



*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**

**Halfway C.P. School  
Havard Road  
Llanelli  
Carmarthenshire  
SA14 8SA**

**Date of inspection: February 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: 24/04/14**

## Context

Halfway Primary School is on the outskirts of the town of Llanelli, in Carmarthenshire. There are 208 pupils aged three to 11 years at the school, including 36 children of nursery age. There are eight classes single age classes.

Currently, 15% of pupils are entitled to free school meals. This is below average for primary schools in the local authority and in Wales. The school has identified 22% of pupils as having additional learning needs. This is close to the average for primary schools in Wales.

Almost all pupils come from English-speaking homes. A very few pupils speak Welsh as a first language. Very few are from a minority ethnic background or learn English as an additional language. There have been no exclusions during the 12 months prior to the inspection.

The last inspection was in February 2008. The headteacher was appointed in March 2005.

The individual school budget for Halfway Primary School in 2013-2014 means that the budget is £3,569 per pupil. The maximum per pupil in the primary schools in Carmarthenshire is £8,152 and the minimum is £2,941. Halfway Primary School is 63rd out of 106 primary schools in Carmarthenshire in terms of its school budget per pupil.

## Summary

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

### Current performance

The current performance of the school is good because:

- most pupils make good progress and achieve well during their time at the school;
- pupils across the school behave very well, are courteous and nearly all have a good attitude towards learning;
- rich learning experiences and good quality teaching ensure that most pupils are motivated and engaged;
- the school successfully promotes an ethos where pupils and staff feel valued; and
- the good quality of care, support and guidance provided to pupils impacts well on their standards and wellbeing.

### Prospects for improvement

The school's prospects for improvement are good because:

- school leaders have a clear focus on improving standards and ensuring pupils' wellbeing;
- leaders have an accurate understanding of the school's strengths and areas for development;
- roles and responsibilities are clear and all members of staff work effectively as a team and are appropriately involved in school improvement activities;
- the governing body plans strategically and supports and challenges the school appropriately; and
- positive partnership arrangements contribute well to the standards and wellbeing of pupils.

## **Recommendations**

- R1 Improve pupils' Welsh language skills in key stage 2
- R2 Improve attendance
- R3 Ensure that assessment for learning strategies are consistently implemented across the school
- R4 Strengthen the role of senior leaders in monitoring the quality of teaching and learning

### **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

Generally, pupils enter the school with standards broadly in line with those expected for pupils of a similar age. During their time in school, most pupils, including those with additional needs, and pupils of higher ability achieve well and make good progress. In lessons, most pupils recall previous learning well and they use this information effectively to acquire new information and skills. Most show good knowledge and understanding of what they have learnt.

Throughout the school, most pupils speak confidently in a wide range of situations to staff, visitors and each other. Pupils in the Foundation Phase develop their speaking and listening skills well. Most are keen to talk to adults about their work and they express their opinions well. Many listen well to the ideas of their friends and sustain concentration for appropriate periods. Most pupils in key stage 2 contribute effectively in lessons, and use their language skills well to provide clear explanations. They listen well and respect the views of others.

Across the school, pupils develop their reading skills well. By the end of the Foundation Phase, most pupils read at an appropriate level in line with their age and ability. Nearly all show an interest in books and read with increasing fluency and understanding. Nearly all discuss their favourite books with enthusiasm. They understand the difference between fiction and non-fiction books and can locate information successfully using a contents page. Most pupils use their reading skills well across the areas of learning. In key stage 2, most pupils have a positive attitude to reading. They read a wide range of texts with fluency, accuracy and good expression. They talk readily about books and authors they like or dislike and have a good understanding of characters and storylines. More able pupils are increasingly able to skim a passage to gain its meaning and to gather information. Most pupils apply their reading skills well in different subjects.

