



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

**Coychurch (Llangrallo) Primary School
Main Road
Coychurch
Bridgend
CF35 5HN**

Date of inspection: March 2014

by

**Estyn, Her Majesty's Inspectorate for Education
and Training in Wales**

During each inspection, inspectors aim to answer three key questions:

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

Inspectors also provide an overall judgement on the school's current performance and on its prospects for improvement.

In these evaluations, inspectors use a four-point scale:

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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Publication date: 02/06/2014

Context

Coychurch (Llangrallo) Primary School is in the centre of the village of Coychurch, on the outskirts of Bridgend. It serves the village itself, but a significant number of children attend the school from the surrounding area.

There are currently 93 pupils between three and 11 years of age on the school register, including 15 children who attend the nursery either full time or part time. About 3% of pupils are entitled to free school meals, which is much lower than the average for primary schools in Wales. About 17% of pupils have additional learning needs.

Nearly all pupils are white British. A very few pupils have a statement of special educational needs. A very few speak English as an additional language or speak Welsh as a first language at home.

The headteacher has been in post since September 2008.

The individual school budget per pupil for Coychurch (Llangrallo) Primary School in 2013-2014 means that the budget is £3,981 per pupil. The maximum per pupil in the primary schools in Bridgend is £4,608 and the minimum is £2,795. Coychurch (Llangrallo) Primary School is seventh out of the 50 primary schools in Bridgend 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 school's current performance is good because:

- outcomes at the end of key stage 2 are above expectations;
- nearly all pupils make good progress in their learning;
- pupil behaviour is of high quality;
- there are positive relationships between pupils and staff;
- teaching in most classes is consistently high;
- pupils are well motivated and polite, and they enjoy school; and
- the school is an inclusive community.

Prospects for improvement

The school's prospects for improvement are good because:

- the headteacher, staff and governors share a strong vision for the future development of the school;
- there is a thorough process of self-evaluation, which draws on a wide range of first-hand evidence;
- school improvement planning focuses closely on raising pupils' levels of achievement;
- the senior management team and governors have a good understanding of the school's strengths and areas for development;
- partnerships with parents and the local community are strong;
- teamwork and communication are effective at all levels; and
- the school manages its resources well.

Recommendations

- R1 Improve outcomes at the end of the Foundation Phase
- R2 Improve the provision for extended writing across the curriculum
- R3 Ensure consistency in the quality of teaching throughout the school
- R4 Improve the outdoor area for older pupils in the Foundation Phase
- R5 Improve attendance further

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

On entry to the school, many pupils have skills that are at or above the level normally expected of pupils of a similar age. Pupils generally make good progress in relation to their starting-points.

In the Foundation Phase, most pupils develop their numeracy skills well. They have a good understanding of basic number facts, which include multiplication using 2, 5 and 10 times tables. Pupils apply these skills successfully in Year 1 and Year 2 when recording data from a traffic survey. Younger pupils develop their sorting and ordering skills effectively using a Venn diagram. Pupils develop their numeracy skills well throughout key stage 2. By the time pupils reach Year 6, most use a good range of mathematical strategies well to carry out investigations and to solve problems.

Pupils develop their communication skills well as they move through the school. Nearly all pupils listen well and respect the views of others. Many older pupils speak clearly with increasing confidence using an expanding vocabulary.

Almost all Foundation Phase pupils make good progress in their reading. By the end of Year 2, many pupils can discuss favourite characters from their books and successfully predict what will happen next in the stories they read. More able pupils read fluently and take good notice of punctuation within the text. In key stage 2, most pupils read confidently with increasing accuracy and understanding. Older pupils make good use of the higher-order skills of skimming and scanning texts to find relevant information. Most of these pupils read widely for pleasure and give sensible reasons for their personal choice of books or electronic texts.

