



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

**Brynford CP School
Brynford
Holywell
Flintshire
CH8 8AD**

Date of inspection: January 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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Context

Brynford Primary School is situated in the rural village of Brynford about a mile outside the town of Holywell in Flintshire. Pupils live mainly in the village and the surrounding area with a small number travelling a greater distance.

The school caters for pupils aged between three and eleven years old. At the time of the inspection, there were 77 pupils on roll, including 13 part time nursery pupils.

Just over six per cent of pupils are entitled to free school meals. This is significantly lower than the average for Wales.

The school has identified around 11% of pupils as having additional learning needs and a very few pupils have a statement of special education needs. This is well below the average for Wales.

Nearly all pupils are of white British ethnicity. No pupil speaks English as an additional language or speaks Welsh at home.

The school was last inspected in 2008. The headteacher has been in post since 2008.

The individual school budget per pupil for Brynford Primary School in 2013-2014 means that the budget is £4,430 per pupil. The maximum per pupil in the primary schools in Flintshire is £15,097 and the minimum is £2,912. Brynford Primary School is 10th out of the 72 primary schools in Flintshire in terms of its school budget per pupil.

Summary

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

Current performance

The current performance of the school is good because;

- most pupils show consistent and sound progress during their time at the school;
- the majority of pupils make good progress in their literacy and numeracy skills;
- behaviour is consistently very good and nearly all pupils show respect, care and concern for others;
- most pupils display a positive attitude towards school life and show pride and confidence in their work;
- learning experiences are stimulating and engage pupils well in most classes; and
- in general, the standard of teaching is good.

Prospects for improvement

The prospects for improvement are good because:

- the headteacher provides clear, positive and well-organised leadership for the school;
- governors know and understand the school well, monitor the progress of the school against its priorities effectively and challenge the school appropriately;
- the school has a well-established culture of self-improvement and a good track record of working to raise standards and to improve provision; and
- the self-evaluation process is robust and successfully identifies strengths and appropriate areas for further development.

Recommendations

A1 Improve attendance

A2 Provide more opportunities for extended writing across the curriculum

A3 Strengthen aspects of assessment for learning, in particular the effective use of success criteria

What happens next?

The school will draw up an action plan, which shows how it is going to address the recommendations. The local authority will monitor the school's progress.

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

Pupils generally make good progress in relation to their starting point.

Throughout the school, they listen well to one another and to adults. In the Foundation Phase, most pupils are keen to talk about their work and experiences and many answer questions using suitable detail. Most pupils at the end of key stage 2 express their opinions clearly using well-developed vocabulary. Nearly all pupils have good communication skills and most discuss topics confidently with their teachers and their peers. Most pupils speak with clarity and in a mature manner.

Most pupils make good progress in developing their reading skills. In the Foundation Phase, pupils talk knowledgeably about their favourite authors and the books they have read. Most read texts accurately and talk about what they have read with understanding. By the end of key stage 2, nearly all pupils are confident readers. They are able to predict how a story may develop and what the outcome might be. Many pupils develop a good range of strategies to help them read words with which they are not familiar. A few older pupils can use higher order reading skills effectively, such as scanning text for information and researching a topic on the internet.

Throughout the school, the majority of pupils make good progress in developing their writing skills. By the end of the Foundation Phase, many produce appropriate pieces of writing using sound sentence structures and a range of vocabulary to good effect. In key stage 2, the standard of writing shows steady progress. A few pupils write an appropriate range of extended pieces in a variety of forms, and the most able produce writing of a high standard. However, not enough pupils consistently produce extended pieces of writing across the curriculum.

Many pupils develop their numeracy skills well as they move through the Foundation Phase, for example when generating bar charts in their topic work and estimating the length and height of objects. Most understand place value of units and tens appropriately. More able pupils use Venn diagrams effectively in different contexts and can question the information correctly. By the end of key stage 2, many pupils use their numeracy skills well, for example when adding and subtracting 2 and 3-digit numbers and measuring weight, height and length using appropriate units. Most can use data skills effectively when collecting and presenting data, for example in tables, bar charts and line graphs. The majority of pupils increasingly apply these skills successfully across the curriculum.

Most pupils' Welsh skills are developing well in the Foundation Phase. Pupils listen and respond readily to Welsh songs and rhymes. By the end of the Foundation Phase, most pupils respond enthusiastically to a range of simple instructions, greetings and questions in Welsh. In key stage 2, most pupils respond appropriately to greetings, although a very few lack confidence when speaking Welsh outside of

the classroom. Pupils in both the Foundation Phase and key stage 2 write appropriately in a variety of written forms following established patterns. The majority of pupils read Welsh books competently with an appropriate level of understanding. Pupils with additional learning needs make good progress in relation to their individual learning targets.