Most pupils in the Foundation Phase make good progress with their early writing skills. Nearly all write for a range of purposes and audiences, and by the end of the Foundation Phase nearly all use their literacy skills effectively across the curriculum. The extended writing skills of a few pupils of higher ability have developed well. Most pupils in key stage 2 write well using a range of sentence structures and interesting vocabulary. They write confidently and accurately in a variety of forms and their writing is often thoughtful and imaginative. Many pupils consolidate and extend their writing skills well to produce good quality extended pieces of writing across the curriculum, particularly in history, geography and science.

Most pupils develop their numeracy skills systematically in mathematics lessons as they move through the school. In both key stages, most pupils have a good understanding of number and their measuring and data skills are developing well. Many apply their measuring and recording skills effectively across a range of subjects within the curriculum, for example when collating and presenting findings

from science experiments. In both key stages, they display an awareness of a range of data handling skills, which they use effectively to create a variety of graphs appropriate to pupils' age and ability. By the end of Year 6, many use their problem solving and investigative skills well across other areas of the curriculum, for example when converting scales on a map in order to calculate journey times in their topic on living in Wales.

Most pupils in the Foundation Phase make good progress in gaining skills in the Welsh language. Most make good use of their developing bilingual skills to support their learning in other lessons. The majority of pupils in key stage 2 achieve well in their Welsh lessons. Many also listen and respond appropriately to greetings and general instructions in other lessons. Generally, however their ability to read Welsh books is limited. Many write short pieces well using familiar vocabulary and sentence patterns, for example when writing a dialogue. Few pupils use Welsh independently outside these lessons.

Over the last two years, performance in the Foundation Phase at the expected outcome 5 has improved. Performance in literacy and communication skills in 2013 has moved the school from the bottom 25% to the higher 50% when compared to similar schools. Performance in mathematical development has moved the school from the bottom 25% to the lower 50% of similar schools. The performance of more able pupils at outcome 6 in literacy and in mathematical development placed the school in the top 25% of similar schools in 2012. However, in 2013 the school's performance placed it in the lower 50% of similar schools in both areas of learning.

In key stage 2, performance at the expected level 4 has varied over the last four years when compared to that of similar schools. The school's performance in English and science has generally placed it in the lower 50% of similar schools. Performance in mathematics has fluctuated, moving the school between the top 25% and lower 50%. The performance of more able pupils at level 5 over the same period has generally varied, moving the school between the top 25% and the upper 50% when compared to similar schools.

### **Wellbeing: Adequate**

Nearly all pupils have a secure understanding of the need to eat and drink healthily and to take regular exercise. They feel safe and happy in school and are very confident to approach any member of staff if they have any worries or concerns.

Nearly all pupils are enthusiastic and eager to learn. They are polite and confident with visitors. Their behaviour is consistently good in classrooms and at break times and they show respect, care and concern for others. Many work well independently and co-operatively with others. Pupils are increasingly involved in assessing their own progress and this is helping them to develop a better understanding of their strengths and weaknesses.

Attendance levels over the last four years have been lower than the average for the family of schools. This has placed the school in the lower 50% of similar schools during this period and in the bottom 25% in three of the last four years. Most pupils arrive in school on time.

The school council and eco committee take an active role in making decisions that have a positive effect on the life of the school. Members have a clear understanding of their responsibilities and believe that the school listens to and acts upon their views. A recent example is the leading role played by members in promoting internet safety and the anti-bullying initiative. Many pupils talk readily about how their involvement with community initiatives helps them to develop a good understanding of the needs of others in their community. A good example of this is the enthusiastic way in which Years 5 and 6 digital leaders share their computer skills with the over 50s group.

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

The curriculum is broad and balanced and covers all Foundation Phase, National Curriculum and religious education requirements. Teachers' detailed planning ensures rich learning experiences both within and outside the school. An extensive range of extra-curricular clubs enrich and extend pupils' learning. Visitors to school engage the interests and meet the needs of pupils of all ages effectively.

The school is successfully implementing the literacy and numeracy framework. Teachers provide pupils with frequent opportunities to apply their communication, numeracy and information and communication technology (ICT) skills in different contexts, through a cross-curricular approach. They also provide worthwhile opportunities for pupils to develop their independent research and problem-solving skills in order to extend their knowledge across the curriculum.

