



*Rhagoriaeth i bawb – Excellence for all*

Arolygiaeth Ei Mawrhydi dros Addysg  
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate  
for Education and Training in Wales

## **Report on**

**Cross Hands C.P. School  
Carmarthen Road  
Cross Hands  
Llanelli  
Carmarthenshire  
SA14 6SU**

**Date of inspection: October 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:

<b>Judgement</b>	<b>What the judgement means</b>
<b>Excellent</b>	Many strengths, including significant examples of sector-leading practice
<b>Good</b>	Many strengths and no important areas requiring significant improvement
<b>Adequate</b>	Strengths outweigh areas for improvement
<b>Unsatisfactory</b>	Important areas for improvement outweigh strengths

The report was produced in accordance with Section 28 of the Education Act 2005.

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**Publication date: 16/12/2014**

## Context

Cross Hands School is a Welsh-medium primary school. It is situated in the village of Cross Hands, near Llanelli in Carmarthenshire. Pupils come from the village itself and the nearby areas. The school provides education for pupils aged between three and 11 years. Children are admitted to the school on a part-time basis to the nursery class, at the beginning of the term following their third birthday, and on a full-time basis during the term in which they have their fourth birthday.

During the inspection, there were 126 pupils on roll. Pupils are arranged into six classes. Welsh is used as a teaching medium in the Foundation Phase. In key stage 2, pupils are taught through the medium of Welsh and English and the aim is to ensure that pupils develop to be completely bilingual by the end of their time at the school.

About 20% of pupils come from Welsh-speaking homes. Very few pupils are from an ethnic minority background and no pupils receive support with Welsh or English as an additional language. Two pupils are in the care of the local authority. About 20% of pupils are eligible for free school meals, which is higher than the county percentage and close to the national percentage. Thirty-six per cent of pupils are on the school's additional learning needs register, which is higher than the national figure. No pupils have a statement of special educational needs.

The school is led by an acting headteacher who is also headteacher at another nearby primary school. This arrangement was established at the beginning of the summer term of 2011 as an informal federation initially. The school was last inspected in October 2008.

The individual school budget per pupil for Cross Hands School in 2014-2015 is £3,398. The maximum per pupil in primary schools in Carmarthenshire is £9,977 and the minimum is £3,098. Cross Hands School is in 89<sup>th</sup> position of the 103 primary schools in Carmarthenshire in terms of the school budget per pupil.

## Summary

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

### Current performance

The school's current performance is adequate because:

- many pupils make sound progress and achieve well;
- the oral skills of pupils in the Foundation Phase develop quickly, considering their starting point;
- teachers provide a range of interesting learning experiences and the standard of teaching is good on the whole;
- most pupils behave well, are courteous and have good attitudes towards learning;
- provision for care, support and guidance is of high quality and there are effective arrangements to provide additional support for individuals; and
- the school is a happy, inclusive and homely community.

However:

- the school's performance over the last four years does not compare favourably with the performance of similar schools;
- the development of pupils' oral and written skills in key stage 2 is uneven;
- not all teachers in key stage 2 are consistent in extending numeracy and extended writing skills in Welsh in other subjects; and
- tasks do not always stretch the skills of more able pupils.

### Prospects for improvement

Prospects for improvement are good because:

- the leadership of the headteacher and the senior management team sets a clear direction and high expectations for further improvement;
- there are robust self-evaluation procedures that lead to identifying appropriate areas for improvement;
- there is evidence of planning and implementing improvements successfully;
- pupils and staff benefit from the close partnership with another school in the federation; and
- the close co-operation with the range of partnerships has a positive influence on the school's work.

## Recommendations

- R1 Improve pupils' oral and written skills in Welsh in key stage 2
- R2 Ensure that all pupils make full use of their written and numeracy skills at the appropriate level in their work across the curriculum in key stage 2
- R3 Ensure that the challenge of learning activities enables pupils of all abilities to make full progress in all lessons
- R4 Strengthen governors' strategic role in the self-evaluation process

### **What happens next?**

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

## Main findings

### Key Question 1: How good are outcomes?

Adequate

#### Standards: Adequate

On the whole, the basic skills of the majority of pupils on entry to the school are lower than expected. By the end of the Foundation Phase, pupils' standards in all skills, especially in oral communication skills in Welsh, show good progress in comparison with the results of the original assessments. During key stage 2, many pupils, including those who have additional learning needs and those who are eligible for free school meals, make sound progress and achieve well. However, more able pupils do not always extend their skills across the learning activities.