In some years, there are small numbers of pupils in each year group, which can significantly affect the school's overall performance in end of key stage assessments in comparison with national benchmarks from one year to the next.

In 2013, the school's performance at the end of the Foundation Phase compares well with averages for the family and other similar schools. Over the last two years, overall performance in the Foundation Phase at the expected outcome 5 has improved, moving the school from the bottom 25% of similar schools to the top 25%. In 2013, performance in both literacy and mathematical development placed the school in the top 25% when compared to similar schools. The performance of more able pupils at outcome 6 in literacy placed it in the bottom 25% of similar schools in 2012 and 2013. However, performance in mathematical development declined, moving the school from the top 25% in 2012 to the lower 50% in 2013.

In key stage 2, overall performance at the expected level 4 in 2013 improved, moving the school to within the top 25% of similar schools. In the three years prior to 2013, overall performance placed the school consistently within the bottom 25%. Performance in science consistently placed it within the bottom 25%, whilst performance in English and mathematics has varied, moving the school between the lower 50% and bottom 25% of similar schools. The performance of more able pupils at level 5 improved in 2013 and placed the school in the top 25% of similar schools for English and science. However, the school has consistently remained in the lower 50% for performance in mathematics over the last four years.

Wellbeing: Adequate

Nearly all pupils are aware of the importance of keeping healthy and safe. Most appreciate the need to be physically active and believe that the school provides valuable opportunities to allow them to do so.

Most pupils feel safe in school and know whom to approach if they have a problem. They are enthusiastic and attentive learners who are fully engaged in their lessons. They apply themselves well, adopting a positive approach to learning activities. They co-operate effectively with one another in groups and when working in pairs.

Both during lessons and around the school, pupils' behaviour is exemplary. They show courtesy, care and concern for each other and respect for staff and visitors. They are confident, open and welcoming. The school council and eco-council provide good forums for pupils to air their views and to engage in a variety of activities. For example, members of the eco committee play an active part in school life and contribute effective ideas to make the school more sustainable, such as the recent initiative to use hand-dryers.

Over a period of time, attendance has been generally lower than that of similar schools, although there is some improvement. However, in three of the last four years, attendance has been in the lowest 25% compared to that of similar schools and in the lower 50% in 2011. Most pupils arrive punctually.

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

The school provides a broad range of learning experiences, which meet the needs of all pupils appropriately. The consistency in planning promotes effective learning through relevant activities. This has a positive effect on developing independence, communication and thinking skills in particular. The Foundation Phase provides a wide range of stimulating experiences both inside and outdoors to engage pupils. Teachers in key stage 2 ensure successful continuity and progression in pupils' learning through careful planning.

The school is making significant progress in implementing the literacy and numeracy framework in its planning. Schemes of work across the curriculum provide good opportunities to develop literacy and numeracy skills. However, pupils are not given opportunities often enough to produce extended pieces of writing in different genres across the curriculum.

The school provides good opportunities for pupils to learn about sustainability and the importance of recycling and conserving energy. Worthwhile international links, for example with schools in France along with an after-school French club, enable pupils to gain a good understanding about their place in the wider world.

Provision for the Welsh language and the Welsh dimension is effective. There are many relevant opportunities through appropriate lessons, creative projects, celebrations and especially involvement in Urdd activities.

The school offers suitable opportunities to enhance pupils' learning through a wide range of extra-curricular activities in after school clubs. Various educational visits are organised regularly and they enrich the learning experience of all pupils.

Teaching: Good

In all classes, teachers establish very good working relationships with pupils, and organise activities that encourage effective learning. All staff manage behaviour consistently well and reinforce positive behaviour strategies effectively. Teaching assistants make a valuable contribution to the learning and wellbeing of individuals and groups of pupils that they support.

Where teaching is particularly effective, lessons encourage pupils to be independent learners and provide work that engages their use of a range of skills. In these lessons, teachers ask astute questions that consolidate pupils' understanding and build purposefully on previous learning. In a very few examples where teaching is less effective, introductions are too long, slowing the pace of the lesson; and too many tasks are based on worksheets.

Teachers mark pupils' work regularly and comment positively on their achievements. In the best examples, marking helps pupils to understand what they need to do to improve their work. Generally, teachers use a good range of assessment for learning strategies effectively. Most teachers share clear learning objectives with pupils successfully. However, in many lessons they do not share clear success criteria. As a result, it is not always clear to pupils how well they have achieved and what they should do to improve.

The school ensures that nearly all pupils make expected progress in line with their starting point through the use of effective tracking systems. Teachers take part in a good range of moderation activities to confirm the accuracy of their judgements. Reports to parents are detailed and informative.