As they move through the Foundation Phase, most pupils' writing skills develop well. Most pupils form their letters well and use basic punctuation accurately, although a small number of pupils spell simple words incorrectly. By the end of the phase, many pupils write independently and with increasing fluency. However, pupils do not write at length enough to extend their writing skills. Through key stage 2, nearly all pupils write effectively in a range of styles and for different purpose. Many older pupils write interesting stories about their topics. Nearly all pupils make good use of drafting in order to improve the quality of their written work.

Most pupils in the Foundation Phase enjoy Welsh and make good progress. Their speaking and listening skills are developing well and their pronunciation is good. By the end of the phase, many pupils are able to write basic sentences accurately. In key stage 2, pupils read and write with developing confidence and understanding. By the time they reach Year 6, many pupils engage one another successfully in simple conversations in Welsh using both familiar and unfamiliar sentences patterns.

In the Foundation Phase and key stage 2, pupils' performance at the expected levels (outcome 5 in the Foundation Phase and level 4 in key stage 2) compares well with

that of their family of schools. In key stage 2, over the past two years, the school's performance has placed it consistently in the top 25% in English, mathematics and science compared with similar schools.

Performance at the higher levels (outcome 6 in the Foundation Phase and level 5 in key stage 2) is more variable in the Foundation Phase but good in key stage 2. However, in 2013, pupils' performance at outcome 6 for nearly all indicators in the Foundation Phase places it between the lower 50% and bottom 25% compared with similar schools, while performance at level 5 in key stage 2 places it the top 25% for all subjects.

Wellbeing: Good

Pupils feel valued and secure in a caring environment and have positive attitudes towards their learning. Nearly all have a good understanding of the importance of a healthy lifestyle and the need for regular exercise. The school has successful initiatives in place to promote healthy living for pupils and families. Many pupils attend the breakfast club and enjoy taking part in the wide range of after-school clubs.

Pupils' moral, social and life skills develop well and these are particularly strong among older pupils. They are proud of the positions of responsibility they undertake within the school, and show consideration and concern for their peers, for example by acting as 'playground peacemakers'. Nearly all pupils are confident and well behaved, enjoy school and are courteous to each other and to adults. Pupils' behaviour is good.

The school council is effective in representing pupils' opinions. Members meet on a regular basis and discuss topical issues, such as how to improve behaviour on the playground, and they receive and distribute the fruit delivery every Friday. Council members have also taken part in the staff selection process.

There are effective procedures and policies in place to encourage pupils to attend school regularly. Attendance last year placed the school in the higher 50% when compared with similar schools. The school has managed to sustain this improvement during this academic year.

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

The school provides a good range of learning experiences that meet the needs of pupils well. The provision meets the statutory requirements of the Foundation Phase, the National Curriculum and the Literacy and Numeracy Framework. The extensive programme of extra-curricular activities supports and extends pupils' learning well.

Teachers plan thoroughly to provide learning experiences that are rich and varied. They identify good opportunities to develop and extend pupils' literacy, numeracy, and information and communication technology (ICT) skills across the curriculum.

Teachers and support staff, and in a few instances key stage 2 pupils themselves, plan interesting and challenging work together. The progress of pupils who follow specialist support programmes is good. However, over-reliance on worksheets inhibits younger pupils' independence and limits their opportunities for extended writing.

Provision for developing Welsh and the Welsh dimension is particularly effective. Pupils develop and enhance their Welsh language skills successfully as they progress through the school both inside and outside of the classroom. At every opportunity, they receive valuable experiences to enrich their understanding of the Welsh language and culture.

There is good provision to promote pupils' understanding of sustainability and global citizenship. Teachers promote these activities effectively through the curriculum, school visits and links with other countries. Pupils develop a sound understanding of Fair Trade. The eco committee provides a strong lead for pupils' activities in the school allotment and in acting sustainably.