Provision for the Welsh dimension, to promote pupils' understanding of the culture and heritage of Wales, is good. Provision for Welsh language development in the Foundation Phase successfully promotes pupils' use of language in a variety of contexts. Provision in structured lessons in key stage 2 is appropriate; however, it does not successfully promote pupils' independent use of their bilingual skills.

The school successfully promotes pupils' awareness of sustainable development through a strong focus on environmental education. The enthusiastic eco committee supports recycling and energy conservation effectively. The school promotes global citizenship well to ensure that pupils gain a secure understanding of life in other countries. This means that pupils have good opportunities to learn about the challenges people in developing countries face such as in securing access to clean water.

### **Teaching: Good**

Teaching is consistently good. All teachers demonstrate up-to-date subject knowledge and use a wide range of approaches and strategies to engage and motivate pupils effectively. They create a positive atmosphere in which pupils try hard and are not afraid to make mistakes. All teachers plan lessons carefully and sequence activities well. They ask effective questions to extend pupils' understanding. Most teachers successfully develop pupils' ability to work independently and collaboratively across the age range. Additional adults contribute



successfully to the learning and wellbeing of the individual and groups of pupils they support.

Most teachers use the outcomes of on-going assessments well to inform their planning and to set future learning goals for pupils. They give pupils positive oral feedback during lessons. All teachers mark pupils' work regularly. Comments are supportive and, in the best examples, help pupils to understand how well they are doing and what they need to do to improve their work. Most teachers use assessment for learning strategies well to enable pupils to reflect on their own performance, but this practice is not consistent in all classes.

The school has worked successfully with other local schools to strengthen understanding of levels of attainment. As a result, end of key stage assessments are valid. Reports to parents meet statutory requirements and provide parents with good information about their child's progress.

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

The school provides a calm and caring environment where staff support pupils to develop emotional and physical health and wellbeing successfully. Teachers provide an effective personal and social education programme consistently throughout the school. The school has appropriate arrangements to promote healthy eating and drinking and provides regular opportunities for pupils to participate in physical activities.

Staff encourage pupils to work well with each other and to show respect, care and concern for others. All staff promote good behaviour successfully and ensure that any incidence of bullying or harassment is dealt with promptly and effectively. Recently introduced strategies to encourage regular attendance are having a positive impact in improving attendance levels. Good use of specialist services ensures that pupils have access to professional support when necessary.

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

Provision for pupils with additional learning needs is effective. Teachers identify pupils' learning needs early and provide effective and timely support. Support staff make a valuable contribution to these pupils' learning. Teachers and support staff use an appropriate range of data to assess pupils' progress regularly. They keep parents well informed of their child's progress.

### **Learning environment: Good**

The school is a happy and caring community that promotes its aims and values successfully. It has an inclusive and supportive ethos that contributes significantly to pupils' learning and wellbeing. All pupils have equal access to the curriculum and a wide range of extra-curricular activities. The school respects and celebrates diversity and makes appropriate provision for any individual with a disability.

All staff and pupils treat each other fairly and this ensures that they are free from any harassment, negative stereotyping or discrimination. Pupils learn to show care and consideration for others and the environment.

The learning environment is of a high quality. The school is well decorated and maintained throughout. There are many interesting and stimulating displays to celebrate pupils' successes and information to support teaching and learning.

There are sufficient good quality resources including up-to-date computers and electronic tablets. These support pupils' learning well. Toilet areas are modern and very well maintained. The grounds are spacious, well maintained and secure.

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

School leaders promote values that focus clearly on pupils' wellbeing and achievement successfully. This contributes positively to creating a school ethos where pupils and staff feel valued. All members of staff share the school's vision, which ensures that there is a strong team spirit within the school. Clearly defined roles and responsibilities and well established management systems are effective in supporting the smooth running of the school on a day-to-day basis.

