



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 Trefnant
Henllan Road
Trefnant
Nr. Denbigh
Sir Ddinbych
LL16 5UF**

Date of inspection: October 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 Trefnant Voluntary Aided Church in Wales Primary School serves the village of Trefnant and surrounding area in the county of Denbighshire. There are 76 pupils aged three to 11 years at the school including 12 pupils in the nursery. The school has four classes. Around 10% of pupils are entitled to free school meals. This figure has risen gradually in recent years but remains below national averages.

Nearly all pupils come from homes where English is the main language and no pupils speak Welsh as a first language. Pupils' ethnicity is largely white British; the remainder are mainly of mixed ethnicity. Very few pupils receive support for English as an additional language. The school identifies that around 19% of pupils have additional learning needs. Currently, no pupil has a statement of special educational need and no pupils are looked after by the local authority. There have been no fixed term pupil exclusions in the last 12 months.

The school was last inspected in 2007. The current headteacher was in post at the time.

The individual school budget per pupil for Ysgol Trefnant Voluntary Aided Church in Wales Primary School in 2013-2014 means that the budget is £4,750 per pupil. The maximum per pupil in the primary schools in Denbighshire is £8,594 and the minimum is £3,159. Ysgol Trefnant Voluntary Aided Church in Wales Primary School is 19th out of the 48 primary schools in Denbighshire 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 Ysgol Trefnant Church in Wales Primary School is good because:

- most pupils make good progress during their time at the school and achieve good standards in learning and wellbeing;
- nearly all pupils get on well together and standards of behaviour are high;
- attendance figures over the past four years are consistently higher than family and Wales averages;
- there are purposeful working relationships between staff and pupils that have a positive impact on pupils' standards of learning and wellbeing;
- there is a wide range of challenging and interesting learning experiences for pupils of all ages and abilities; and
- the overall quality of teaching ensures that most pupils achieve well and make good progress.

Prospects for improvement

The prospects for improvement are judged as good because:

- the headteacher provides clear strategic direction to the work of the school;
- there are effective processes for self-evaluation and school improvement planning;
- there is a strong focus on improving standards of literacy and numeracy;
- the school co-operates effectively with a range of partners in order to support pupils' wellbeing and achievement; and
- staff demonstrate a clear commitment to improving their professional practice.

Recommendations

- R1 Raise standards in Welsh
- R2 Challenge more able pupils consistently
- R3 Ensure that the marking of pupils' work is always sufficiently rigorous
- R4 Put in place clear arrangements to cover leadership duties in the absence of the headteacher
- R5 Raise the level of challenge provided by the governing body

What happens next?

Ysgol Trefnant Church in Wales Primary 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
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Standards: Good

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

Many pupils have strong speaking and listening skills. They talk confidently about learning experiences or in response to teachers' questions, often using an extensive range of vocabulary.

In the Foundation Phase, many pupils make good progress in developing their reading skills. Often, they have a suitable range of strategies to help them read for pleasure or understanding. A few more able readers cite preferences for authors and styles of books. By the end of key stage 2, many pupils read confidently with fluency and good comprehension. More able pupils demonstrate good higher order reading skills such as inference and deduction.

Many pupils make significant progress in developing their writing skills. By the end of the Foundation Phase, they produce good pieces of writing showing a developing awareness of spelling, grammar and genre, for example in response to work on traditional tales. By the end of key stage 2, they write purposefully in a variety of contexts across the curriculum. More able pupils produce extended pieces of writing that often contain an imaginative range of vocabulary. The work is usually well organised and the content engages the reader effectively.

Most pupils develop their mathematical skills effectively as they move through the school. They acquire numeracy skills progressively and apply these skills consistently and well across a range of subjects within the curriculum.

Most pupils make insufficient progress in developing their Welsh language skills.

Most pupils who need extra support or additional challenge make good progress and achieve well. Pupils entitled to free school meals and those who are new to the English language generally achieve as well as other pupils.

Due to the variable and sometimes small number of pupils at the end of both key stages, the results of pupil assessments have to be treated with care because one pupil's results can have a significant impact on school performance.

In 2013, Foundation Phase pupils' achievements at the expected outcome 5 in language literacy and communication and mathematical development were slightly below the average for the family of schools and placed the school in the lower 50% of similar schools across Wales. In personal and social development, wellbeing and cultural diversity pupils' achievements were equal to the family average and placed the school in the top 25% of similar schools. At the higher than expected outcome 6, more able pupils' performance placed the school in the lower 50% of similar schools

in language literacy and communication and personal and social development, wellbeing and cultural diversity. However, pupils' performance in mathematical development placed the school in the top 25% of similar schools.

