



*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**

**Crynallt Primary  
Afan Valley Road  
Cimla  
Neath  
SA11 3AZ**

**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
<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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## Context

Crynallt Primary School opened in 2013, following the amalgamation of the separate infant and junior schools. Nearly all pupils transferred to the new school. The school serves the area of Cimla, on the outskirts of Neath.

The school caters for children aged from three to eleven years. There are 476 pupils on roll, including 83 children in the nursery who all attend part-time. There are two classes for each year group. The school population is growing as a result of the local authority's reorganisation of its school provision for the area.

Almost all pupils speak English as their home language. A very few pupils speak Welsh as a first language. About 22% of pupils are eligible for free school meals, which is around the national average. The school identifies 24% of pupils as having additional learning needs. A very few pupils have a statement of special educational needs.

The new headteacher took up her post when the school opened in September 2013. The deputy headteacher joined the school in October 2013. Other members of the senior leadership team were appointed from amongst the former staff of the separate infant and junior schools.

This is the new school's first inspection.

The individual school budget per pupil for Crynallt Primary School in 2014-2015 means that the budget is £3,046 per pupil. The maximum per pupil in the primary schools in Neath Port Talbot is £7,108 and the minimum is £2,863. Crynallt Primary School is 55th out of the 66 primary schools in Neath Port Talbot in terms of its school budget per pupil.

## Summary

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

### Current performance

The current performance of the school is good because:

- Most pupils make good progress from their starting points as they move through the school
- Most pupils have very good listening skills and, by the end of key stage 2, most of them read accurately with confidence and enjoyment
- Most pupils develop their numeracy skills well as they move through the school
- Standards in Welsh second language throughout the school are impressive
- Almost all pupils' behaviour is at least good
- Overall, teachers provide good opportunities for pupils to develop their literacy and numeracy skills across the curriculum
- Most teachers deliver lessons with suitable pace and provide a wide range of activities that stimulate pupils' learning
- There is a clear focus on early intervention and effective support for pupils with additional learning needs that has measurable impact
- There is a caring and positive ethos in the school where pupils feel appreciated and valued
- The school's facilities provide valuable opportunities to support and enhance pupils' learning across the curriculum

### Prospects for improvement

The school's prospects for improvement are good because:

- The former infant and junior schools have amalgamated successfully to form a happy and inclusive primary school community
- The headteacher gives firm and purposeful guidance that has a positive impact on developing the school
- Senior leaders have a clear vision for the school and a strong focus on maintaining and improving pupils' outcomes
- Governors have a thorough understanding of how the school is performing in comparison with similar schools and they are aware of the school's main priorities for improvement
- The school analyses pupils' performance data in detail and uses the information appropriately to plan effective strategies to raise pupils' standards
- The school's self-evaluation report is comprehensive and the outcomes of self-evaluation determine the main priorities in the school improvement plan well
- The headteacher and governors monitor expenditure carefully and provide appropriate resources to fund the school's priorities

## Recommendations

R1 Improve pupils' standards in creative and extended writing

R2 Ensure effective levels of challenge to raise standards for more able pupils

R3 Improve the provision for religious education

R4 Develop the role of middle leaders to monitor the curriculum more closely

### **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

Many pupils enter the school with skills around the average for pupils of a similar age. Overall, most pupils make good progress from their starting points as they move through the school.

Most pupils have very good listening skills. They listen carefully to staff and each other and respond to questions thoughtfully. They enjoy group discussion, particularly in paired work, for example in Year 2 when they estimate measures using non-standard units.

Many pupils make good progress in developing their reading skills, often from a low base. In the Foundation Phase, most pupils have a good knowledge of individual letter sounds and begin to blend these effectively when tackling new words. Most pupils have a positive attitude to reading although standards in reading vary across the year groups. Most pupils who receive support for reading make sound progress. By the end of key stage 2, most pupils read accurately with confidence and enjoyment. More able readers use their higher-order reading skills effectively to research and to extract information from a text.

