



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

**Richmond Park Primary School
Priory Street
Carmarthen
Carmarthenshire
SA31 1NB
United Kingdom**

Date of inspection: October 2013

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

Richmond Park Primary School is a community school in the town of Carmarthen in Carmarthenshire local authority. There are 180 pupils between three and 11 years of age on the school register. The school admits pupils to the nursery at the beginning of the term following their third birthday. All pupils start full-time education at the beginning of the term in which they become four.

Pupils come from the town and nearby villages. Around 32% of pupils receive free school meals. This is significantly higher than local and national averages. The school has an assessment and observation unit for 12 pupils aged from three to seven. These pupils come from a wide geographical area within the county. They attend the unit for a few terms so that staff can assess their needs, before moving on to other, suitable provision.

The school has identified approximately 50% of its pupils as having additional learning needs, including eight pupils in mainstream classes who have statements of special educational needs. This figure is considerably above local and national averages. Eight pupils are looked after by the local authority.

English is the day-to-day language of the school and pupils learn Welsh as a second language. Most pupils come from homes where English is the main language spoken, but a few speak Welsh at home. Fifteen per cent of pupils come from ethnic minority groups. Eleven per cent of pupils come from homes where neither English nor Welsh is the main language.

The school was last inspected in November 2007. Pupil numbers have decreased slightly since the last inspection, but have now started to increase again. The headteacher has been in post since May 2011.

The individual school budget per pupil for Richmond Park Primary School in 2013-2014 means that the budget is £4,315 per pupil. The maximum per pupil in the primary schools in Carmarthenshire is £8,152 and the minimum is £2,941. Richmond Park Primary School is 23rd out of the 106 primary schools in Carmarthenshire in terms of its school budget per pupil.

Summary

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

Current performance

The school's current performance is good because:

- most pupils make good progress as they move through the school in relation to their ability and starting points;
- pupils enjoy coming to school and are proud of their achievements;
- pupils feel that they have a say about the way the school is run;
- the curriculum and extra-curricular activities are stimulating and interesting; and
- most teaching motivates pupils well.

Prospects for improvement

The school's prospects for improvement are good because:

- the senior leadership team and governors have an accurate picture of the school's strengths and weaknesses;
- school improvement planning focuses closely on raising pupils' levels of achievement;
- leaders have high expectations of pupils and staff and this has led to significant improvements in standards over the past two years;
- teachers and support staff contribute well to continuous school improvement; and
- partnerships with parents and the local community are strong.

Recommendations

- R1 Improve standards in reading, and numeracy across the curriculum
- R2 Develop the leadership skills and responsibilities of a wider range of staff.
- R3 Ensure that staff and leadership meetings focus closely on strategic issues and result in clear action points that leaders can monitor
- R4 Involve all teachers in the standardisation and moderation of pupils' work

What happens next?

The school will draw up an action plan that shows how it is going to address the recommendations.

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

Most pupils, including those with additional learning needs, make good progress and achieve well in relation to their ability. They acquire new knowledge eagerly and often apply their understanding well in lessons and outside the classroom.

Most pupils listen attentively and speak confidently. Many Foundation Phase pupils talk enthusiastically about their work. Pupils in key stage 2 often use a wide range of subject-specific vocabulary accurately to discuss complex ideas. For instance, Year 6 pupils discuss bias in the media with understanding. Reading and writing skills are generally good and enable most pupils to carry out work across the curriculum successfully. The majority of key stage 2 pupils read at or above the level expected for their age. Many use an appropriate range of strategies, including phonic knowledge and context clues, to decode unfamiliar words. A few pupils lack enthusiasm for reading because of the limited variety of texts available to them in class. Many pupils write well for an appropriate range of purposes at a level appropriate to their ability. Key stage 2 pupils write scientific reports succinctly. They include colourful imagery when writing poetry and use features, such as puns, to create engaging newspaper headlines.

Pupils' numeracy skills develop systematically in mathematics lessons. Most Year 2 pupils count confidently to 100, have a sound understanding of odd and even numbers and explore simple numerical problems with growing confidence. Older pupils build successfully on this sound start. Many key stage 2 pupils understand place value well. They calculate accurately and convert between the 12-hour and 24-hour clock competently. Despite these generally good standards in mathematics, pupils do not always use their numeracy skills at an appropriate level across the curriculum.

Pupils in the Foundation Phase have positive attitudes towards learning Welsh. Many make good progress, and they read and write simple sentences accurately by Year 2. Most key stage 2 pupils communicate personal and factual information well, although only a few are confident enough to initiate conversations. By Year 6, many read simple books and magazines with understanding and write a variety of sentence patterns correctly, using suitable vocabulary.