Teaching: Good

Teachers throughout the school display sound, up-to-date knowledge of the subjects they teach and have clear objectives for their lessons. They explain new concepts to pupils clearly and use appropriate questioning techniques to assess pupils' learning. Teachers deploy learning support officers effectively. These provide a valuable resource, particularly in supporting learners who need additional help. There is a respectful and purposeful atmosphere in all classes.

Most lessons move forward at an appropriate pace and teachers use a wide variety of strategies to maintain pupils' interest and to secure good behaviour. However, in a few lessons, activities go forward too slowly and tasks do not challenge pupils well enough, particularly the more able.

Teachers track pupils' progress effectively using comprehensive assessment records. These give staff valuable information on pupil progress in all subjects and areas of learning. Teachers use this information effectively to inform their planning, to set challenging targets and to identify groups of pupils who need additional support.

Teachers give pupils suitable opportunities to assess their own work and that of their peers. This encourages most pupils to reflect well on their progress and contributes to improvements in their work. Teachers mark pupils' work regularly and provide effective oral feedback. Their written comments in pupils' books mostly provide clear guidance on the way forward. However, in a few instances, teachers do not check enough that pupils respond to written comments on how to improve their work next time.

Annual reports to parents are detailed and they provide a fair, balanced record of pupils' individual progress. The reports meet statutory requirements.

Care, support and guidance: Good

The school provides a caring ethos where staff value and respect pupils. Teachers promote pupils' spiritual, moral, social and cultural development well both in lessons and in the wide range of relevant extra-curricular activities. The school provides well for pupils' social and cultural development through links with several organisations in the local community, for example the excellent links the school has developed with the gardening club.

Pupils have a good understanding of the high standards teachers expect in terms of their learning and behavior. Pupils understand the school's system of rewards and sanctions well.

Teachers promote the benefit of healthy living and wellbeing effectively through well-planned activities. Pupils take part in a wide range of activities designed to promote personal fitness. The school has appropriate arrangements to promote healthy eating and drinking.

The school liaises effectively with many outside agencies and specialist services, which provide good guidance and support and meet pupils' needs appropriately. For example, the family learning programme enhances parents' understanding of how children learn, and regular visits by the school's learning support teacher have a positive impact for pupils who receive additional learning support.

Provision for pupils with additional learning needs is good. The school has well-organised systems to identify and to support these pupils from an early age. Individual educational plans are comprehensive and set out suitable targets for improvement within realistic time scales. Teachers review these on a regular basis in consultation with parents.

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

Learning environment: Good

The school is an inclusive community where all pupils receive equal access to curriculum. There are effective arrangements for dealing with all forms of harassment. Pupils, regardless of background, ethnicity or gender, have the opportunity to take part in the full range of activities. The school places great emphasis on recognising and celebrating the diversity of pupils. For example, pupils learn about the world in which they live by celebrating festivals such as Chinese New Year.

The school is secure and well resourced, and it provides a stimulating learning environment for pupils. Displays around the school are of good quality, support pupils' learning well and celebrate achievement effectively. The quality and range of learning resources are good. The recent acquisition of new resources is enhancing pupils' ICT skills appropriately.

The interior of the accommodation is appropriate for the number of pupils and the school generally uses the indoor and outdoor spaces well. Teachers make effective use of most areas, especially the garden, willow structures and grassed areas. However, opportunities to use the outdoor classroom fully are limited for pupils in Year 1 and Year 2.

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

The headteacher has a clear vision to ensure that all pupils in the school reach their full potential. Together with the senior leadership team, she provides clear strategic direction and encouragement to the life and work of the school. The headteacher has high expectations of the staff and pupils, and conveys these very successfully to staff, pupils and governors.

Staff at all levels understand their roles and responsibilities well. They support each other, work effectively as a team and provide senior managers with regular updates on progress in their areas of responsibilities. Regular management team meetings and staff meetings contribute well to improvements in teaching and learning.