In comparison with relative performance levels in the school's family, key stage 2 performance has been variable over the last three years in English, mathematics and science at both the expected level 4 and the higher level 5. The proportion of pupils who attain the expected level or above, in all three subjects when combined is usually very close to the average for the family of schools and has placed the school in the lower 50% of similar schools across Wales in two of the last three years. At the higher, than expected level 6, the school's performance usually places it in the lower 50% of similar schools across all subjects.

In recent years, at key stage 2, boys' performance has generally been better than that of girls.

Wellbeing: Good

Pupils enjoy school and have good attitudes to learning. They feel safe in school and are confident that staff will deal promptly with any worries or incidents that occur. They have a good understanding of the need to eat and drink healthily and to take regular exercise.

Most pupils are enthusiastic and keen to learn. They co-operate effectively with one another in their lessons and activities. Most work well independently and under the direction of adults. They gain a suitable understanding of their strengths and weaknesses through increasing involvement in assessment, agreeing success criteria and setting personal targets.

Nearly all pupils get on well together and standards of behaviour are high. Pupils of all ages play together happily at break time and lunchtime. They show respect, courtesy and consideration for each other and for adults.

Attendance figures over the past four years are consistently higher than family and Wales averages. Figures for 2011-2012 were slightly below the average for schools with similar entitlement to free school meals. Attendance figures over the previous two years placed the school in the highest 25% of similar schools. Nearly all pupils arrive at school punctually.

The school council and eco club make valued contributions to school life. Members are actively involved in identifying areas for improvement in the day-to-day life of the school. They feel that staff value their opinions and listen to them.

Many pupils contribute well to activities in the community. This has a positive effect on their development as rounded and responsible individuals.

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

The school provides a broad and balanced curriculum that meets statutory requirements. The provision of a wide range of interesting learning experiences stimulates and engages most pupils including those with additional learning needs. Educational visits, such as to the Welsh Mountain Zoo and St Asaph Cathedral, together with visitors to school, enhance the curriculum well and enrich pupils' learning experiences. A wide range of well-attended extra-curricular activities including art and eco clubs support pupils' learning well.

Detailed curriculum planning ensures that pupils make good progress in acquiring literacy and numeracy skills. Teachers plan purposeful activities that enable pupils to develop and use these skills effectively across the whole curriculum. Planning for developing writing across the curriculum is particularly good. The school is making good progress in implementing the national literacy and numeracy framework.

Provision for developing Welsh language skills throughout the school is not effective enough. However, the school provides suitable opportunities for pupils to learn about the history and culture of Wales.

Teachers promote pupils' awareness of sustainability and energy conservation effectively. They also provide good quality learning experiences, which develop pupils' understanding of life in other countries.

Teaching: Good

Overall, the quality of teaching ensures that most pupils achieve well and make good progress. There are purposeful working relationships between staff and pupils that have a positive impact on pupils' standards of learning and wellbeing. In most lessons, teachers and support staff motivate pupils effectively. They have good, up-to-date professional knowledge and skills. In most lessons, teachers model or explain tasks well, ensure that pupils understand how to be successful and match activities to pupils' needs effectively. However, in a few lessons, the level of challenge is not high enough and, as a result, the pace of learning is slow.

All teachers mark pupils' work regularly. Their written comments usually relate well to the focus of learning activities. This helps pupils to see how well they have done and what they need to do to improve. However, in a few instances, the quality of marking is not sufficiently rigorous. Most teachers and support staff provide pupils with useful verbal feedback and question them effectively. This is often helpful in developing pupils' thinking skills. A few pupils are becoming skilful at assessing each other's work.

The school has comprehensive systems to monitor individual pupils' progress. Teachers use this information successfully to inform planning and to identify those pupils who require additional support or challenge. The school keeps very useful pupil profiles that demonstrate effective systems to ensure end of key stage assessment judgements of pupils' progress are accurate.

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 high level of care and good working relationships between staff and pupils contribute strongly to pupils' wellbeing. The school has appropriate arrangements to promote healthy eating and drinking and to provide good opportunities for regular exercise. Staff provide valuable experiences that promote pupils' spiritual, moral and social development well. Daily acts of worship focus successfully on raising awareness of the school's mission statement. Strong local links with the church and with the wider community help pupils to develop a good understanding of living in a community. A good example of this is the pupils' involvement in a local music festival.

The school makes good use of a wide range of external agencies and support services to provide useful guidance and support for staff, pupils and parents, when necessary. Clearly targeted support for individual pupils has resulted in significant improvements in behaviour, achievement and confidence.

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

Staff have a good understanding of pupils' needs. They use this knowledge well to identify pupils with additional learning needs and to provide them with good quality targeted intervention strategies. Teaching assistants provide valuable support in delivering intervention programmes enabling these pupils to make good progress.