Care, support and guidance: Good

The school identifies pupils' learning needs quickly and accurately. Staff ensure that individual pupil needs are met fully. Support for more able and talented pupils and pupils with additional learning needs is well organised and effective. As a result, it ensures that these pupils progress well towards learning targets in their individual education plans.

The school provides a range of valuable experiences that promotes pupils' spiritual, moral, social and cultural development well. Acts of collective worship enable pupils to reflect on their own, and other people's lives, and they take part in a range of services and performances in the local community and beyond.

The constructive links with external agencies and specialist services ensure that appropriate support is given to both pupils and staff. These arrangements contribute well to pupils' development and wellbeing and support their learning effectively.

The school has appropriate arrangements in place to promote healthy eating and drinking and there are many opportunities for pupils to take part in regular physical exercise.

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

Learning environment: Good

The school promotes and reflects a very inclusive ethos and this is evident within the happy and friendly atmosphere within the school. Through whole school assemblies, and within the classroom, achievements are regularly celebrated.

The school is a caring, learning community that promotes respect towards adults and pupils. This is one of the school's strengths. In line with its motto, the school fulfils its aim of treating all pupils equally.

The accommodation is well maintained. Staff use the available space effectively and are creative in their approach to providing a good, flexible learning environment. Attractive displays throughout the school support learning well and celebrate the wide

range of work and activities that pupils enjoy. Resources for all areas of the curriculum support pupils' learning well.

The school has a range of good quality resources including an all-weather games court, and a suitable range of ICT equipment to meet the needs of learners. The school makes good use of its outdoor areas for learning and recreation activity.

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

The headteacher provides clear, positive, and well-organised leadership for the school, based on a vision of “promoting partnership between all” and “supporting happy, enriched pupils”. The vision, which was developed by the teaching staff in an inclusive process, is encapsulated in the school motto: “Every child, every chance, every day”, which is seen on all school documents and communication.

The headteacher shares her aspirations very effectively with a dedicated team of staff that are clearly committed to the best interests of pupils. The headteacher also ensures that governors, pupils and parents feel part of this shared vision. She uses her leadership time very effectively to ensure that the school runs smoothly, following agreed strategic objectives.

All the staff, including teaching assistants, have a thorough understanding of the needs of the school and its future development. Teachers understand their responsibilities as subject leaders very well and monitor and evaluate standards and provision effectively. This contributes positively to raising standards in their subject areas.

They co-operate very effectively to ensure that the school makes good progress in meeting national and local priorities, for example in implementing the literacy and numeracy framework and developing sustainability.

Governors know and understand the school well, and carry out their statutory duties effectively. They take an active role in the self-evaluation process, and monitor the progress on its priorities effectively, including through classroom visits. They know how well the school is performing when compared to other schools, and challenge the school appropriately.

Improving quality: Good

The school has a well-established culture of self-improvement and a good track record of working to raise standards and to improve provision. The self-evaluation process is robust and successfully identifies strengths and appropriate areas for further development.

Teachers, pupils and governors all take an active role in gathering evidence and identifying priorities for the self-evaluation report in annual self-evaluation meetings. The school takes the views of parents into account effectively through their responses to questionnaires. The headteacher and teachers use pupil data and first

hand evidence of the quality of learning and teaching successfully to evaluate performance of pupils and set priorities for improvement.

The self-evaluation report is very clear and identifies appropriate priorities through the school development plan. That plan is a useful working document, which has a very specific focus on raising standards and improving provision. Its targets are manageable and practical, and all the school staff have a clear understanding of their role in moving its priorities forward. There are clear timelines for progress, and the headteacher and governors allocate appropriate funding.

Partnership working: Good

The school works successfully with a range of partners to enrich pupils' learning and wellbeing.

There are good links with parents that enable timely and effective communication between the school and home. The weekly newsletter promotes effective communication that keeps parents informed on a range of school issues. The Friends of Brynford School is active in fundraising and has provided the school with a good range of resources such as, for example, securing an interest-free loan to upgrade its ICT resources.

There are effective arrangements for pupils' transition to the local comprehensive schools, enabling pupils to settle quickly at their new school. There are effective links with the local primary school cluster on a range of initiatives, which include standardisation and moderation of pupil standards and assessments. The school works successfully with neighbouring schools to plan activities jointly, and to share resources and good practice.

The school plays an active role in the local community, for example by visiting the local chapel and church for various seasonal activities. Close co-operation with members of the local community has led to the implementation of well-planned curricular projects, for example the establishing of a memorial to local copper workers.

