



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

Report on

**Llangennech Infants School
Pontardulais Road
Llangennech
Llanelli
Carmarthenshire
SA14 8UG**

Date of inspection: June 2015

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

Llangennech Infants School is situated in the village of Llangennech, on the outskirts of the town of Llanelli, in Carmarthenshire. The school has been federated with Ysgol Iau Llangennech since April 2015.

There are 237 pupils aged between 3 and 7 on roll and they are organised into nine classes. The school provides education through the medium of Welsh or English in two separate streams. Bilingual education is provided in both reception classes, and then pupils transfer either to the Welsh stream or the English stream. About 23% of pupils come from Welsh-speaking homes. Very few pupils come from ethnic minority backgrounds.

Ten per cent of pupils are eligible for free school meals, a figure that is considerably lower than the averages for Wales. About 25% of pupils have additional learning needs, which is again lower than the average for Wales. Very few have special educational needs.

The individual school budget per pupil for Llangennech Infants School in 2014-2015 is £3,557 per pupil. The maximum per pupil in primary schools in Carmarthen is £9,977 and the minimum is £3,325. Llangennech Infants School is in 65th place of the 95 primary schools in Carmarthenshire in terms of the school budget per pupil.

The executive headteacher has been in post since September 2013. The school was last inspected in June 2010.

Summary

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

Current performance

Current performance is good because:

- Nearly all pupils make good progress during their time at the school
- Nearly all pupils make regular and very effective use of their literacy and numeracy skills
- Most pupils show interest in their learning and are able to co-operate conscientiously together in various situations
- The school plans comprehensive learning experiences that stimulate pupils
- The school creates a successful Welsh ethos and provides a variety of opportunities to ensure that pupils develop a positive attitude towards the Welsh language
- There is an effective working relationship between all staff and pupils, which leads to a positive learning environment in all classes
- There is a homely, friendly and caring ethos within the school

Prospects for improvement

Prospects for improvement are good because:

- The headteacher's robust leadership sets a clear strategic direction for the school's development
- All staff co-operate closely as a team and meet regularly to discuss and plan jointly
- Governors have an increasing understanding of the school's strengths and of the areas that need to be developed further
- The school has thorough self-evaluation processes that are based on a wide range of direct evidence
- The school has a strong relationship with parents, who contribute considerable sums of money regularly in order to provide additional resources
- The school is staffed effectively and makes good use of the expertise of individuals to enrich teaching and learning
- Assistants provide valuable support to teachers and have a positive influence on raising the standard of pupils' work and attainment
- The school provides good value for money in terms of pupils' attainment and the quality of provision

Recommendations

- R1 Ensure that more able pupils achieve their potential
- R2 Improve attendance
- R3 Ensure better consistency in the practice of sharing lesson aims with pupils across the school in order for them to understand better what they are learning

What happens next?

The school will produce an action plan that shows how it will address the recommendations. The local authority will monitor the school's progress.

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

Many pupils start at the school with basic skills that are higher than the average. Nearly all pupils make good progress during their time at the school. Most pupils are able to recall previous learning well and most older pupils are able to apply their understanding of concepts in new situations. Many develop the wider skills that are needed to prepare them for the next stage in their education appropriately.

Most pupils across the school listen attentively to their teachers during lessons. Most pupils' oral skills develop quickly, considering their linguistic background. They are keen to offer answers or suitable comments when speaking about their work. They develop a wide range of appropriate vocabulary in both languages and most of them use it clearly and accurately when speaking about their work. The oral skills of pupils who come from non-Welsh speaking schools develop very quickly. By the end of the Foundation Phase, nearly all pupils' oral skills are sound in formal and informal situations in both streams.

Nearly all pupils make sound progress when learning to read. Most enjoy reading aloud with their teachers and do this increasingly confidently. Pupils in the early years of the phase acquire a good understanding of the relationship between letters and sounds and they use them well to read unfamiliar sounds. By Year 2, most pupils read with clear expression in Welsh and English and respond effectively to punctuation. Most older pupils handle factual books well to help them to find information, for example about penguins in Antarctica.

Pupils' standards of handwriting are generally good across the school. They form their sentences correctly and often use different opening phrases. By the time pupils reach the end of the phase, the majority have the ability to write in a good range of various media, for example creating 'wanted' posters for Mr Wolf. However, the extensive number of worksheets limits the more able pupils' extended writing skills. Nearly all pupils make regular and effective use of their literacy skills in various areas.