Many younger pupils in the Foundation Phase begin to form letters correctly and write with enthusiasm. By the end of the phase, most pupils use simple punctuation appropriately and more able pupils use a broad and interesting range of vocabulary in their stories. However, pupils do not always take enough care over the presentation of their work. In key stage 2, most pupils make good progress in completing short writing tasks linked to their topic work. They develop useful research skills and usually record their work well, although their spelling and punctuation is careless at times. Pupils do not write extended or imaginative pieces often enough to improve their skills and to develop their use of vocabulary.

Most pupils develop their numeracy skills well as they move through the school. They often apply these skills effectively in work across the curriculum. For example, in science, Year 6 pupils measure shadows, present the information on a line graph, interrogate the data thoroughly and provide a clear explanation of their findings. However, in mathematics lessons, more able pupils are not always challenged enough by the tasks they undertake.

Most pupils with additional learning needs make good progress in relation to their starting points.

Standards in Welsh second language throughout the school are impressive. Almost all pupils speak and read with confidence and enjoyment, using good pronunciation. By the end of key stage 2, they respond well to complex instructions in Welsh and the more able can sustain a conversation using vocabulary beyond simple patterns.

In the first year since opening, outcomes at the end of the Foundation Phase placed the school in the lower 50% of similar schools for pupils' performance in literacy and mathematical development at the expected outcome 5. Pupils' performance at the higher outcome 6 placed the school in the higher 50% of similar schools for literacy and the lower 50% for mathematical development.

Outcomes at the expected level 4 at the end of key stage 2 placed the school in the higher 50% for English, mathematics and science when compared with similar schools. Pupils' performance at the higher level 5 placed the school in the higher 50% for English and science, but the lower 50% for mathematics.

In 2014, pupils who are eligible for free school meals generally perform less well than other pupils.

### **Wellbeing: Good**

Nearly all pupils feel safe in school and know that staff will listen to their views and respond appropriately if issues arise. For example, if they raise an issue through the 'worry box'. They are confident that the school acts promptly to address any incidents of bullying. Almost all pupils' behaviour around the school, in classes, at playtimes and in activities is at least good. Nearly all pupils have a good understanding of the need to eat and drink healthily, and to take regular exercise. Pupils value the school's range of extra-curricular sports activities that have a clear impact on their attitudes to health and fitness.

The school council and eco committee are effective groups, and members take their responsibilities seriously. They have a positive influence on improvement priorities that benefit the whole school community. For example, in response to their involvement, the school has improved playground safety, reorganised playground supervision and developed play activities.

Most pupils' social and life skills are developing well. They show respect, care and concern for others and take responsibility for their own actions. Most pupils are developing the skills needed to improve their own learning and work well with others. Almost all pupils show interest and motivation in their learning. Most pupils develop their thinking appropriately to move onto the next stage of learning.

Pupils' involvement with the community is good. Pupils learn about a range of different cultures from interaction with visitors, particularly through their links with a school in Bangladesh.

The overall attendance rate for 2013-2014 is good at 95.2%, which places the school in the higher 50% when compared with similar schools. Most pupils arrive at school punctually.

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

The school has introduced a personalised topic approach to planning the curriculum that links with the requirements of the literacy and numeracy skills framework. Overall, teachers provide good opportunities for pupils to develop their literacy and numeracy skills across the curriculum. The planning of learning experiences builds systematically on pupils' existing skills, knowledge and understanding through termly topics. The topics provide suitable learning experiences that motivate and engage pupils' interest as they move through the school, but there is imbalance in the provision. For example, there is too little religious education.

Welsh language provision is a strength of the school. Teachers are successful in engaging pupils to use the language confidently and effectively in all their lessons. Almost all pupils show motivation, enthusiasm and enjoyment in their Welsh language learning. The school promotes the culture of Wales particularly well, for example in the detailed work undertaken to compare Wales with Bangladesh.

