



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

**Old Road C.P. School
Old Road
Llanelli
Carmarthenshire
SA15 3HW**

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:

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

Old Road C.P. School is in Llanelli, in the Carmarthenshire local authority. The school caters for pupils from age four to eleven in eight classes. There are 186 pupils on roll, including 22 full-time nursery children. The school employs nine full-time teachers including the headteacher and four part-time teachers.

Around 26% of pupils are entitled to free school meals. This figure is above national and local averages. Around 85% of pupils are of white British ethnic origin and around 90% speak English as their first language. This compares with 98% at the time of the last inspection. Very few pupils speak Welsh as their first language. The school has identified around 21% of pupils as having additional learning needs. Very few pupils have a statement of special educational needs. There were a very few temporary exclusions last year.

The current headteacher has been in post since January 2009. The school's last inspection was in 2008, with a re-inspection in 2009 when the school was removed from the category of significant improvement.

The individual school budget per pupil for Old Road C.P. School in 2013-2014 means that the budget is £3,716 per pupil. The maximum per pupil in the primary schools in Carmarthenshire is £8,152 and the minimum is £2,941. Old Road C.P. School is 48th out of the 106 primary schools in Carmarthenshire in terms of its school budget per pupil.

Summary

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

Current performance

The school's current performance is adequate because:

- most pupils make good progress;
- standards of reading are good;
- at key stage 2, most pupils write well for a range of purposes and for different audiences;
- most pupils apply thinking skills well to problem solving activities;
- most pupils are keen to learn and engage positively in lessons;
- the school makes good use of specialist services;
- the school identifies pupils who require additional help at an early stage and provides them with appropriate support; and
- the school has good quality resources and maintains its accommodation well.

However:

- the behaviour of a few pupils disrupts the learning of others in a minority of lessons;
- the school council do not have an effective voice in the school; and
- pupils' attendance does not compare well with that of similar schools.

Prospects for improvement

The school's prospects for improvement are adequate because:

- the headteacher and senior leaders have a vision that unites all staff;
- staff feel valued and work well together;
- all teachers take an active role in leading areas of school life;
- nearly all teachers are involved in monitoring standards;
- the school works effectively with a good range of partners;
- there are strong links with the local cluster of schools that have a positive impact on raising standards; and
- the school manages its budget effectively.

However:

- performance management arrangements are not rigorous enough;
- the governing body are over reliant on information provided by school leaders and, as a result, do not act effectively as critical friends; and
- self-evaluation activities are not planned systematically and do not link well enough to school improvement planning.

Recommendations

- R1 Raise pupils' standards in Welsh
- R2 Improve attendance
- R3 Plan for skills across the curriculum so that they build on pupils' prior learning
- R4 Make sure that lessons proceed with good pace and all staff develop a consistent approach to promoting good behaviour
- R5 Develop the role of the governing body as a critical friend
- R6 Make sure that school improvement planning is based on the outcomes of robust self-evaluation procedures

What happens next?

The school will draw up an action plan that shows how it is going to address the recommendations. Estyn will monitor the school's progress.

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

The school's baseline assessment indicates that on entry to school many pupils have knowledge, understanding and skills at the level expected for their age. Pupils generally make good progress in relation to their starting point.

Throughout the school many pupils listen well to one another and to adults. In the Foundation Phase, most pupils are keen to talk about their work and many answer questions using suitable detail. Many older pupils express their opinions confidently using a well-developed vocabulary, such as when debating whether or not to ban junk food.

Most pupils read at an appropriate level for their age and ability. In the Foundation Phase, pupils use their phonic skills well to help them to decode new and unfamiliar words. More able pupils read with fluency and expression. They discuss the work of their favourite author and identify key events in a story. They make sensible predictions of what will happen next using information they have already read. In key stage 2, many pupils discuss the characters and plot in their book with appropriate detail. They have well developed comprehension skills that help them to read with understanding. More able, older pupils have effective research skills. They use an index and skim and scan text efficiently to find information quickly.