The school's performance over the last three years has improved significantly and pupil outcomes at the end of the Foundation Phase are close to family, local and national averages. The proportion of 11-year-olds achieving the expected levels in the core subject indicator has risen from just below 30% in 2010 to over 83% in 2013. Performance at key stage 2 has placed the school in the top 50% of schools with similar levels of free school meals for the last two years. At the Foundation Phase, the school has been in the top 25%. Fewer pupils attain the higher levels at the Foundation Phase and key stage 2 than in other, similar schools. Pupils from minority ethnic backgrounds and those with English as an additional language often

achieve very well. However, pupils who receive free school meals do not do as well as other pupils.

Wellbeing: Good

Most 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, often developing a good understanding of their strengths and areas for improvement. Pupils feel safe in school. They understand the importance of good attendance and the benefits of healthy eating and exercise.

The school's attendance has placed it in the upper 50% of schools with similar levels of free school meals for the past four years. Many pupils, led by the school council and other pupil groups, contribute significantly to the life of the school and the wider community. They feel that their opinions are valued and are proud of their achievements. They work hard to improve the local community by choosing charities and projects to support. For example, working with local residents to improve an area of waste woodland has raised their awareness of their role in the community considerably.

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

The school provides a good range of experiences that meet the requirements of the Foundation Phase, the National Curriculum and religious education. There is an appropriate action plan for implementing the literacy and numeracy framework. A particular strength is the varied extra-curricular programme that motivates pupils well and is successful in supporting the development of pupils' skills. The table-top games club strengthens pupils' numeracy skills, and the film club and French club provide good opportunities for pupils to improve their speaking, listening and written communication skills. A wide range of visitors to the school, and plenty of opportunities for pupils to visit places in the locality relevant to their studies, enhance pupils' learning experiences significantly.

The school has introduced a few commercially-produced schemes of work and these make sure that pupils build well on their previous knowledge and skills as they move through the school. There is a wide range of opportunities for pupils to apply their literacy skills, particularly to create pieces of extended writing, and this has helped to raise standards in writing. The use of the deputy headteacher to teach information and communication technology (ICT) to all classes and to support the professional development of staff means that most pupils are developing good skills in ICT. Stimulating opportunities enable pupils to prepare news stories for the school's own radio programmes and television channel. Provision for pupils to use their numeracy skills across the curriculum is more limited, although there is good practice in a few classes.

Provision for developing pupils' Welsh language skills is good. Thorough planning provides pupils with interesting experiences that develop their understanding of

Welsh heritage and culture well. Good opportunities for pupils to learn about sustainability enable pupils to gain a sound understanding of recycling, conserving energy and looking after the planet. Strong links with a school in Lesotho help older pupils to develop their understanding of the lives of others.

Teaching: Good

In most classes, teaching motivates pupils successfully. Teachers often use a wide range of teaching strategies and interesting resources to introduce stimulating topics. Teachers have good knowledge of the subjects they teach and most have high expectations of pupils. They plan carefully to provide a wide range of learning activities that challenge pupils of all abilities appropriately. Those in the observation and assessment unit are particularly skilled in creating learning experiences that encourage maximum pupil participation, whilst recognising the needs of individuals. In the few classes where this is not always the case, teachers follow published schemes too rigidly and their approach is not flexible enough. In most classes, support staff work closely with individuals and groups of pupils to enable them to participate fully in learning. Staff create a positive atmosphere in which pupils try hard and are not afraid to make mistakes.

Many teachers provide effective oral feedback to pupils on their work. They use helpful marking to encourage pupils to think about how well they are doing and what they need to do to improve their own work. These teachers also offer suitable opportunities for pupils to help each other to improve their work. The school has a structured system in place for tracking pupils' progress and all teachers understand and contribute regularly to it. Senior leaders analyse a wide range of information on pupils' performance and ensure that teachers know how well all pupils are progressing. They use the outcomes of data analysis well to identify specific groups of pupils for relevant interventions and to raise the attainment of targeted pupils. These practices help teachers to assess pupils' achievements accurately in most cases. However, standardisation and moderation processes across the school are not always robust enough. Reports to parents are informative and provide appropriate opportunities for parents and pupils to contribute to target setting.

Care, support and guidance: Good

The school promotes pupils' health and wellbeing effectively and appropriate policies are in place to support this provision. There are many opportunities for pupils to take part in regular physical exercise and the school has appropriate arrangements to promote healthy eating and drinking. Staff offer valuable experiences that promote pupils' moral, spiritual and social development well. A cohesive approach to fostering wellbeing means that most pupils are happy, confident learners with positive attitudes to school.