The school provides a broad range of clubs and sporting activities that enhance pupils' learning opportunities. The curriculum is enriched through a suitable variety of educational visits that include a residential visit to the Urdd Centre in Llangrannog. A good range of visitors to the school, from within and beyond the local community, broaden pupils' knowledge of the wider world well.

The school provides good opportunities to raise pupils' awareness of improving the environment within the school and the local community. The eco committee are effective in promoting sustainable development and global citizenship. The link with a school in Bangladesh helps pupils to explore and understand how children from other countries live.

**Teaching: Good**

Teachers have good up-to-date subject knowledge. Their planning focuses well on the development of pupils' skills across the curriculum and ensures that tasks engage most pupils. They use a wide range of imaginative resources to enhance lessons, including appropriate use of information and communication technology (ICT). Most teachers deliver lessons with suitable pace and provide a varied range of activities that stimulate pupils' learning, although in a very few lessons the pace is too slow. Most staff use questioning well and provide good opportunities for pupils to develop their thinking skills, for example in purposeful paired discussion. However, the work does not always provide enough challenge for more able pupils. Teaching assistants play an important role in supporting pupils' learning in all classes. Teachers and support staff manage pupils' behaviour well to create a purposeful learning environment in all classes.

Although not Welsh first language speakers, almost all staff promote the Welsh language particularly well so that there is an easy transition between the use of Welsh and English in day-to-day activities with the pupils. This supports good standards in pupils' use of Welsh throughout the school.



The school analyses pupils' performance data in detail and uses the information appropriately to plan effective strategies to raise pupils' standards. Senior leaders track and review the progress of individual pupils to identify any underperformance and to take suitable action at an early stage as a result. The school's well-developed electronic pupil tracking system ensures that all teachers have immediate access to relevant information about their pupils' targets and progress.

There are appropriate strategies to encourage pupils to assess their own and each other's learning. However, although the school's marking policy is clear, teachers do not always follow it consistently in all classes.

The school ensures that parents are well informed about their child's performance through annual reports and parents' meetings.

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

The school is a caring community that places an appropriate focus on ensuring pupils' health and wellbeing. Staff promote the benefits of healthy living to pupils effectively through the curriculum and in extra-curricular activities. Provision for pupils' personal and social education is good. Assemblies and learning experiences promote pupils' cultural, spiritual, moral and social development successfully.

The school has effective links with a range of external specialist agencies, for example social services and an educational psychologist. These links contribute well to improved outcomes for pupils with behavioural, emotional, social and learning difficulties. The school works closely with the education welfare service to improve pupils' attendance. This has resulted in notable improvements in attendance levels for the pupils from the targeted families.

Support for pupils who have additional learning needs is good. The school places appropriate focus on early intervention and provides a good range of effective support. The co-ordinator liaises well with staff, parents, pupils and a wide range of outside agencies. There is rigorous monitoring, assessment and tracking of pupils' progress. Targets in pupils' individual education plans are specific and measurable. Pupils use these well to reinforce their own learning in class every day. Support staff deliver a range of intervention programmes with enthusiasm and to good effect.

The school provides valuable support for pupils with more complex needs through its nurture group. This provision offers pupils well-planned activities and helps parents to support their child's learning effectively.

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

### **Learning environment: Good**

The former infant and junior schools have amalgamated successfully to form a happy and inclusive primary school community. There is a caring and positive ethos in the school where staff appreciate and value pupils well. The school promotes positive attitudes to equality and diversity through curriculum activities, links with the local community and its work with a community in Bangladesh.

The accommodation for pupils is of good quality and the premises are well maintained. Teachers celebrate pupils' work effectively through colourful and varied displays in the classrooms and corridors. The classrooms and learning areas are well organised and all pupils can access resources of good quality for most subject areas. However, the range of ICT equipment is limited.

The school has extensive grounds that include ponds, a forest school area and sports fields. These facilities provide valuable opportunities to support and enhance pupils' learning across the curriculum.

<b>Key Question 3: How good are leadership and management?</b>	<b>Good</b>
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### **Leadership: Good**

The headteacher gives firm and purposeful leadership and guidance that has a positive effect on developing the school. Senior leaders have a clear vision for the school and a strong focus on maintaining and improving pupils' outcomes. They share this vision successfully with staff, governors, parents and pupils.