Most pupils have a firm grasp of numeracy skills and they use the information confidently to solve everyday problems. Their understanding of place value is good when adding a series of numbers and when writing some facts about specific numbers. Many handle measurements confidently and are able to create pictures from 2-dimensional shapes effectively. They collect, analyse and present information effectively in the form of bar charts. Many pupils use mathematical vocabulary correctly to discuss their work. They recall mathematical facts quickly and are able to explain their mental calculation strategies clearly.

Many pupils make good progress when developing second language skills in Welsh. They follow instructions skilfully and make effective use of basic vocabulary to respond to daily activities. Many are beginning to read simple texts accurately and

show a sound understanding of what they have read. Most older pupils produce short pieces of writing of a high standard by using the language patterns that they have learnt.

Most pupils use information and communication technology (ICT) skills effectively. From an early age, they embrace the technology that is available and make skilful use of computers, tablets and control toys inside and outside the classroom.

Over time, most pupils who are eligible for free school meals have underperformed in comparison with their peers. However, the trend has changed recently and pupils who are eligible for free school meals perform as well or better than other pupils. There is no significant difference between the performance of boys in comparison with girls. Pupils who have additional learning needs make good progress, but the most able pupils do not always fulfil their potential.

In comparison with similar schools, over three years, the school's performance at the expected outcomes has placed it consistently in the top 25% for Welsh literacy. The school has varied between the top 25% and the upper 50% of similar schools for mathematical development. The proportion of pupils who achieved the expected outcome in English literacy has varied, moving the school between the top 25% and the bottom 25%.

During the same period, the proportion of pupils who achieved at the upper outcome in Welsh literacy has placed the school consistently in the lower 50% of similar schools. In English and mathematical development, performance shows a downward trend. It has declined, moving the school from the upper 50% to the bottom 25% of similar schools in English literacy, and from the lower 50% to the bottom 25% in mathematical development.

Wellbeing: Adequate

Nearly all pupils feel safe at the school and know that they can turn to any member of staff at school for advice and support. They have positive attitudes to living healthily, and they understand the importance of eating a balanced diet and taking regular physical exercise.

Most pupils show a great interest in their learning and are able to co-operate conscientiously together. They contribute ideas regularly which inform termly themes. Pupils' behaviour is very good in the classroom and around the school.

The school council is well-established, and members understand their roles clearly. They make a valuable contribution to decisions at the school; for example, they have made a request for the governors to help improve the environment around the school. This led to having the County Council provide additional bins in the playground.

Pupils take advantage of a wide range of activities at the school and extra-curricular experiences, such as assemblies, concerts and community activities to develop their life skills effectively.

Although they have improved recently, attendance rates have placed the school in the bottom 25% in comparison with similar schools over five years. Most pupils are punctual.

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

The school plans comprehensive learning experiences that gain pupils' interest and stimulates them well. For example, pupils have strengthened their understanding and knowledge of the world and their personal and social skills as a result of interviewing a man who travelled to the Antarctic. Schemes of work respond successfully to the requirements of the Foundation Phase and the agreed syllabus for religious education. The school makes very good use of support staff to support literacy and numeracy.

Provision for developing pupils' literacy and numeracy skills has been embedded firmly across the school. Recent plans are very thorough and ensure clear progression and continuity. They include regular and appropriate opportunities for developing pupils' communication, thinking and ICT skills.

The school creates a successful Welsh ethos and provides various opportunities to ensure that pupils develop a positive attitude towards the Welsh language. Pupils speak the language with pride. Provision for pupils in the English stream is thorough and ensures regular use of the language daily. A programme of visits to the school, by a drama company for example, enriches pupils' experiences of Welsh culture effectively. Taking part in a local Eisteddfod and the Urdd Eisteddfod expands pupils' experiences successfully.

Education for global citizenship is good. Pupils have a good knowledge of the wider world by learning about and supporting overseas charities and undertaking projects for example to raise awareness of the rainforests and to promote fair trade. The Eco council promotes sustainability effectively; for example, it rewards the class that has made the greatest effort to save energy, recycle and reduce litter with a golden bulb, and a golden shoe for reducing pollution by walking to school.