Many skilled professionals, including the educational psychologist and speech and language therapist, work well with staff to provide appropriate support and guidance to identified pupils and their families. A detailed programme for pupils' personal and social education reduces the risk of harm to pupils by enabling them to take care of themselves. Targeted support for vulnerable pupils, often provided through nurture groups, has led to significant improvements in their behaviour and relationships with

others. The school's policies and procedures for safeguarding meet requirements and give no cause for concern.

The school identifies the additional learning needs of pupils at an early stage and puts in place appropriate programmes of intervention that meet the needs of pupils well. Individual education plans are generally appropriate, although targets are occasionally not specific enough to enable teachers to measure progress accurately. Monthly drop-in sessions with the additional learning needs co-ordinator enable parents and carers to support their children's progress effectively at home. The specialist support provided for pupils with a wide range of additional needs in the observation and assessment unit is good. Their relatively short time in the unit enables these pupils to progress appropriately in relation to their starting points and prepares them well for moving to other, suitable placements.

Learning environment: Good

The school is an inclusive community that values and celebrates the diverse background of its pupils well, through the curriculum and in displays. This positive atmosphere helps pupils to develop tolerant attitudes and everyone feels welcome in the school. Pupils in the assessment and observation unit and those with specific needs in mainstream classes integrate well and the school ensures that everyone can access all areas of provision.

The accommodation is well maintained and provides a stimulating learning environment, both inside and outdoors. Attractive displays throughout the school are relevant and useful to pupils. They support learning well and celebrate the wide range of work and activities that pupils enjoy. Resources for nearly all areas of the curriculum support pupils' learning well, particularly in ICT.

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

The headteacher and the relatively new senior leadership team have a clear, shared vision for the school's future. They have secured the support and commitment of staff, governors, parents and pupils to the future direction of the school. Senior leaders have clear roles and responsibilities. Leaders communicate high expectations to staff through regular staff and leadership team meetings and this has helped to develop a culture of continuous improvement in the school. However, notes from meetings do not always result in clear action points that leaders can monitor effectively. The school is in the early stages of developing the leadership skills and responsibilities of a wider range of staff.

Over the past two years, leaders have focused particularly well on developing robust systems to analyse information to monitor the performance of pupils and to raise standards in key areas. Teachers' increased knowledge and understanding of information on the performance of pupils, including the use of 'best fit' assessment, has resulted in significant improvements in pupil outcomes.

Members of the governing body know and understand the school's strengths and weaknesses well. As a result, governors challenge leaders robustly in relation to standards, and they support the school well in driving forward improvements. Governors and staff understand and take good account of key national and local priorities. There is a strong focus on improving pupils' literacy and numeracy skills and on improving the performance of pupils from disadvantaged backgrounds.

Improving quality: Good

Senior leaders have developed a secure strategy for self-evaluation that draws on a wide range of first-hand evidence, including pupil performance data, classroom observation and the views of pupils and parents. Teachers, support staff and governors understand the purpose and importance of self-evaluation, and their role in the process is developing well. The outcomes of these processes help to provide an accurate assessment of the school's strengths and areas for development and, as a result, leaders know the school well. However, too few teachers know enough about the quality of work in pupils' books in other classes. This means that not all teachers have a thorough understanding of standardisation and moderation at all levels.

Leaders use the information gathered through self-evaluation to determine key priorities and targets for school improvement. The school development plan is concise and identifies relevant and specific targets with success criteria that focus well on pupil outcomes. It outlines clearly staff responsibilities, funding and resource requirements and methods for monitoring progress. Improvements made over the past few years have had a positive impact on improving standards, for example in extended writing, ICT, mathematics and Welsh.

Partnership working: Good

The school works purposefully with a wide range of partners, including many local community organisations, such as the church and local tenants' and residents' associations. Many of these links enhance the quality of pupils' experiences by offering good opportunities for them to apply their skills in different situations. Staff keep parents, carers and the community well informed about school life through the website and regular newsletters.

The partnership with parents is strong and recent improvements in communication, including the use of social media, have enhanced these further. Parents feel very welcome in school and teachers offer them regular, focused support through the school's own initiatives, including PEAS (Parents Engaged Actively in School) and DREAMS (Developing Reading, English and Maths Skills). These schemes are successful in helping parents to support their children's education at home and they have a positive impact on pupils' achievement, wellbeing and attendance.

There is close collaboration with other schools, including sharing educational experiences and exchanging good practice. This has contributed well to improved pupil achievement. The school's new strategies for literacy and mathematics, for example, have resulted from working alongside other schools, and have raised standards in those areas. Strong links with pre-school groups ensure effective transfer of children to the nursery class. Appropriate guidance and support from the

local secondary school ensure that pupils at the end of key stage 2 have a smooth transition to the next stage of education, particularly any vulnerable pupils.