Since the amalgamation, staff have focused well on aligning Foundation Phase and key stage 2 practice through the development of a skills-based curriculum. The school has made good progress in establishing its new senior management structure, but there is inconsistency in the development of middle managers. As a result, curriculum overview is at an early stage. Staff hold regular meetings that take appropriate account of local and national priorities. Senior leaders analyse school assessment information well and this gives a firm foundation for monitoring and evaluating pupils' performance across the school.

All staff have job descriptions that identify their responsibilities appropriately and clearly. There are thorough performance management arrangements that identify areas for staff professional development and focus appropriately on improving standards and teaching.

The governing body is enthusiastic, supportive of the school's work, aware of its responsibilities and is committed to the school's vision. Governors have a thorough understanding of how the school is performing in comparison with similar schools and they are aware of the school's main priorities for improvement. Their visits to the school help them to give a suitable degree of support and strategic direction, and enable them to challenge leaders and managers effectively and to hold them to account for the performance of pupils and the quality of provision.

### **Improving quality: Good**

The headteacher, staff and governors have developed thorough self-evaluation procedures that use a wide range of relevant evidence. This includes pupils' performance data and information from classroom observations. The school seeks the views of pupils, parents, governors and those of other professionals connected to the school, for example in social services. The school's self-evaluation report is comprehensive and the outcomes of self-evaluation determine the main priorities in the school improvement plan appropriately.

The work of the school council has been instrumental in bringing about a number of improvements, for example the recent improvement in playground experiences for pupils.

The school improvement plan is detailed and identifies relevant and specific actions and targets. It includes success criteria that focus well on pupils' outcomes. It gives a clear outline of staff responsibilities, funding requirements and methods for monitoring progress. Leaders ensure that they allocate appropriate resources to support the identified actions. Achieving some of the priorities in the plan has already led to improvements in standards and the quality of provision, for example in embedding the literacy and numeracy skills framework within teachers' planning.

### **Partnership working: Good**

The school has strong links with a wide range of partners and these have a positive impact on pupils' achievements and wellbeing. Staff established successful partnerships with parents when the new school opened by keeping them well informed to ensure their commitment and support.

The school plays an important role within the local community, for example through the Community First 'butterfly project', which encourages parents to take part in language-rich playgroup sessions.

The school has established an effective partnership with the foster parents of looked-after children in the school and wider community. Working with local businesses and other agencies, the school has developed materials called Sit Together and Read (Star), that is aimed at improving outcomes for looked-after children.

There are useful partnerships between the school and other agencies, including the local authority, health and children's services. These include, for example, the health visitor, and speech and language specialists.

The school works well with the local secondary school and other primary schools in the area. The schools have shared and developed their practice, including pupil profiles to support accurate moderation and standardisation of teachers' assessments of pupils' work. There are effective transition arrangements for pupils moving within the school and from Year 6 to secondary school.

### **Resource management: Good**

Teachers have appropriate qualifications and a suitable range of experience and expertise to deliver the curriculum. Teaching assistants provide strong support for intervention groups and have a positive impact on pupils' development and achievement.

The school has suitable arrangements to provide planning, preparation and assessment time for staff. Performance management arrangements are effective and all staff benefit from appropriate training to meet their individual needs and the school's priorities. All staff work together successfully to create an inclusive and stimulating environment for pupils.

The headteacher and governors manage the school's finances well. They prioritise and monitor expenditure carefully and provide appropriate resources for the school's priorities. The school makes good use of the pupil deprivation grant to support pupils who are looked after or who are eligible for free school meals. For example, all pupils in the target group who attended the nurture class attained the expected level in their personal and social development at the end of the Foundation Phase. These pupils responded well to the school's additional provision to improve their reading and a majority of them made notable progress. The school has introduced various support programmes for pupils with additional learning needs and these are beginning to contribute to improvements in standards and wellbeing.