Many pupils in the Foundation Phase produce short pieces of writing using their knowledge of phonics to help them spell common words accurately. They use capital letters and full stops correctly when punctuating their work. However, pupils do not generally write well at length or use a varied vocabulary to sustain the reader's interest. By the end of key stage 2, many pupils achieve good standards in their writing. They produce extended pieces of writing with a clear structure across a range of subjects. Many use a well-developed vocabulary and accurate punctuation. Their work is generally neat and well presented.

In the Foundation Phase, most pupils develop their numeracy skills successfully in mathematics lessons. For example, in Year 2 many pupils write and order numbers to one hundred accurately, know the two, five and ten times multiplication tables, add and subtract two digit numbers correctly, measure lengths using metres and centimetres accurately and record data in a range of graphs and tables. However, many pupils do not apply their skills effectively when solving problems.

In key stage 2, many pupils make good progress in mathematics lessons. They use a range of strategies to recall multiplication tables and use this information to solve problems successfully. They make accurate estimates by rounding decimal numbers to the nearest whole number and use a range of instruments and scales for measuring confidently. More able pupils make good attempts at applying their mathematical knowledge to problem solving activities. However, a minority do not present their work clearly and this leads to inaccuracies when interpreting results,

particularly when using graphs. Across the key stage, pupils are beginning to apply their numeracy skills at the same level in other subjects.

Many pupils apply thinking skills well to a range of problems and situations. Many pupils enjoy learning Welsh. They show a good understanding of the language, but most are less confident when speaking. A majority use Welsh confidently during Welsh lessons and make good progress. Most pupils use Welsh in registration periods, but very few use the language actively in other contexts.

Pupils with additional learning needs and English as an additional language generally make good progress.

Over the past two years, when compared with that of similar schools, the performance of pupils at the end of the Foundation Phase has improved at the expected outcome 5. In 2013 this placed the school in the top 25% of similar schools for literacy and mathematical skills. At the higher-than-expected outcome 6, literacy skills have placed the school in the top 25% for the past two years and in either the top 25% or higher 50% for mathematical skills.

At key stage 2, at the expected level 4, there is a general trend of improvement over the past four years in mathematics and in the proportion of pupils achieving the core subject indicator. The pattern for English and science is more variable. However, pupil outcomes have placed the school in the top 25% or higher 50% when compared with similar schools over the past two years. At the higher-than-expected level 5 the pattern fluctuates more, particularly in mathematics. In 2013 pupil outcomes place the school in the top 25% for English and mathematics and in the lower 50% for science.

Wellbeing: Adequate

Nearly all pupils feel safe in school. Most pupils know whom to tell if they have concerns and feel confident that the school deals well with any incidents of bullying. Most pupils are keen to learn and engage positively in their lessons. Nearly all behave well in lessons and around the school. However, the behaviour of a very few pupils disrupts the learning of others in a minority of lessons.

Most pupils have a good understanding of how to stay healthy through eating a healthy diet and taking plenty of exercise.

Pupils take part in elections to elect their peers to the school council and to the role of school ambassadors. Elected pupils take their roles seriously. For example, they have recently identified the need for additional reading resources and have written to the headteacher about this. However, the school has not acted on their suggestion to date. The eco council is well established. Members are responsible for organising and running the school tuck shop. They also maintain the school garden well. Through their role as prefects, the elected 'swyddogion' have a positive impact on the ethos of the school. They provide positive role models and offer effective support and guidance to younger pupils.

The school's attendance is a cause for concern. When compared with similar schools over the past three years, the school's attendance places it in the bottom 25%. In 2013, attendance was around 91%. Most pupils arrive in school on time. Many pupils play make a valuable contribution to community life, such as singing at local residential homes, organising litter picks and collecting donations for the local food bank.