Across the school, most pupils listen well and are able to recall previous learning appropriately. Most pupils in the Foundation Phase converse confidently about their work and use simple syntax and vocabulary that is appropriate to their age and ability. By the end of the phase, most of them discuss their ideas clearly and in a lively manner, and use specific vocabulary within the context of the task. In key stage 2, many pupils talk about their work confidently and correctly. However, the range of vocabulary and the accuracy of pupils' expression in Welsh vary considerably. Many pupils, especially the more able pupils, do not contribute at enough length when answering questions in Welsh. Most pupils in key stage 2 communicate clearly in English and use appropriate vocabulary. More able pupils discuss and voice an opinion effectively and use extended vocabulary.

In the Foundation Phase, most pupils read with fluency and expression. They have an appropriate understanding of a story's characters and plot. Many are able to discuss characters and events in their books. Most use appropriate strategies when reading unfamiliar words. Most pupils in key stage 2 read increasingly accurately and confidently in Welsh. By the end of the key stage, many read fluently with expression and good understanding in English. They apply their reading skills to support their work in a number of subjects.

Most pupils in the Foundation Phase make sound progress in their writing skills in Welsh. By the end of the phase, many of them use their literacy skills successfully and vary sentences and punctuate their work consistently. Many pupils of higher ability use adjectives effectively to enrich their written work. In key stage 2, most pupils make appropriate use of their writing skills. However, only a minority of pupils write independently with correct syntax. Not all pupils in classes make full use of their written skills to produce extended written pieces in Welsh in other subjects. By the end of key stage 2, most pupils use their written skills in English effectively for a variety of purposes.

In the Foundation Phase, most pupils are able to handle a wide range of number activities successfully. By the end of the phase, many are able to handle simple problem-solving activities and mental calculations appropriately. Most pupils collect data effectively and transfer the information onto a graph. An example of this is the graph that records work on animals. Most pupils' standards in key stage 2 in

mathematics lessons are good and they use an appropriate variety of calculation methods accurately. Many of them use an appropriate variety of mental and written calculations correctly. They use mathematical language increasingly correctly and make appropriate use of data to support their work on various themes. Many make appropriate use of data across the curriculum. However, pupils do not use and apply their number skills consistently across the curriculum.

In the Foundation Phase, over the last three years, in comparison with schools that have similar proportions of pupils who are eligible for free school meals, performance at the expected outcome 5 in literacy skills has placed the school in the lower 50%. Performance in mathematical development has moved the school from the bottom 25% to the upper 50%. The school's performance at the higher outcome in language skills in Welsh has moved the school from the bottom 25% to the lower 50% during the same period. Performance in mathematical development has placed the school in the bottom 25% over the last three years.

In key stage 2, over the last four years, the school's performance in English and Welsh, apart from in 2014, has placed the school in the bottom 25% of similar schools. The school's performance at the expected level in mathematics and science has varied, moving the school between the top 25% and the bottom 25%. During the same period, pupils' performance at the higher level has varied, moving the school from the top 25% to the bottom 25% in English and science, but the school has tended to be in the lower 50% of similar schools for performance in Welsh and mathematics.

### **Wellbeing: Good**

Most pupils have positive attitudes towards living, eating and drinking healthily. They feel safe at school and confident that they can turn to anyone for support if needed.

Most pupils behave well and many show high levels of motivation, interest and pride in their work. They treat everyone with respect and courtesy. The majority contribute their own ideas effectively to what they want to learn.

The pupil's voice has a prominent place in the school's decisions. The school council and the eco committee are effective and active. This has had a positive influence on aspects of school life and on the wider community. A good example is the way in which members share their ideas on how to achieve the school's priorities. Pupils develop their social skills effectively by contributing to a range of activities in their local community.

Robust intervention to improve attendance has ensured a significant increase in levels of pupils' attendance in 2013-2014. Previously, the attendance rate placed the school in the lower 50% of similar schools during the previous two years.

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

The school plans effective learning experiences and opportunities that gain the interest of most pupils. Teachers ensure that provision in the Foundation Phase is stimulating within and outside the classroom and fosters independent learners successfully. Key stage 2 teachers offer wide learning experiences that respond

appropriately to the needs of most pupils. Pupils have valuable opportunities to take advantage of visits and activities outside the classroom.