In view of the progress made by most pupils and the overall quality of provision and leadership, the school provides good value for money.

## Appendix 1: Commentary on performance data

There are very small cohorts in many of the years of Foundation Phase performance data available for this school. Where this is the case, we do not include a table of performance data.

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

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

## 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.	105		104 99%	1 1%	Rwy'n teimlo'n ddiogel yn fy ysgol.
			98%	2%	
The school deals well with any bullying.	105		103 98%	2 2%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			92%	8%	
I know who to talk to if I am worried or upset.	105		102 97%	3 3%	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	105		101 96%	4 4%	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
			97%	3%	
There are lots of chances at school for me to get regular exercise.	105		104 99%	1 1%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			96%	4%	
I am doing well at school	105		102 97%	3 3%	Rwy'n gwneud yn dda yn yr ysgol.
			96%	4%	
The teachers and other adults in the school help me to learn and make progress.	105		105 100%	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.	104		103 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.	105		97 92%	8 8%	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.	105		102 97%	3 3%	Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
			95%	5%	
Other children behave well and I can get my work done.	103		86 83%	17 17%	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	105		102 97%	3 3%	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.	70	38 54%	32 46%	0 0%	0 0%	2	Rwy'n fodlon â'r ysgol yn gyffredinol.
		64%	33%	3%	1%		
My child likes this school.	74	50 68%	23 31%	1 1%	0 0%	0	Mae fy mhentyn 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.	73	48 66%	23 32%	1 1%	1 1%	1	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		73%	26%	1%	0%		
My child is making good progress at school.	73	43 59%	28 38%	2 3%	0 0%	1	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		63%	34%	3%	1%		
Pupils behave well in school.	69	21 30%	44 64%	4 6%	0 0%	5	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		48%	47%	4%	1%		
Teaching is good.	73	40 55%	33 45%	0 0%	0 0%	1	Mae'r addysgu yn dda.
		62%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	73	45 62%	28 38%	0 0%	0 0%	1	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		65%	33%	1%	0%		
The homework that is given builds well on what my child learns in school.	64	26 41%	36 56%	2 3%	0 0%	10	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.
		50%	42%	6%	2%		
Staff treat all children fairly and with respect.	70	40 57%	26 37%	4 6%	0 0%	4	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		61%	34%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	70	38 54%	31 44%	1 1%	0 0%	4	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		61%	37%	2%	0%		
My child is safe at school.	73	45 62%	27 37%	1 1%	0 0%	1	Mae fy mhentyn yn ddiogel yn yr ysgol.
		67%	31%	1%	0%		
My child receives appropriate additional support in relation to any particular individual needs'.	54	29 54%	23 43%	2 4%	0 0%	11	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		56%	38%	4%	1%		
I am kept well informed about my child's progress.	70	37 53%	30 43%	2 3%	1 1%	3	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		50%	40%	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.	71	44 62%	24 34%	2 3%	1 1%	2	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		63%	31%	4%	2%		
I understand the school's procedure for dealing with complaints.	69	28 41%	39 57%	2 3%	0 0%	4	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		49%	42%	8%	2%		
The school helps my child to become more mature and take on responsibility.	70	34 49%	35 50%	1 1%	0 0%	4	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		58%	39%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	53	26 49%	24 45%	3 6%	0 0%	16	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		53%	41%	5%	1%		
There is a good range of activities including trips or visits.	73	30 41%	35 48%	6 8%	2 3%	1	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		55%	38%	5%	1%		
The school is well run.	70	37 53%	31 44%	2 3%	0 0%	4	Mae'r ysgol yn cael ei rhedeg yn dda.
		62%	33%	3%	2%		

### Appendix 3

#### The inspection team

Rosemary Lloyd Lait	Reporting Inspector
Jonathan Murphy	Team Inspector
Glenn Richard Evans	Team Inspector
Terry James Davies	Lay Inspector
Barbara Miller	Peer Inspector
Helen Woodford (Headteacher)	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
- 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.