Learning environment: Good

The school has an inclusive ethos where every child is valued fully. It is a happy community with a family atmosphere where all pupils have equal access to education. This permeates all aspects of school life and underpins its commitment to ensuring that every pupil does their best, shows respect, is treated fairly, helps each other and is happy. All staff promote inclusion effectively. Teachers provide frequent opportunities for pupils to show care and consideration for others in the school and the wider community. The school actively promotes tolerant attitudes, where staff and pupils are free from any form of harassment.

The accommodation is sufficient for the number of pupils although not all areas are accessible to those who have physical disabilities. Leaders ensure that the accommodation is well maintained and the level of cleanliness is high. Staff make good use of the space that is available and colourful and good quality displays create an attractive and stimulating learning environment. The interesting outdoor space is a very valuable learning resource. It is well cared for by members of the school community. Pupils, staff and parents make particularly good use of the garden area to support pupils' understanding of healthy living. A varied supply of good quality resources matches pupils' needs appropriately.

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

Leadership: Good

The school has established a clear vision and set of core values that accurately reflect the school's mission statement and its Christian ethos. The headteacher has worked effectively with staff to create systems that help the school to achieve its aims well. These systems have also enabled the school to maintain good levels of academic performance and attendance. The school implements and manages change successfully, for instance adapting the curriculum to ensure many purposeful opportunities for pupils to apply their literacy and numeracy skills across a wide range of learning.

The school has suitable arrangements to distribute roles and responsibilities. This ensures that there is effective curriculum coverage and that the school's day-to-day systems work well. Staff roles are identified in appropriate job descriptions. However, the school has no formally defined arrangements to cover leadership responsibilities in the absence of the headteacher.

Governors are supportive and ensure that the school meets statutory obligations. They receive detailed information about the school's strengths, shortcomings and future priorities. Although governors have a developing understanding of performance data, they do not always use this knowledge or other information to challenge the school effectively.

Improving quality: Good

The school has developed effective systems for self-evaluation. The self-evaluation process is thorough and based on first-hand evidence from lesson observations, scrutiny of pupils' work and detailed data analysis. All members of the teaching staff, pupils and parents contribute well to the process. As a result, the self-evaluation report gives a realistic picture of the strengths of the school as well as the areas for improvement. The governing body has a good knowledge of the outcomes of self-evaluation activity but does not play a significant role in creating the report.

There are very close links between the school's self-evaluation report and the school development plan. Priorities within the school development plan focus clearly on improving pupils' standards of learning and wellbeing. Plans identify targets with suitable deadlines and costs and there is a clear focus on national priorities such as implementing the 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 co-operates effectively with a range of partners in order to support pupils' wellbeing and achievement.

Partnerships with parents are strong. They feel very welcome in school and their views and opinions are valued. The parents, teachers and friends association is very

supportive, for example, through fund raising activities and project work such as developing the new school library. This resource has a positive impact on provision for pupils.

The school has a very beneficial relationship with the 'Puddle Ducks' nursery group. The group uses the school's facilities and this helps pupils settle in well to the Foundation Phase. There are strong links and effective transfer arrangements between the school and the secondary school with a range of purposeful transition activities for pupils in Years 2,3,4,5 and 6.

There is constructive co-operation with other primary schools in the area for the standardisation and modernisation of pupils' work. The school has produced 'learner profiles' of a very high standard and this has ensured better quality and consistency in the school's assessments.

The school has an extensive range of partnerships with community organisations. These have a good impact on widening pupils' learning experiences. For example, frequent visits to the local church develop pupils' moral and spiritual development well.

Resource management: Good

The school has enough suitably qualified and experienced staff to deliver the curriculum effectively. The school deploys teachers and support staff well. Teaching assistants support pupils' learning and deliver intervention programmes successfully. The school makes best use of staff expertise to provide engaging learning experiences within and beyond the school day.

There are sensible links between the professional development of staff, school development plans and the school's performance management system. Staff demonstrate a clear commitment to improving their professional practice. Teachers make good use of their non-contact time for planning, preparation and assessment.

The school has developed a good range of strategic partnerships with other schools in the area which enrich pupils' creative learning experiences and impact on standards in literacy and numeracy.

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 of the school's 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 2012, many pupils achieved the expected outcome 5 in the development of their language literacy and communication, mathematical development and personal and social development, wellbeing and cultural diversity skills in combination. This is slightly below the average for the family of schools. The proportion of pupils who achieved above the expected outcome was slightly lower than the average for the family of schools in language literacy and communication and personal and social development, wellbeing and cultural diversity but slightly above the average for mathematical development.