Literacy skills, numeracy skills, information and communication technology (ICT) skills and thinking skills have a prominent place in planning and are a core part of most lessons. The school responds well to the requirements of the Foundation Phase and the Literacy and Numeracy Framework. However, not all teachers in key stage 2 are consistent in extending oral and extended writing skills in Welsh and numeracy skills across the curriculum. Early intervention strategies are planned carefully and have a positive effect on the attainment of pupils who need additional support.

The Welsh dimension has a central role in school life. Good attention is paid to promoting pupils' understanding of their heritage through visits and studying Welsh artists. The school invites poets to promote this aspect effectively.

Education for sustainable development and global citizenship has been developed well through work in science lessons and general lessons, along with through the activity of the eco council. The outdoor area, including the garden and the nature area, is developing to be a good contribution to promoting pupils' understanding and experiences.

### **Teaching: Good**

Teaching is effective across the Foundation Phase. Teachers use a good variety of teaching methods and stimulating activities in order to promote most pupils' participation and interest. They have high expectations and a clear focus on reinforcing pupils' skills. They model language effectively in order to raise standards in Welsh.

In key stage 2, in most lessons, learning activities elicit pupils' enthusiasm and the co-ordinated sequence of tasks maintains their interest. However, at times, there is not enough consideration of different ability levels in a class to ensure that pupils of all pupils, especially those of higher ability, make full progress.

Teachers give effective feedback to pupils orally in lessons, and pupils are encouraged to review their own learning regularly. They also write constructive and purposeful comments in pupils' books. On the whole, teachers make good use of assessment for learning strategies and targets in order to equip pupils to be able to identify the next stages in their learning, although this is not consistent across key stage 2.

The school uses assessment findings effectively in order to track pupils' progress. This information is used appropriately in order to provide additional support to meet the needs of specific cohorts of pupils. The school provides good quality reports for parents.



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

The school is a safe and caring community that promotes pupils' wellbeing effectively. The school makes appropriate arrangements for promoting healthy eating and drinking. The school's procedures and policies ensure that provision for spiritual, moral, social and cultural development is good. Collective worship sessions set a Christian and moral tone and provide an opportunity to create a reflective ethos.

The school co-operates closely with a number of external agencies and, as a result, the quality of care and support for pupils on education, social and personal issues is good. The school uses a range of effective intervention programmes to meet the needs of different groups of pupils. There are effective procedures to promote good behaviour. Purposeful intervention in association with external agencies has had a very positive effect in terms of raising attendance levels.

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

Teachers identify pupils who need additional learning support at an early stage. This leads to effective provision for them and individual education plans that set clear targets. These are reviewed and monitored regularly and have a positive effect on the development of these pupils.

### **Learning environment: Good**

The school is a happy community with a pleasant and inclusive ethos. All pupils have full access to the school curriculum. Clear policies and procedures ensure equal opportunities for all and promote equality and social diversity effectively.

The building provides plenty of room and purposeful use is made of all parts of the building and the outdoor resources in order to meet the needs of the Foundation Phase. Staff have created an attractive and colourful learning environment with displays in all parts of the school that celebrate pupils' work. There is an extensive supply of purposeful learning resources which are in good condition. They are stored in an orderly way and are accessible to all staff and pupils at the school.

The extensive outdoor areas provide an interesting and varied environment. They contain extensive facilities for sports, and include the nature area and school garden. The building is well-maintained.

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

The headteacher gives the school robust strategic leadership. She allocates responsibilities successfully to the senior management team, which has worked together efficiently since the creation of the federation. The senior management team shows strong commitment to developing and promoting continuous and sustainable improvements through detailed planning.

Leaders have a clear focus on raising standards and they use data well to monitor and challenge the school's performance. Recent arrangements to improve standards of work and refine the school's procedures are beginning to become embedded and to have a significant effect on pupils' wellbeing and standards.

All staff co-operate well together and with other schools. Thorough performance management arrangements contribute to improvements in teaching and learning and provide appropriate opportunities to promote staff's professional development.

The governing body is dedicated, enthusiastic and supportive. Governors have an increasing understanding of performance data and individual members visit the school regularly. This ensures that they have a good awareness of the school's strengths and areas that need to be developed. However, the governing body's strategic role in contributing to the self-evaluation process has not developed fully.

The school is making good progress in introducing initiatives that meet local and national priorities. The Foundation Phase has been established firmly. Leaders play a prominent role in working with other schools to deliver the Literacy and Numeracy Framework and raise standards in Welsh.