Resource management: Good

Over the past two years, the headteacher and governing body have managed the budget carefully and resolved the previous financial deficits. The school uses grant funding well to improve resources and outcomes for pupils. Recent, significant spending on computer hardware, for example, is helping to raise standards in ICT. Expenditure now links well to the school's objectives, targets and improvement plans.

The school uses the time and expertise of teaching staff well to deliver all aspects of the curriculum. Arrangements for teachers' planning, preparation and assessment time are appropriate and well managed. Support staff are deployed effectively and they have a positive impact on the attainment of pupils in nearly all classes. Staff use resources efficiently to support learning and to improve pupils' achievements.

Performance management procedures and appraisal meetings are in place to ensure that the school meets the needs of all staff members. Staff have appropriate opportunities for professional development and training that link effectively to school priorities. A wide range of professional learning networks with other schools enrich staff's learning experiences well and help to improve outcomes for pupils.

In view of the school's good provision, the outcomes achieved by most pupils and the improvements in the school over recent years, the school gives good value for money.

Appendix 1

Commentary on performance data

Teacher assessment outcomes at the end of the Foundation Phase for the three assessed areas of language, literacy and communication, mathematical development and personal and social development, wellbeing and cultural diversity have been broadly in line with those of other, similar schools for the last two years. Most seven-year-olds achieve at least the expected levels. The school's performance at the end of the Foundation Phase has placed it in the top 25% of schools with similar levels of free school meals for the last two years. However, the proportion of pupils attaining the higher Foundation Phase outcome (outcome 6) in the three assessed areas of learning is lower than that of pupils in other, similar schools. Pupils who receive free school meals do not do as well as other pupils at the age of seven in language, literacy and communication.

There has been a significant improvement in end of key stage 2 assessment outcomes over the past five years. The proportion of 11-year-old pupils achieving the expected level (level 4) in the core subject indicator has risen from just below 30% in 2010 to over 83% in 2013. This significant improvement means that pupil outcomes at level 4 or above in English, mathematics and science have been in line with, or just below, family, local and national averages for the last two years. These outcomes place the school in the upper 50% of schools with similar levels of free school meals. However, the proportion of pupils attaining the higher-than-expected level (level 5) at the end of key stage 2 is lower than that in similar schools. There has been a significant gap between the performance of pupils who are entitled to free school meals and other pupils for the last four 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	92 97%	3 3%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	95	78 82%	17 18%	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	93 98%	2 2%	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	90 95%	5 5%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	95	91 96%	4 4%	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	93 98%	2 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.	95	92 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.	95	86 91%	9 9%	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	90 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.	95	73 77%	22 23%	Mae plant eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
		78%	22%	
Nearly all children behave well at playtime and lunch time	94	74 79%	20 21%	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.	59	37 63%	21 36%	1 2%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	61	42 69%	17 28%	2 3%	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.	61	46 75%	14 23%	0 0%	0 0%	1	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.	59	29 49%	28 47%	1 2%	0 0%	1	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	0%		
Pupils behave well in school.	59	20 34%	35 59%	2 3%	0 0%	2	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	46%	4%	1%		
Teaching is good.	60	33 55%	27 45%	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.	60	30 50%	30 50%	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.	56	18 32%	23 41%	4 7%	1 2%	10	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.	59	29 49%	26 44%	3 5%	0 0%	1	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.	60	33 55%	26 43%	0 0%	0 0%	1	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		59%	36%	2%	0%		
My child is safe at school.	59	36 61%	21 36%	1 2%	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'	59	27 46%	28 47%	1 2%	0 0%	3	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.	59	25 42%	31 53%	3 5%	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.	60	33 55%	24 40%	2 3%	0 0%	1	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.	59	20 34%	33 56%	1 2%	0 0%	5	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.	60	28 47%	30 50%	0 0%	0 0%	2	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.	57	15 26%	25 44%	1 2%	0 0%	16	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.	60	35 58%	22 37%	1 2%	0 0%	2	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	38%	5%	1%		
The school is well run.	58	35 60%	22 38%	1 2%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	32%	3%	1%		

Appendix 3

The inspection team

Mrs Sarah Jane Morgan	Reporting Inspector
Mrs Hazel Hughes	Team Inspector
Mrs Elizabeth Ann Dackevych	Team Inspector
Ms Julie Ann Price	Lay Inspector
Lucy Saunders	Peer Inspector
Mr Sion Mason-Evans	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.