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

The school provides pupils with a broad and balanced curriculum that meets statutory requirements. However, teaching time at key stage 2 falls below the levels recommended by the Welsh Government.

Teachers' planning is relevant to the needs of the pupils and follows a two-year cycle. However, teachers rely heavily on published schemes and do not always adapt work well enough or actively involve pupils in decisions about what they learn. When planning individual lessons, teachers identify appropriately the skills they want to develop, but there is no framework in place to ensure that they build systematically on pupils' previous skills.

The school makes good use of visits to enable pupils to apply their learning. For example, they visit a local supermarket to compare prices and to plan a healthy shopping basket for an agreed budget. The school offers a wide range of appropriate extra-curricular learning opportunities that supplement and enhance pupils' learning experiences well.

The recently introduced scheme of work for Welsh gives clear direction and builds upon previous learning successfully. However, most pupils do not have enough opportunities to develop their language skills outside of Welsh lessons. Teachers plan engaging activities to develop an understanding of Wales and its traditions. The study of Welsh artists is a strength of the school. Pupils produce high quality art work in response to studies of the work of different Welsh artists.

Many pupils are aware of issues related to sustainable development such as recycling and saving electricity. However, their wider understanding in this area is at an early stage of development. They have suitable opportunities to develop their understanding of global citizenship.

Teaching: Adequate

Most teachers plan a range of stimulating activities that engage the interest of most pupils well. They are good language models for pupils and many use skilful questioning to help pupils understand and to develop their thinking and communication skills. Most teachers provide pupils with a suitable level of challenge in line with their age and ability. Support staff work alongside teachers skilfully to enable pupils to make good progress. Teachers generally have positive and supportive relationships with pupils. However, in a minority of classes they do not manage their behaviour effectively. This is particularly evident in the few classes

where lessons do not proceed with good pace. In these lessons, pupils lose interest and become restless.

Teachers mark pupils' work regularly and identify what they have done well and what they need to do to improve. Pupils are beginning to respond to these comments, but this is at an early stage of development. In addition, most pupils have targets for literacy, numeracy and personal development. However, a majority of pupils do not know what their targets are and, as a result, they do not impact positively on pupils' progress. Older, key stage 2 pupils have good opportunities to assess their own learning and are beginning to assess the work of others effectively.

Teachers use a wide range of pupil assessment data to track individual progress effectively. Their assessments at the end of the Foundation Phase and key stage 2 are accurate. Annual reports to parents are clear and informative. They identify what pupils need to do to improve their work.

Care, support and guidance: Adequate

There is a caring atmosphere at the school. The school provides for pupils' moral, social, cultural and spiritual development well. Assemblies and personal and social skills lessons provide pupils with an appropriate understanding of what is right and wrong and help them to build positive relationships with other pupils. The school makes suitable arrangements for promoting healthy eating and drinking.

Recently improved systems to monitor and promote attendance and punctuality are beginning to have a positive impact on improving pupils' attendance.

The school works effectively with an appropriate range of specialist agencies to provide support for pupils. Teachers make good use of these services to ensure that pupils receive guidance on relevant issues, such as the dangers of drugs, alcohol and the impact of cyber bullying.

Provision for pupils with additional learning needs is effective. Suitable procedures are in place to ensure that the school identifies pupils in need of support at an early stage and provides for their needs well. Staff use assessment information effectively to develop individual education plans that support pupil progress appropriately. The school involves parents suitably in this process.

The school's arrangements for safeguarding give a few causes for concern. Most staff are aware of correct procedures. However, policy documents do not reflect these accurately.

Learning environment: Good

All pupils have equal access to all areas of the curriculum. The school's inclusive ethos recognises, respects and celebrates diversity successfully.

Overall the accommodation is good. It is spacious, well decorated and maintained throughout. The colourful and attractive displays celebrate pupils' achievements and

promote learning effectively. Externally, the school has made best use of a difficult space and, as a result, all pupils have good opportunities to work and play outside.