### **Improving quality: Good**

There are robust procedures for self-evaluation that use a wide range of direct evidence. The headteacher, the senior management team and a group of governors have a clear picture and an accurate understanding of the school's strengths and weaknesses, based on this sound evidence. This includes pupils' performance data, classroom observations, scrutinising pupils' work and the views of pupils and parents. These procedures contribute effectively to the self-evaluation report, which provides an accurate picture of the school.

There is a close link between the findings of self-evaluation and priorities in the school development plan. The school development plan is a detailed document that identifies attainable targets, success criteria, staff responsibilities, timetabling and monitoring reviews. There are clear priorities in order to ensure further improvements to pupils' standards and the quality of teaching.

There is clear evidence that purposeful planning and effective action have led to improvements, especially in developing the Foundation Phase successfully and delivering aspects of the Literacy and Numeracy Framework.

### **Partnership working: Good**

The school has good strategic partnerships that contribute to improving pupils' standards and wellbeing and which provide valuable learning experiences. There is a strong relationship with parents and friends, who contribute considerable sums of money in order to purchase resources and equipment. Parents undertake annual projects that support staff and expand pupils' experiences, for example by creating the 'wooden garden' and renovating the nursery class.

The effective co-operation within the federation ensures that expertise and good practice are shared. This has a positive effect on pupils' wellbeing and standard of work and on staff's professional development.

There is a robust partnership with the local community. Pupils' contribution towards community activities, along with links with businesses and societies such as the bowling club, enriches learning experiences. It also promotes pupils' sense of the importance of community and their pride in their local area.

The school has a successful partnership with the local secondary schools and effective transition arrangements and regular visits ensure a smooth transfer.

The school has co-operated purposefully with schools in the cluster and the secondary school as part of the local authority's arrangements to standardise and moderate pupils' work. These processes are thorough and help teachers to have a better understanding of the expected standards.

### **Resource management: Adequate**

The school has thorough budgetary arrangements and the headteacher and governors monitor and manage expenditure carefully. Financial resources are used effectively to support priorities for development. The school makes good use of money from the pupil deprivation grant to support pupils who are eligible for free school meals.

Teachers make purposeful use of their planning, preparation and assessment time, and arrangements are managed appropriately. Assistants provide good support and have a positive influence on pupils' attainment.

A good range of learning resources are managed carefully in order to ensure that they are suitable for the needs of all pupils. The recent investment in information technology equipment provides valuable opportunities to develop skills. The outdoor area has been developed into a stimulating resource in order to support pupils' learning experiences.

The school is part of a number of community networks that provide good opportunities for staff to improve their professional skills and knowledge and this has a positive effect on raising standards.

Across the school, all staff benefit from opportunities to receive training that supports their continuous professional development.

The school provides adequate value for money, considering pupils' outcomes.

## Appendix 1: Commentary on performance data

### 6692008 - Cross Hands C.P. School

Number of pupils on roll	129
Pupils eligible for free school meals (FSM) - 3 year average	11.6
FSM band	2 (8%<FSM<=16%)

#### Foundation Phase

	2012	2013	2014
<b>Number of pupils in Year 2 cohort</b>	19	16	15
<b>Achieving the Foundation Phase indicator (FPI) (%)</b>	78.9	68.8	86.7
Benchmark quartile	3	4	3
<b>Language, literacy and communication skills - English (LCE)</b>			
Number of pupils in cohort	*	*	*
Achieving outcome 5+ (%)	*	*	*
Benchmark quartile	*	*	*
Achieving outcome 6+ (%)	*	*	*
Benchmark quartile	*	*	*
<b>Language, literacy and communication skills - Welsh (LCW)</b>			
Number of pupils in cohort	19	16	15
Achieving outcome 5+ (%)	84.2	68.8	86.7
Benchmark quartile	3	4	3
Achieving outcome 6+ (%)	0.0	0.0	26.7
Benchmark quartile	4	4	3
<b>Mathematical development (MDT)</b>			
Number of pupils in cohort	19	16	15
Achieving outcome 5+ (%)	78.9	68.8	93.3
Benchmark quartile	4	4	2
Achieving outcome 6+ (%)	5.3	0.0	20.0
Benchmark quartile	4	4	4
<b>Personal and social development, wellbeing and cultural diversity (PSD)</b>			
Number of pupils in cohort	19	16	15
Achieving outcome 5+ (%)	89.5	100.0	93.3
Benchmark quartile	4	1	4
Achieving outcome 6+ (%)	21.1	31.3	46.7
Benchmark quartile	4	4	3