In comparison to similar schools, performance placed the school in the lowest 25% for the development of pupils' language literacy and communication skills, in the lower 50% for mathematical development but in the top 25% for personal and social development, wellbeing and cultural diversity skills. At the higher than expected outcome, more able pupils' performance placed the school in the lower 50% of similar schools for developing language and personal and social skills but in the top 25% for mathematical development.

In key stage 2, the percentage of pupils who attain the expected level or above in English, mathematics and science when combined is usually very close to the average for the family of schools. For the last two years, pupils' performance in mathematics and science has shown improvement with all pupils achieving the expected level or above. Pupils' performance in English has been more variable over the last three years, although in 2013 performance was very near to the family and national averages.

In relation to similar schools, pupils' performance has placed the school in the lower 50% for English, and the core subject indicator in two out of the last three years. The school has been in the top 25% for performance in mathematics and science for the last two years. At the higher than expected level, the school generally performs in the lower 50% of similar schools in all three subjects

In comparing the relative performance of boys and girls in the Foundation Phase, girls' performance is consistently better than boys'. This is particularly evident at the higher outcome where the difference in performance is often significant across all areas of learning. At key stage 2, boys usually do better than girls at both the expected and higher levels. This is the opposite of national trends.

Pupils entitled to free school meals generally achieve as well as other pupils.

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.	34		34 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
			98%	2%	
The school deals well with any bullying.	34		34 100%	0 0%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			92%	8%	
I know who to talk to if I am worried or upset.	34		34 100%	0 0%	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	34		34 100%	0 0%	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.	34		34 100%	0 0%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			96%	4%	
I am doing well at school	34		33 97%	1 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.	34		34 100%	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.	34		34 100%	0 0%	Rwy'n gwybod beth I'w wneud a gyda phwy i siarad os ydw I'n gweld fy ngwaith yn anodd.
			98%	2%	
My homework helps me to understand and improve my work in school.	34		33 97%	1 3%	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.	34		33 97%	1 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.	34		32 94%	2 6%	Mae plant eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
			78%	22%	

	Number of responses Nifer o ymatebion	Cytuno Agree	Anghytuno Disagree	
Nearly all children behave well at playtime and lunch time	34	32 94%	2 6%	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	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.	13	8 62%	5 38%	0 0%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	13	8 62%	5 38%	0 0%	0 0%	0	Mae fy mhlentyn yn hoffi'r ysgol hon.
		72%	26%	1%	0%		
My child was helped to settle in well when he or she started at the school.	13	9 69%	4 31%	0 0%	0 0%	0	Cafodd fy mhlentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		72%	26%	1%	0%		
My child is making good progress at school.	13	6 46%	7 54%	0 0%	0 0%	0	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	0%		
Pupils behave well in school.	13	4 31%	9 69%	0 0%	0 0%	0	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	46%	4%	1%		
Teaching is good.	13	7 54%	6 46%	0 0%	0 0%	0	Mae'r addysgu yn dda.
		60%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	12	8 67%	4 33%	0 0%	0 0%	0	Mae'r staff yn disgwyl i fy mhlentyn weithio'n galed ac i wneud ei orau.
		63%	34%	1%	0%		
The homework that is given builds well on what my child learns in school.	13	5 38%	6 46%	0 0%	0 0%	2	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhlentyn yn ei ddysgu yn yr ysgol.
		47%	40%	6%	1%		
Staff treat all children fairly and with respect.	13	9 69%	4 31%	0 0%	0 0%	0	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		58%	34%	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	
My child is encouraged to be healthy and to take regular exercise.	13	8 62%	5 38%	0 0%	0 0%	0	Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		60%	36%	2%	0%		
My child is safe at school.	13	10 77%	3 23%	0 0%	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'.	13	6 46%	5 38%	0 0%	0 0%	2	Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		50%	35%	4%	1%		
I am kept well informed about my child's progress.	13	8 62%	5 38%	0 0%	0 0%	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.	13	9 69%	4 31%	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.	12	6 50%	5 42%	1 8%	0 0%	0	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		44%	39%	7%	2%		
The school helps my child to become more mature and take on responsibility.	13	8 62%	5 38%	0 0%	0 0%	0	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.	13	4 31%	2 15%	0 0%	0 0%	7	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.	13	5 38%	8 62%	0 0%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	38%	5%	1%		
The school is well run.	13	6 46%	7 54%	0 0%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	32%	3%	1%		

Appendix 3

The inspection team

Richard Lloyd	Reporting Inspector
Hazel Hughes	Team Inspector
Jane McCarthy	Team Inspector
Justine Elaine Barlow	Lay Inspector
Edward Goronwy Morris	Peer Inspector
Suzanne Van Loock	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.