The school liaises well with many external support agencies from the local authority and regional consortium. Teachers also actively seek support from independent consultants, for example to ensure progression and continuity in mathematics.

The school benefits from a successful partnership with a North Wales university and a college of further education to provide placements for trainee teachers and childcare students.

Resource management: Good

There are sufficient numbers of teachers with appropriate qualifications at the school. Teaching assistants give very effective support to teachers and provide valuable support to individual pupils or groups.

The school meets the statutory requirements in terms of teachers' workload. There are appropriate arrangements for covering teachers' planning, preparation and assessment time. The arrangements for the performance management of the headteacher and teaching staff are robust, and link very well to the school's priorities for improvement. The senior teacher at the school leads the performance management of support staff effectively.

The school supports the continuous professional development of teachers very well. All teachers have been involved in a number of networks of professional practice with other schools. This has had a positive impact on standards and provision, for example, in developing Foundation Phase methodology and planning the progressive development of skills.

The governing body manages the school's annual budget carefully. The headteacher, governors and the local authority finance officer monitor the budget closely. The school ensures that initiatives are effectively funded and efficient use of specific grants like the pupil deprivation grant. The school is proactive in securing funds from a range of sources to support activities and improve resources.

In terms of the standards that pupils achieve and the quality of provision, the school provides good value for money.

Appendix 1

Commentary on performance data

There are small numbers of pupils in each year group, which can significantly affect the school's overall performance in end of key stage assessments in comparison with national benchmarks from one year to the next.

Over the last two years, performance in the Foundation Phase at the expected outcome 5 has improved, moving the school from the bottom 25% of similar schools to the top 25% in literacy, mathematical development and personal and social skills. In 2013, when compared to performance levels of other schools in the same family, performance in all three areas of learning was above the average.

The performance of more able pupils at outcome 6 in literacy placed the school in the bottom 25% of similar schools in 2012 and 2013. At this level, performance in mathematical development and personal and social skills placed it in the top 25% in 2012 and within the lower 50% in 2013. When compared to that of other schools in the same family, performance in 2013 in all three areas of learning was below the average.

In key stage 2, performance at the expected level 4 in 2013 has improved, moving the school to within the top 25% of similar schools in English, mathematics and science. In the three years prior to 2013, performance placed it generally in the bottom 25% for all three subjects. When compared to that of other schools in the same family, performance for all three indicators was better than the average in 2013.

The performance of pupils at level 5, improved in 2013 and placed the school in the top 25% of similar schools for English and science. Prior to this for the last three years, performance has varied, moving the school between the lower 50% and bottom 25% of similar schools for both subjects. However, the school has remained in the lower 50% for performance in mathematics over the last four years. When compared to that of other schools in the same family, performance in 2013 was above the average for English and science but slightly below in mathematics.

Due to the small number of pupils within the Year 2 and Year 6 cohorts, it is not possible to make meaningful comparisons of the performance of boys and girls or to compare the performance of pupils entitled to free school meals with their peers.

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.	40	40 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	40	39 98%	1 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.	38	38 100%	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	40	40 100%	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.	40	39 98%	1 2%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	38	37 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.	40	40 100%	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.	40	39 98%	1 2%	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.	40	39 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.	37	34 92%	3 8%	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.	31	29 94%	2 6%	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	38	37 97%	1 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.	33	28 85%	4 12%	1 3%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	33	29 88%	4 12%	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.	33	30 91%	3 9%	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.	33	23 70%	9 27%	1 3%	0 0%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	33	25 76%	8 24%	0 0%	0 0%	0	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	46%	4%	1%		
Teaching is good.	33	27 82%	6 18%	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.	33	25 76%	8 24%	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.	33	22 67%	8 24%	2 6%	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.	33	24 73%	8 24%	1 3%	0 0%	0	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		58%	34%	3%	1%		
My child is encouraged to be healthy and to take regular exercise.	33	26 79%	7 21%	0 0%	0 0%	0	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.	33	28 85%	4 12%	0 0%	0 0%	1	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'.	32	21 66%	8 25%	2 6%	0 0%	1	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.	33	21 64%	10 30%	2 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.	32	22 69%	7 22%	2 6%	1 3%	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.	32	17 53%	13 41%	1 3%	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.	33	28 85%	5 15%	0 0%	0 0%	0	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.	32	13 41%	11 34%	1 3%	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.	32	25 78%	7 22%	0 0%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	38%	5%	1%		
The school is well run.	33	27 82%	6 18%	0 0%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	32%	3%	2%		

Appendix 3

The inspection team

Anthony John Bate	Reporting Inspector
Terwyn Tomos	Team Inspector
Meleri Cray	Lay Inspector
Eleri Edwards	Peer Inspector
Nia Goldsmith	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.