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

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

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

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

**6692008 - Cross Hands C.P. School**

Number of pupils on roll	129
Pupils eligible for free school meals (FSM) - 3 year average	11.6
FSM band	2 (8%<FSM<=16%)

**Key stage 2**

	2011	2012	2013	2014
<b>Number of pupils in Year 6 cohort</b>	20	18	16	11
<b>Achieving the core subject indicator (CSI) (%)</b>	80.0	77.8	81.3	81.8
Benchmark quartile	3	4	4	4
<b>English</b>				
Number of pupils in cohort	20	18	16	11
Achieving level 4+ (%)	75.0	77.8	75.0	81.8
Benchmark quartile	4	4	4	4
Achieving level 5+ (%)	50.0	16.7	50.0	27.3
Benchmark quartile	1	4	1	4
<b>Welsh first language</b>				
Number of pupils in cohort	20	18	16	11
Achieving level 4+ (%)	75.0	66.7	75.0	90.9
Benchmark quartile	4	4	4	2
Achieving level 5+ (%)	25.0	0.0	18.8	27.3
Benchmark quartile	2	3	3	3
<b>Mathematics</b>				
Number of pupils in cohort	20	18	16	11
Achieving level 4+ (%)	95.0	77.8	87.5	81.8
Benchmark quartile	1	4	3	4
Achieving level 5+ (%)	30.0	16.7	25.0	36.4
Benchmark quartile	3	4	4	3
<b>Science</b>				
Number of pupils in cohort	20	18	16	11
Achieving level 4+ (%)	90.0	88.9	87.5	100.0
Benchmark quartile	3	3	4	1
Achieving level 5+ (%)	20.0	11.1	50.0	45.5
Benchmark quartile	4	4	1	2

The core subject indicator (CSI) represents the percentage of pupils achieving level 4 or above in English or Welsh (first language), mathematics and science in combination.

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

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

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

Further information is available from the Welsh Government My Local School website at the link below.

<http://mylocalschool.wales.gov.uk/index.html?lang=eng>

## Appendix 2

### Stakeholder satisfaction report

#### Responses to the learner questionnaire

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

	Number of responses Nifer o ymatebion	Agree Cytuno	Disagree Anghytuno	
I feel safe in my school.	61	60 98%	1 2%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	61	54 89%	7 11%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	61	58 95%	3 5%	Rwy'n gwybod pwy i siarad ag ef/â hi os ydw I'n poeni neu'n gofidio.
		96%	4%	
The school teaches me how to keep healthy	61	60 98%	1 2%	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
		97%	3%	
There are lots of chances at school for me to get regular exercise.	61	60 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	59	55 93%	4 7%	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.	61	60 98%	1 2%	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.	61	60 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.	61	54 89%	7 11%	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.	61	60 98%	1 2%	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.	59	39 66%	20 34%	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	59	45 76%	14 24%	Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
		84%	16%	

## Response to the parent questionnaire

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

### Appendix 3

#### The inspection team

Goronwy Morris	Reporting Inspector
Hazel Hughes	Team Inspector
Michaela Leyshon	Lay Inspector
Meinir Lloyd Jones	Peer Inspector

## Copies of the report

Copies of this report are available from the school and from the Estyn website ([www.estyn.gov.uk](http://www.estyn.gov.uk))

### Year groups, the Foundation Phase and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years of age. This system emphasises the importance of continuity and eases communication among schools, governing bodies, parents and local authorities.

The following table sets out the age ranges relevant to each year group. For example, Year 1 refers to the group of pupils who reach the age of six and Year 13 is the year group who reach the age of 18 during the academic year.

Primary phase:

Year	N	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	3-4	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The Foundation Phase and key stages cover the following year groups:

Foundation Phase	Nursery, Reception, Year 1 and Year 2
Key stage 2	Year 3 to Year 6
Key stage 3	Year 7 to Year 9
Key stage 4	Year 10 and Year 11



## **Glossary of terms – Primary**

### **Foundation Phase indicator (FPI)**

Progress in learning through the Foundation Phase is indicated by outcomes (from outcome 1 to outcome 6).

The Foundation Phase indicator (FPI) relates to the expected performance in three areas of learning in the Foundation Phase:

- literacy, language and communication in English or Welsh first language
- mathematical development; 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.