The school responds effectively to local and national priorities. Staff have made good progress in adopting a skills-based approach to planning the curriculum, which takes good account of the national Literacy and Numeracy Framework. They use assessment for learning strategies regularly and have established the Foundation Phase well.

The governing body provides valuable support for the school's life and work. Governors are aware of issues that arise from analysis of the school's performance data and the self-evaluation report. They increase their understanding of the quality of provision through regular visits to classes and they discuss subject provision and standards with curriculum leaders appropriately. They challenge the school effectively on areas that require improvement.

Improving quality: Good

The self-evaluation report provides sound judgements about the school's current performance. It outlines strengths and areas for development clearly and is a useful document in determining priorities and targets for improvement.

Senior leaders analyse a wide range of performance data thoroughly. They have a clear understanding of the standards of pupils' work and of the quality of provision. All staff make a valuable contribution to the self-evaluation cycle through regular discussions, staff meetings and the reports from curriculum leaders on their subjects. The school takes good account of the views of parents by means of regular questionnaires and through the discussions of the parent council. The school also makes good use of the information gained from pupil questionnaires and the school council in its self-evaluation processes.

There is a clear link between the outcomes of the self-evaluation report and the priorities in the school improvement plan. Teachers use information from self-evaluation to set appropriately challenging and relevant targets for raising standards and improving provision. They identify suitable timescales, responsibilities and costs, and indicate clearly how they will measure progress. However, the school's improvement plan is too detailed and, as a result, the priorities for school improvement are, on a few occasions, not clear enough. Nevertheless, implementation of the plan is generally having a positive impact on improving provision and pupil outcomes.

Partnership working: Good

The school works effectively with a wide range of partners to increase opportunities for pupils to learn and to improve standards of attainment and wellbeing. Teachers keep parents well informed of school matters through a monthly newsletter and the parent council meets regularly with the headteacher to discuss relevant issues. The family learning initiative is a good example of positive home-school partnership working effectively for the benefit of the pupils.

Strong links with the church and other local societies enrich the curriculum and extra-curricular activities. For example, members of the gardening society support the successful after-school gardening club and members of the Women's Institute have worked with pupils on a large community art project. Links with local businesses support pupils' fund-raising activities and their commitment to Fair Trade initiatives well.

Transition arrangements with the secondary school are extensive and well organised. As a result, pupils move to the next stage in their education with confidence. Moderation meetings with cluster schools ensure that teachers develop consistency and accuracy in assessing pupils' work. Students from a local further education college contribute effectively to pupils' learning in the Forest Schools project and in teaching physical education skills. The school uses services provided by the local authority purposefully, both in evaluating its performance and in supporting those pupils who have additional learning needs.

Resource management: Good

The headteacher deploys teachers effectively to make the best use of their knowledge and skills. Arrangements for providing preparation, planning and assessment time are appropriate, and teachers use the time purposefully. Support staff make a valuable contribution to pupils' learning. Learning resources are of good quality and meet the needs of pupils well.

Effective performance management procedures ensure that all staff are fully involved in their own professional development. Through this process, leaders and staff identify and address priorities for school and personal development successfully. This has a positive effect on raising standards and improving provision.

The school works effectively with others in the cluster and in the consortium to develop provision for more able pupils in mathematics in the Foundation Phase, and

to improve pupils' higher order skills in science in key stage 2. The professional learning community to improve assessment for learning strategies has had a positive effect on improving assessment procedures in the school.

The headteacher, with the support of the administrative officer and the governing body, manages the use of financial resources beneficially in order to support the school's priorities.

In view of the good progress that pupils make and the standards they achieve by the time they leave Year 6, the school provides good value for money.