There are good quality learning resources across all subjects. The school has recently acquired an extensive range of additional information and communication technology (ICT) resources that staff are beginning to use effectively for teaching and learning. A suitable range of reading books supports the development of literacy appropriately, but some reference materials are out of date.

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

The headteacher and senior leaders have a vision that unites all staff. As a result, staff feel valued and work well together. All teachers take an active role in leading areas of school life. The school has a suitable management structure and staff have clear job descriptions that reflect their roles and responsibilities accurately.

All staff undertake performance management annually. This identifies individual and school targets appropriately. However, arrangements to monitor staff's performance throughout the year are not rigorous enough and a range of recent actions has not had a positive enough impact on improving provision and wellbeing.

The governing body are supportive of the school and undertake their roles conscientiously. From information provided by school leaders, they have a suitable understanding of the standards the school achieves and its improvement priorities. However, they do not have enough involvement in the monitoring of standards or in planning for improvement. They are over reliant on information provided by the school and this affects their ability to act successfully as critical friends.

The school has made appropriate progress in implementing national and local priorities. However, the organisation of the whole school literacy initiative reduces opportunities for active learning in the Foundation Phase.

Improving quality: Adequate

Senior leaders undertake a range of self-evaluation activities that allow them to monitor areas of the school's work competently. Nearly all teachers have been involved in evaluating pupils' standards and areas of the school's provision. However, this has not been organised systematically and has not been robust enough in identifying areas for improvement. For example, the school did not identify the need to improve standards of Welsh. The school's self-evaluation report provides an accurate description of the life of the school. However, it does not evaluate the impact of actions or identify areas for improvement well enough.

Staff work together as a team to develop the school improvement plan that focuses appropriately on improving pupils' literacy and numeracy skills and improving attendance. The plan has a suitable number of objectives. It contains appropriate detail about actions, who is leading them and timescales. However, leaders do not focus improvement planning on the outcomes of self-evaluation well enough. They

do not monitor and evaluate the plan regularly to ensure that there is suitable progress towards targets. As a result, past plans have not always been successful in achieving the desired improvements.

Partnership working: Good

The school works effectively with a good range of partners. This helps to develop effective links with the local community that benefit pupils in the school.

The school arranges language and play workshops that are open to parents of younger pupils. These sessions use well-known children's stories to provide parents with teaching strategies that they can use to develop their children's learning. The school runs a weekly 'ti a fi' parent and pre-school children's group. This provides a useful community resource that develops children's early learning skills. It also aids pupils' smooth transition when they begin school.

The school and pupils benefit from good links with support agencies such as the police service and school nurse. They provide important support and guidance for pupils, such as information on internet safety and health and sex education.

There are strong links with the local cluster of schools. The schools pool grant money to improve resource management and allow them to develop strategies to implement a range of local and national priorities. For example, sharing funds has allowed a group of staff from the cluster to develop strategies to improve outcomes for more able pupils.

The school manages pupils' transition to secondary school effectively. This prepares pupils well for their next stage in learning.

Resource management: Good

The governing body and headteacher manage and monitor the school's finances well. This allows the school to allocate funds efficiently and target resources at areas identified for improvement. Sharing resources with the cluster of local schools provides good value for money as it contributes to good standards for most pupils.

The school has suitable arrangements to allow staff to share expertise and good practice with each other. Teaching and support staff are deployed effectively and the school makes very good use of staff expertise when covering teachers' planning, preparation and assessment time. Staff receive an appropriate range of training that ensures they have the necessary expertise to carry out their roles competently.

In view of the standards achieved by most pupils, the school provides good value for money.

Appendix 1

Commentary on performance data

In 2013 in the Foundation Phase, around 95% of pupils achieved the expected outcome in relation to the development of their literacy skills, mathematical skills and personal and social development in combination (the Foundation Phase indicator). This is above the average for both the family and schools in Wales. When considered separately, all pupils achieved the expected outcome in personal and social development.