Teaching: Good

There is an effective working relationship between all staff and pupils. This results in a positive learning environment in every class. Staff have a sound understanding of the curriculum and they question pupils effectively to confirm their knowledge and understanding and to extend their ideas. They use a wide range of teaching methods and comprehensive resources skilfully to support teaching. Teachers plan carefully to provide an appropriate range of learning activities that stimulate most pupils effectively. Short-term planning ensures rich opportunities that encourage pupils' participation. Teachers adapt tasks effectively to meet the needs of less able pupils. However, activities are not always challenging enough for higher ability pupils. They limit opportunities for these pupils to plan and develop their own ideas.

Almost all teachers mark pupils' work regularly and, in most cases, they indicate purposeful expectations as well as appropriate feedback for them on how to improve their learning. Sharing the lesson aim and learning objectives are inconsistent across the school. Pupils are confident in assessing their own work. However, they do not have enough opportunities to assess their peers' work at a level that is appropriate to their age and ability.

All teachers use assessment outcomes very successfully to track pupils' progress in their skills across the curriculum. Staff use this information skilfully to plan in detail for various groups of learners. The assessment procedure is managed and checked effectively.

Annual reports to parents meet requirements and include a range of useful information about pupils' progress and attainment.

Care, support and guidance: Good

The school is a caring community in which a high priority is given to pupils' health and wellbeing. It makes appropriate arrangements for promoting eating and drinking healthily.

Provision for pupils' spiritual, moral, social and cultural development is good and fosters values based on honesty, kindness and respect for others. Visits to the church and taking part in concerts in the area enrich pupils' spiritual and cultural experiences effectively. The school works closely with a number of external agencies and, as a result, the quality of care and support for pupils is robust.

Provision for pupils who have additional learning needs is effective. Under the clear leadership of the co-ordinator, the school identifies pupils who need additional learning support at an early stage. Staff provide individual teaching plans for relevant pupils, and conduct reviews of their progress regularly, including parents and pupils as part of the process. Support staff make a very positive contribution to the development of these pupils.

The school's arrangements for safeguarding pupils meet requirements and are not a cause for concern.

Learning environment: Good

The school has a homely and inclusive ethos that provides equal opportunities for all. It is a close and welcoming community and there is a warm and natural atmosphere between staff and pupils. Pupils show respect and concern for each other and for others who are less fortunate than them. The school's policies, plans and procedures promote equality and social diversity well.

Effective use is made of the main building and the cabins on the site as learning resources for pupils. Displays are stimulating, colourful and attractive. There is an extensive variety of good quality resources and they are used effectively for the pupils' purposes.

The outdoor area is a very exciting resource that provides a stimulating and varied environment to enrich pupils' learning. Various areas have been revamped recently. For example, since a visit to Sali Mali's village, pupils have their own 'village', which provides especially good opportunities for them to expand their linguistic and creative skills. The whole environment provides good opportunities for play and learning.

The site and buildings are in good condition and are maintained effectively.

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

The headteacher's firm leadership places a clear strategic direction for the school's development. He has high expectations and a purposeful vision, which are shared successfully with staff and governors. He allocates responsibilities effectively and has a key role in promoting purposeful co-operation and sharing good practice. In a short time, he has had a considerable effect on the school's ethos, staff development and the good quality of the building and outdoor area.

Members of the senior management team fulfil their responsibilities effectively. Teachers are committed and enthusiastic and all staff co-operate very closely as a team. This has a positive effect on the stimulating experiences that are provided and on raising pupils' standards. Leaders use staff meetings as an effective medium to discuss planning and progress against priorities regularly.

The school responds successfully to a number of local and national priorities. The use of the Numeracy and Literacy Framework for mapping skills across the curriculum is interwoven effectively across the themes. The school has specific and effective arrangements for improving the wellbeing and achievement of more vulnerable pupils.

Governors have an increasing understanding of the school's strengths and of the areas that need to be developed further. Recent plans have enabled them to observe teaching more systematically and to come to a firm judgement on pupils' work and attainment. They use their knowledge purposefully to contribute more effectively to the self-evaluation process.

Improving quality: Good

The school has thorough self-evaluation procedures that are based on information from a wide range of direct evidence. These include analysing pupils' performance data, thorough monitoring evaluations to evaluate standards and the quality of teaching and learning, the regular opinion of parents and governors, and termly reviews by external educational agencies. This information is used effectively to identify the school's strengths and areas that need to be improved.