The senior leadership team evaluates the impact of curriculum plans on pupil outcomes well. Appropriate performance management arrangements and regular staff meetings focus clearly on pupil achievements to ensure that teachers meet agreed whole school action targets.

The school pays due attention to national priorities. It is successfully implementing the literacy and numeracy framework into planning documents. This has had a positive impact on raising standards, particularly in writing.

Governors are supportive and they have a clear understanding of their role in setting the strategic direction of the school. They know the school's strengths and areas for development well and their role as critical friends is developing appropriately.

### **Improving quality: Good**

The school's systems for self-evaluation lead to an accurate evaluation of its current performance. Staff and governors contribute to self-evaluation strategies that draw on a range of first-hand evidence, including analysis of assessment data, observations of teaching by the headteacher, deputy headteacher and subject co-ordinators and the outcomes of staff monitoring reports based on scrutiny of pupils' work. However, senior leaders' role in monitoring and evaluating the quality of teaching across the school is limited. The school seeks the views of pupils and parents as part of the process. Pupils' views expressed in a recent questionnaire have led to improved organisation of lunchtime activities.

Senior leaders have an accurate picture and understanding of the school's strengths and weaknesses. The school's self-evaluation report is detailed and comprehensive.

It accurately identifies where improvements are required across aspects of the school's life and work.

The outcomes of self-evaluation directly inform development planning. The school improvement plan has clear success criteria and measurable targets. Staff responsibilities are clear, with senior leaders having appropriate responsibility for evaluating progress towards priorities. Leaders ensure the allocation of suitable sums of money and well-judged timescales to each priority. The monitoring of progress towards targets is robust. Regular reviews ensure that actions are completed successfully within the set timescales.

### **Partnership working: Good**

Partnerships with parents are effective and impact positively on pupils' wellbeing and standards of achievement. Parental support with homework activities and reading makes a valuable contribution to the good standards achieved by pupils.

The school has close links with the local play groups in the town and transfer arrangements ensure that the younger pupils settle quickly and happily into the nursery class. The transition arrangements from the school to the three local secondary schools are effective. The school works well with local secondary schools to provide pupils with opportunities to participate in a wide range of activities, including athletics, French lessons and entrepreneurial activities. This helps pupils to feel confident and well prepared to transfer to the next phase of their education.

Partnership work with other local schools is effective. Schools pool funds, share resources and good practice to improve provision and raise standards of achievement of pupils. A good example of this is the recent initiative to improve standards in science. Appropriate arrangements for cluster moderation activities are in place to ensure the accuracy of teacher assessments.

The school works well with local authority and with other relevant agencies to support pupils' learning and to ensure their wellbeing.

Close links with the community are a strong feature of school life. Many older members of the community visit the school to work with pupils. Their life experiences help to enrich pupils' learning.

### **Resource management: Good**

The school manages its resources effectively. An appropriate number of teaching staff and assistants work together successfully in order to ensure good support for pupils. All staff have access to a comprehensive range of training opportunities, which align well with their professional development needs and the school improvement plan priorities.

The school is developing appropriately as a learning community and staff work well together to share professional knowledge. Collaboration with other schools has led to improved provision and outcomes for pupils. A notable example is the joint project

on the use of hand held technology. Provision for technology, staff expertise and pupils' computer skills are good.

The headteacher and governors plan and monitor expenditure purposefully. They prioritise spending decisions carefully to address the priorities in the school improvement plan. In view of the good progress that pupils make, and the standards they achieve, the school provides good value for money.

## Appendix 1

### Commentary on performance data

Over the last two years, performance in the Foundation Phase at the expected outcome 5 has improved. In 2013, the percentage of pupils who achieved the expected outcomes (outcome 5) in language literacy and communication, mathematical development and personal and social skills, was above the average for the family of schools. Performance in literacy and communication skills has moved the school from the bottom 25% to the higher 50% when compared to similar schools. Performance in mathematical development has moved the school from the bottom 25% to the lower 50% of similar schools.

