family of schools. The proportion of pupils who achieved above the expected outcome was significantly above the average for the family of schools in all three areas of learning.

In comparison to schools with similar proportions of pupils entitled to receive free school meals, the school's performance at the expected outcome placed it in the higher 50% for the development of pupils' language literacy and communication and mathematical skills and in the top 25% for personal and social development, wellbeing and cultural diversity. At the higher than expected outcome, the school is in the top 25% for language literacy and communication and mathematical development and in the higher 50% for pupils' personal and social development, wellbeing and cultural diversity.

In key stage 2, the percentage of pupils who attain the expected level or above in English, mathematics and science, when combined, is equal to the average for the family of schools. Over the last three years, the overall trend of performance has been upward. In 2013, the proportion of pupils who achieved the higher level was equal to the family average for English and slightly above the family average for mathematics and science. In comparison to the performance of all schools in Wales, the school's results are slightly above average in English and mathematics and significantly above average in science.

In relation to schools with a similar proportion of pupils entitled to receive free school meals, the school is in the lower 50% for performance in English, mathematics, science and the core subject indicator. This has been the case for the last five years. The school is in the higher 50% for performance in mathematics and science and in the lower 50% for performance in English at the higher level. The key stage 2 data includes all mainstream pupils and pupils in additional classes.

In comparing the relative performance of boys and girls in the Foundation Phase, there is little significant difference at the expected or higher than expected outcomes in language literacy and communication and mathematical development. At the higher outcome, girls' performance is significantly better than boys' in personal, social, wellbeing and cultural diversity skills. At key stage 2, girls consistently do better than boys at both the expected and higher levels.

Overall, pupils entitled to free school meals perform less well than other pupils in end of key stage 2 assessments. However, they often make very good progress in relation to their individual learning goals.

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		Cytuno Agree	Anghytuno Disagree	
I feel safe in my school.	134		134 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
			98%	2%	
The school deals well with any bullying.	131		121 92%	10 8%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			92%	8%	
I know who to talk to if I am worried or upset.	132		131 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	134		133 99%	1 1%	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.	134		132 99%	2 1%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			96%	4%	
I am doing well at school	131		128 98%	3 2%	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.	133		133 100%	0 0%	Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddysgu a gwneud cynnydd.
			99%	1%	
I know what to do and who to ask if I find my work hard.	134		133 99%	1 1%	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.	132		126 95%	6 5%	Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol.
			91%	9%	
I have enough books, equipment, and computers to do my work.	133		132 99%	1 1%	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.	126		105 83%	21 17%	Mae plant eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
			78%	22%	
Nearly all children behave well	133		126	7	Mae bron pob un o'r plant yn

	Number of responses Nifer o ymatebion	Cytuno Agree	Anghytuno Disagree	
at playtime and lunch time		95%	5%	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	Cytuno'n gryf Strongly Agree	Cytuno Agree	Anghytuno Disagree	Anghytuno'n gryf Strongly disagree	Ddim yn gwybod Don't know	
Overall I am satisfied with the school.	139	96 69%	39 28%	3 2%	1 1%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	139	109 78%	28 20%	1 1%	1 1%	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.	139	103 74%	31 22%	4 3%	1 1%	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.	139	85 61%	50 36%	4 3%	0 0%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	0%		
Pupils behave well in school.	138	50 36%	74 54%	5 4%	2 1%	7	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	46%	4%	1%		
Teaching is good.	139	86 62%	48 35%	3 2%	1 1%	1	Mae'r addysgu yn dda.
		60%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	139	88 63%	47 34%	1 1%	1 1%	2	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.	139	62 45%	65 47%	8 6%	0 0%	4	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.	138	78 57%	45 33%	3 2%	3 2%	9	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.	138	78 57%	50 36%	5 4%	0 0%	5	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.	138	87 63%	48 35%	1 1%	0 0%	2	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'.	134	60 45%	45 34%	10 7%	1 1%	18	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		50%	35%	4%	1%		

	Number of responses Nifer o ymatebion	Cytuno'n gryf Strongly Agree	Cytuno Agree	Anghytuno Disagree	Anghytuno'n gryf Strongly disagree	Ddim yn gwybod Don't know	
I am kept well informed about my child's progress.	139	60 43%	64 46%	12 9%	3 2%	0	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.	138	78 57%	50 36%	5 4%	5 4%	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.	138	52 38%	57 41%	13 9%	5 4%	11	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.	139	83 60%	47 34%	5 4%	1 1%	3	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.	127	63 50%	42 33%	1 1%	1 1%	20	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.	138	82 59%	53 38%	2 1%	0 0%	1	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	38%	5%	1%		
The school is well run.	139	87 63%	46 33%	2 1%	3 2%	1	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	32%	3%	1%		

Appendix 3

The inspection team

Richard Lloyd	Reporting Inspector
Penny Lewis	Team Inspector
Lowri Haf Evans	Team Inspector
Justine Elaine Barlow	Lay Inspector
David Kenneth Davies	Peer Inspector
Andrew Williams	School 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.