The self-evaluation report is thorough and, on the whole, provides an accurate picture of the school. The report is evidence that leaders know the school well.

The school uses the information that is collected through the self-evaluation processes purposefully in order to set priorities for improvement. The development plan is comprehensive and identifies relevant and specific targets and includes success criteria that focus appropriately on pupils' outcomes. It gives a clear outline of the implementation timetable, success criteria, staff responsibilities, funding requirements and monitoring arrangements.

The school can show that the self-evaluation procedure has led recently to creating a specific intervention group which, in turn, has had a positive effect on the development, self-confidence and self-respect of pupils who are part of it.

Partnership working: Good

The school is working effectively with a range of strategic partners which has a positive effect on pupils' standards and wellbeing and extends learning experiences effectively.

The school has a strong relationship with parents who contribute considerable sums of money regularly to provide resources in order to add, for example, to the school's information and communication technology and reading books. The school informs parents well about curricular matters and, more recently, a parents' forum was established to give further input to them on the content of the school's plans and procedures.

The open and welcoming ethos develops effective partnerships with all the members of the school community. The strong links with local agencies, associations and businesses enrich learning experiences effectively. The school makes effective use of the support of individuals from the community to contribute to experiences and support pupils' activities, for example the volunteers who listen to reading. The close co-operation with local shops facilitates the development of pupils' business skills effectively.

Successful links with local nurseries ensure that pupils settle quickly at the school. The recent closer co-operation with the nearby junior school ensures smooth transition for pupils at the end of their time at the school.

The school co-operates closely with its cluster of schools to standardise and moderate pupils' work, share experiences and exchange good practices. This strengthens teachers' understanding of outcomes and ensures agreement in terms of assessment.

Resource management: Good

The school manages its resources successfully. It is staffed effectively and good use is made of individuals' expertise to enrich teaching and learning. Classroom assistants' contribution and support is a strength at the school. They provide valuable support to teachers and have a positive influence on raising pupils' standard of work and attainment.

Teachers make purposeful use of their planning, preparation and assessment time to work jointly. These arrangements are managed effectively. All staff's thorough performance management arrangements contribute to improvements in teaching and learning and training is planned carefully in relation to the school's priorities and individual needs.

The school is developing as an effective learning community. The number of internal learning networks, which provide a wide range of appropriate opportunities for teachers and assistants to co-operate on appropriate projects, has a positive effect on pupils' wellbeing and on improving their language and numeracy skills.

The headteacher and governors monitor and manage expenditure carefully. The school makes good use of the Pupil Deprivation Grant to improve provision further for developing the literacy and numeracy skills of pupils who are eligible for free school meals.

The school provides good value for money in terms of pupils' outcomes and the quality of provision for wide learning experiences.

Appendix 1: Commentary on performance data

6692129 - LLANGENNECH INFANTS SCHOOL

Number of pupils on roll	220
Pupils eligible for free school meals (FSM) - 3 year average	9.3
FSM band	2 (8%<FSM<=16%)

Foundation Phase

	2012	2013	2014
Number of pupils in Year 2 cohort	55	52	71
Achieving the Foundation Phase indicator (FPI) (%)	100.0	98.1	98.6
Benchmark quartile	1	1	1
Language, literacy and communication skills - English (LCE)			
Number of pupils in cohort	15	10	17
Achieving outcome 5+ (%)	100.0	90.0	94.1
Benchmark quartile	1	3	2
Achieving outcome 6+ (%)	33.3	30.0	23.5
Benchmark quartile	2	3	4
Language, literacy and communication skills - Welsh (LCW)			
Number of pupils in cohort	40	42	54
Achieving outcome 5+ (%)	100.0	100.0	100.0
Benchmark quartile	1	1	1
Achieving outcome 6+ (%)	17.5	23.8	29.6
Benchmark quartile	3	3	3
Mathematical development (MDT)			
Number of pupils in cohort	55	52	71
Achieving outcome 5+ (%)	100.0	98.1	98.6
Benchmark quartile	1	2	1
Achieving outcome 6+ (%)	21.8	11.5	23.9
Benchmark quartile	3	4	4
Personal and social development, wellbeing and cultural diversity (PSD)			
Number of pupils in cohort	55	52	71
Achieving outcome 5+ (%)	100.0	98.1	98.6
Benchmark quartile	1	3	3
Achieving outcome 6+ (%)	41.8	40.4	53.5
Benchmark quartile	2	3	3

The Foundation Phase indicator (FPI) represents the percentage of pupils achieving outcome 5 or above in PSD, LCE/LCW, and MDT in combination.