The percentage of pupils achieving the higher-than-expected outcome is above the averages for the family and Wales for literacy and mathematical skills. For personal and social development, results are in line with the family average but below the Wales average.

In 2013 when compared with similar schools, the school's outcomes place it in the top 25% for literacy skills, mathematical skills and personal and social development at the expected outcome. At the higher-than-expected outcome, results place the school in the top 25% for literacy skills, the higher 50% for mathematical skills and the lower 50% for personal and social development.

Generally, boys perform less well than girls. However, the difference in their performance compares favourably with the averages for the family and Wales with the exception of mathematics at the higher-than-expected outcome.

Pupils entitled to free school meals generally perform less well than those pupils not entitled to free school meals in the development of their literacy and mathematical skills.

In key stage 2, the percentage of pupils who achieve the expected level or above in English, mathematics and science (the core subject indicator) is above the average for the family and Wales.

In 2013, when compared with similar schools, the school is in the higher 50% for English and science and in the top 25% for mathematics. The school's results place it in the top 25% for the core subject indicator.

The proportion of pupils who achieve the higher-than-expected level in English and mathematics is above the average for the family and Wales. Science compares less favourably and the school's results are below the averages for the family and Wales in 2013. At the higher level, the school's performance in comparison with that of similar schools places it in the top 25% for English and mathematics and in the lower 50% for science.

Pupils entitled to free school meals perform less well than those pupils not entitled to free school meals. However, the gap in performance has been narrowing over the past few 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.	103	103 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	103	93 90%	10 10%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	103	100 97%	3 3%	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	103	102 99%	1 1%	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.	103	95 92%	8 8%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	103	103 100%	0 0%	Rwy'n gwneud yn dda yn yr ysgol.
		96%	4%	
The teachers and other adults in the school help me to learn and make progress.	103	102 99%	1 1%	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.	103	100 97%	3 3%	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.	103	91 88%	12 12%	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.	103	98 95%	5 5%	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.	103	64 62%	39 38%	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	103	75 73%	28 27%	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.	26	17 65%	9 35%	0 0%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	26	21 81%	5 19%	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.	26	20 77%	6 23%	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.	25	12 48%	13 52%	0 0%	0 0%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	26	11 42%	11 42%	3 12%	0 0%	1	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	46%	4%	1%		
Teaching is good.	26	17 65%	9 35%	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.	26	19 73%	7 27%	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.	26	11 42%	14 54%	1 4%	0 0%	0	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.	26	19 73%	7 27%	0 0%	0 0%	0	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		58%	34%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	26	18 69%	7 27%	1 4%	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.	26	21 81%	5 19%	0 0%	0 0%	0	Mae fy mhentyn yn ddiogel yn yr ysgol.
		66%	31%	1%	0%		
My child receives appropriate additional support in relation to any particular individual needs'.	26	14 54%	11 42%	1 4%	0 0%	0	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.	26	16 62%	10 38%	0 0%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		49%	41%	8%	2%		
I feel comfortable about approaching the school with questions, suggestions or a problem.	26	17 65%	8 31%	1 4%	0 0%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		62%	31%	4%	2%		
I understand the school's procedure for dealing with complaints.	26	14 54%	11 42%	0 0%	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.	26	15 58%	11 42%	0 0%	0 0%	0	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		55%	39%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	25	13 52%	10 40%	0 0%	0 0%	2	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.	26	11 42%	12 46%	3 12%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	38%	5%	1%		
The school is well run.	26	13 50%	13 50%	0 0%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		60%	33%	3%	2%		

Appendix 3

The inspection team

Jane Rees	Reporting Inspector
Andrew Thorne	Team Inspector
Janet Elizabeth Rowlands	Team Inspector
Dylan Jones	Lay Inspector
Katherine Elinor Olsen	Peer Inspector
Non Neave	School 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.