Appendix 1

Commentary on performance data

In 2013, pupils' performance at the end of the Foundation Phase at the expected outcome 5 is below the average for the family of schools in language, literacy and communication skills, and mathematical development. However attainment is above the family average in personal and social development, wellbeing and cultural diversity. In comparison with similar schools, pupils' attainment in literacy and personal and social skills and mathematical development places the school in the bottom 25%. However, attainment in personal, social and cultural diversity places the school in the top 25%. At the higher than expected outcome 6, the performance of more able pupils is above the family average for language, literacy and communication together with mathematical development. However, personal development is below the family average. When compared with similar schools, outcomes place the school in the upper 50% for language and mathematical development but in the bottom 25% for social development.

There is little difference between the relative performance of boys and girls. However, boys as a group tend to perform better than girls at the higher outcomes. Pupils in receipt of free school meals generally do not perform as well as other pupils.

In key stage 2, pupils' attainment in English, mathematics and science at the expected level 4 is above the family average. In comparison with similar schools, pupils' performance in all three subjects has placed the school consistently in the top 25% of similar schools. In 2013, girls as a group performed better than boys in English. However, there is little difference in the performance of boys and girls in mathematics and science.

At the higher level 5, pupils' performance is above the family average in all three subjects. Over the last few years, the school has fluctuated between the higher 50% and top 25% when compared with similar schools in English. Performance in mathematics and science has been more variable. Year on year, there is no significant difference in the performance of pupils who receive free school meals and 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	Agree Cytuno	Disagree Anghytuno	
I feel safe in my school.	42	42 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	42	42 100%	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.	42	42 100%	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	42	42 100%	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.	42	42 100%	0 0%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	42	42 100%	0 0%	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.	42	42 100%	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.	42	42 100%	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.	42	41 98%	1 2%	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.	42	42 100%	0 0%	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.	42	42 100%	0 0%	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	42	36 86%	6 14%	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.	16	14 88%	2 12%	0 0%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	17	16 94%	1 6%	0 0%	0 0%	0	Mae fy mhentyn yn hoffi'r ysgol hon.
		72%	26%	1%	0%		
My child was helped to settle in well when he or she started at the school.	17	15 88%	2 12%	0 0%	0 0%	0	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		72%	26%	1%	0%		
My child is making good progress at school.	17	14 82%	3 18%	0 0%	0 0%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	17	12 71%	5 29%	0 0%	0 0%	0	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	46%	4%	1%		
Teaching is good.	17	15 88%	2 12%	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.	17	15 88%	2 12%	0 0%	0 0%	0	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		63%	34%	1%	0%		
The homework that is given builds well on what my child learns in school.	17	8 47%	8 47%	0 0%	0 0%	1	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhentyn yn ei ddysgu yn yr ysgol.
		47%	40%	6%	1%		
Staff treat all children fairly and with respect.	17	15 88%	2 12%	0 0%	0 0%	0	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		58%	34%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	16	14 88%	1 6%	0 0%	0 0%	1	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		59%	36%	2%	0%		
My child is safe at school.	17	12 71%	5 29%	0 0%	0 0%	0	Mae fy mhentyn yn ddiogel yn yr ysgol.
		66%	31%	1%	0%		
My child receives appropriate additional support in relation to any particular individual needs.	16	9 56%	4 25%	0 0%	0 0%	3	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		50%	34%	4%	1%		

	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 am kept well informed about my child's progress.	17	11 65%	5 29%	1 6%	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.	17	13 76%	3 18%	1 6%	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.	17	8 47%	6 35%	2 12%	0 0%	1	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.	17	12 71%	3 18%	0 0%	0 0%	2	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		56%	39%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	15	12 80%	2 13%	0 0%	0 0%	1	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.	17	12 71%	5 29%	0 0%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	39%	5%	1%		
The school is well run.	17	13 76%	4 24%	0 0%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		60%	33%	3%	2%		

Appendix 3

The inspection team

Mr Peter Anthony Roach	Reporting Inspector
Mrs Rhiannon Harris	Team Inspector
Mrs Julie Ann Price	Lay Inspector
Mr Simon Llewellyn Thomas	Peer Inspector
Mrs Susan Hurry	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.