* This item may disclose information on individuals, or it is not sufficiently robust for publication, not applicable or is otherwise unavailable.

The benchmark quartile compares the performance of one school against others who have similar levels of pupils with free school meals (FSM). FSM is used as a proxy of social deprivation in schools. This allows a comparison of the performance of a school against others who are in the same FSM category, and who might therefore have a similar intake of pupils from deprived backgrounds.

A school in benchmark quartile 1 is in the highest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are higher than many other schools with similar levels of pupils from deprived backgrounds. A school in benchmark quartile 4 is in the lowest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are lower than many other schools with similar levels of pupils from deprived backgrounds.

There are many very small cohorts in many of the years of key stage 2 data for this school. In such a case, we do not include a performance data table.

More information is available on the Welsh Government website, My Local School, in the link below.
<http://mylocalschool.wales.gov.uk/index.html?lang=eng>

Appendix 2

Stakeholder satisfaction report

Responses to the learner questionnaire

Fewer than 10 responses were received. No data is shown.

Response to the parent questionnaire

Denotes the benchmark – this is a total of all responses to date since September 2010.

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
Overall I am satisfied with the school.	39	37 95%	2 5%	0 0%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	32%	3%	1%		
My child likes this school.	39	36 92%	3 8%	0 0%	0 0%	0	Mae fy mhlentyn yn hoffi'r ysgol hon.
		73%	25%	1%	0%		
My child was helped to settle in well when he or she started at the school.	39	36 92%	3 8%	0 0%	0 0%	0	Cafodd fy mhlentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		72%	25%	1%	0%		
My child is making good progress at school.	39	35 90%	4 10%	0 0%	0 0%	0	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
		61%	33%	3%	1%		
Pupils behave well in school.	39	33 85%	4 10%	0 0%	0 0%	2	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		46%	45%	4%	1%		
Teaching is good.	39	32 82%	6 15%	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.	39	36 92%	3 8%	0 0%	0 0%	0	Mae'r staff yn disgwyl i fy mhlentyn weithio'n galed ac i wneud ei orau.
		64%	33%	1%	0%		
The homework that is given builds well on what my child learns in school.	39	32 82%	6 15%	0 0%	0 0%	1	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhlentyn yn ei ddysgu yn yr ysgol.
		47%	40%	6%	1%		
Staff treat all children fairly and with respect.	39	37 95%	2 5%	0 0%	0 0%	0	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		58%	33%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	39	32 82%	7 18%	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%		

	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	
My child is safe at school.	39	37 95%	1 3%	1 3%	0 0%	0	Mae fy mhlentyn yn ddiogel yn yr ysgol.
		66%	31%	1%	0%		
My child receives appropriate additional support in relation to any particular individual needs'.	38	28 74%	6 16%	0 0%	0 0%	4	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.	39	33 85%	5 13%	1 3%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		49%	40%	8%	2%		
I feel comfortable about approaching the school with questions, suggestions or a problem.	39	37 95%	2 5%	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.	39	34 87%	4 10%	1 3%	0 0%	0	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		45%	38%	7%	2%		
The school helps my child to become more mature and take on responsibility.	39	32 82%	5 13%	0 0%	0 0%	2	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		56%	38%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	37	31 84%	3 8%	0 0%	0 0%	3	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		43%	33%	4%	1%		
There is a good range of activities including trips or visits.	39	28 72%	6 15%	2 5%	0 0%	3	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		54%	38%	5%	1%		
The school is well run.	39	36 92%	3 8%	0 0%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	32%	3%	2%		

Appendix 3

The inspection team

Eleri Anwen Hurley	Reporting Inspector
Hazel Hughes	Team Inspector
Deris Davies Williams	Lay Inspector
Dafydd Iolo Davies	Peer Inspector
Louise Parry	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
- 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
- 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 eligible for 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 eligible for 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 eligible for 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.