In 2013, the percentage of pupils achieving the higher outcome (outcome 6) was below the average for the family of schools in language literacy and communication, mathematical development and personal and social development. The performance of more able pupils in literacy and in mathematical development placed the school in the top 25% of similar schools in 2012. However, in 2013 the school's performance placed it in the lower 50% of similar schools in both areas of learning.

In 2013, the percentage of key stage 2 pupils who achieved the expected level 4 in English, mathematics and science was above the average for the family of schools. The school's performance at the expected level has been close to or above the average for schools in the same family for the past four years. Performance in 2013 in English and science placed the school in the lower 50% of similar schools, but in the upper 50% for mathematics. Over the past four years, the school's performance in English and science has generally placed it in the lower 50% when compared to similar schools. Performance in mathematics has fluctuated between the top 25% and the lower 50% during this period.

In 2013, the percentage of key stage 2 pupils who achieved the higher level 5 in the English and mathematics was above the average for the family of schools but below the average in science. Performance in English placed the school in the upper 50% of similar schools. Over the past four years, the school's performance in English has varied, moving the school between the top 25% or the higher 50% when compared to similar schools. Performance in mathematics and science placed the school in the lower 50% of similar schools in 2013. In the previous three years, performance in both subjects has fluctuated, moving the school between the top 25% and the higher 50% when compared to similar schools.

There has been no significant difference between the achievement of boys and girls or between the performance of pupils entitled to free school meals and other pupils during recent years.

## 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.	95	95 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	95	90 95%	5 5%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	95	91 96%	4 4%	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	95	92 97%	3 3%	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.	95	94 99%	1 1%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	95	94 99%	1 1%	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.	95	95 100%	0 0%	Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddsygu a gwneud cynnydd.
		99%	1%	
I know what to do and who to ask if I find my work hard.	95	94 99%	1 1%	Rwy'n gwybod beth I'w wneud a gyda phwy i siarad os ydw I'n gweld fy ngwaith yn anodd.
		98%	2%	
My homework helps me to understand and improve my work in school.	95	94 99%	1 1%	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.	95	94 99%	1 1%	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.	95	87 92%	8 8%	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	95	87 92%	8 8%	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.	86	62 72%	23 27%	0 0%	0 0%	1	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	88	72 82%	16 18%	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.	87	66 76%	21 24%	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.	88	53 60%	33 38%	1 1%	0 0%	1	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	88	41 47%	42 48%	3 3%	0 0%	2	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	46%	4%	1%		
Teaching is good.	88	55 62%	31 35%	0 0%	0 0%	2	Mae'r addysgu yn dda.
		60%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	88	64 73%	23 26%	0 0%	0 0%	1	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.	88	42 48%	41 47%	2 2%	0 0%	3	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.	88	58 66%	25 28%	2 2%	0 0%	3	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.	87	47 54%	34 39%	1 1%	0 0%	5	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.	88	60 68%	27 31%	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'.	85	40 47%	32 38%	2 2%	1 1%	10	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		50%	35%	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.	87	45 52%	39 45%	3 3%	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.	88	57 65%	29 33%	1 1%	1 1%	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.	88	42 48%	26 30%	5 6%	1 1%	14	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.	87	45 52%	38 44%	0 0%	1 1%	3	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		55%	39%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	82	32 39%	32 39%	0 0%	0 0%	18	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.	88	40 45%	42 48%	3 3%	0 0%	3	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	39%	5%	1%		
The school is well run.	87	50 57%	33 38%	2 2%	0 0%	2	Mae'r ysgol yn cael ei rhedeg yn dda.
		60%	33%	3%	2%		



## Appendix 3

### The inspection team

Mr Edward Morris	Reporting Inspector
Mrs Rhian Jones	Team Inspector
Mrs Rhiannon Mary Boardman	Lay Inspector
Geraldine Foley	Peer Inspector
Mr Colin Evans	Nominee

## Copies of the report

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

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

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

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

Primary phase:

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

Secondary phase:

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

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

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

## **Glossary of terms – Primary**

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

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

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

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