



*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**

**St Mary's C.I.W. Aided School  
School Lane  
Overton  
LL13 0ES**

**Date of inspection: June 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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## Context

St Mary's Church-in-Wales Primary School is a voluntary-aided school. The school is in the village of Overton about six miles from the town of Wrexham and close to the border with England. There are currently 174 pupils on roll, which includes 24 nursery pupils. The school caters for pupils aged three to 11.

Around 3% of pupils are eligible for free school meals, which is well below the average for Wales. Nearly all pupils are of white British ethnicity. A very few pupils speak Welsh fluently or receive support for English as an additional language. The school identifies that about 23% of pupils have additional learning needs, which is close to the average for Wales. Very few pupils have a statement of special educational needs.

The last inspection of the school was in July 2008. The headteacher has been in post since January 2012.

The individual school budget per pupil for St Mary's in 2013-2014 means that the budget is £3,107 per pupil. The maximum per pupil in the primary schools in Wrexham is £9,653 and the minimum is £2,876. St Mary's is fifth out of the 60 primary schools in Wrexham 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>Adequate</b>

### Current performance

The school's current performance is good because:

- most pupils make good progress from their starting-points;
- most pupils' speaking and listening skills are good throughout the school;
- behaviour is first-class and pupils are polite and courteous;
- most pupils achieve the expected levels in literacy and numeracy skills as a result of a stimulating curriculum as they move through the Foundation Phase;
- the quality of teaching is consistently of a high standard in all classes;
- the school promotes high levels of care, support and guidance; and
- accommodation and the outdoor environment are of good quality and support teaching and learning very well.

### Prospects for improvement

The school's prospects for improvement are adequate because:

- there is a developing culture of whole-school improvement;
- there are effective systems in place for performance management;
- there are effective links with a range of partners and these make a positive contribution to pupils' learning; and
- the school manages its budget well.

However:

- the school's self-evaluation report is not robust or evaluative enough; and
- plans to address issues in a number of areas are not well developed or clear enough to bring about the necessary improvements.

## **Recommendations**

- R1 Improve standards of writing in Welsh
- R2 Provide more opportunities for pupils to use their numeracy skills across the curriculum
- R3 Ensure that the self-evaluation processes and planning for improvement derive securely from a wide range of evidence and involves all staff and governors
- R4 Improve the role of the governing body in strategic planning

### **What happens next?**

The school will draw up an action plan, which 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 many pupils on entry to school have knowledge, understanding and skills at the level expected for their age. Most pupils make good progress in relation to their starting points.

Throughout the school, most pupils listen well to one another and to adults. In the Foundation Phase, most pupils are keen to talk about their work and many use suitable details to answer questions. Most pupils in key stage 2 express their opinions confidently using a well-developed vocabulary.

Most pupils read at an appropriate level for their age and ability. In the Foundation Phase, most pupils use their phonic skills well to help them to decode new and unfamiliar words. Pupils that are more able 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 happens when using information they have already read. In key stage 2, most pupils discuss the characters and plot in their books 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, skim, and scan text efficiently to find information quickly.

Many pupils in the Foundation Phase produce good 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. Generally, pupils write well at length and use a varied vocabulary to sustain the reader's interest. By the end of key stage 2, most pupils achieve good standards in their writing. They produce extended pieces of writing with a clear structure across a range of subjects. Most use a well-developed vocabulary and accurate punctuation. Their work is generally neat and well presented.

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 appropriately. Many apply their measuring and recording skills well across a range of subjects within the curriculum, for example when collating and presenting findings from science experiments, using tables and graphs. However, they do not consistently apply their numeracy skills well in other areas of learning.

Nearly all pupils enter the school with very little knowledge of Welsh. Standards of Welsh second language are good throughout the school. Many pupils' oral skills develop well during Welsh lessons and most greet adults and visitors confidently in Welsh. In the Foundation Phase, many pupils make good progress. Most pupils in key stage 2 achieve well in their structured Welsh lessons. The majority use basic vocabulary and sentence patterns well, for example when discussing a story.

Generally, their ability to read Welsh books is good. Around half write short pieces adequately using familiar vocabulary and sentence patterns, for example when writing a short dialogue.

Throughout the school, standards of pupils' work are good in literacy and numeracy in the Foundation Phase, and in English, mathematics and science in key stage 2. Pupils entitled to free school meals generally attain as well as other pupils. Pupils with additional learning needs achieve well against the targets in their individual education plans. Boys and girls achieve equally well from their starting points.

At the end of the Foundation Phase over the last two years, pupils' performance at the expected outcome 5 has improved slightly in mathematical development. However, in 2013, the school remains in the lower 50% of similar schools. In 2012, pupils' performance in literacy placed the school in the higher 50%, but, in 2013, pupils' performance places the school in the lower 50% of similar schools. In 2013, pupils' performance at the higher than expected outcome 6 in literacy and mathematical development places the school in the lower 50% of similar schools.

In 2013, at the end of key stage 2, pupils' performance in English at the expected level 4 places the school in the bottom 25% of similar schools. Performance in mathematics places the school in the lower 50% of similar schools. Performance in science places it in the top 25% of similar schools. At the higher than expected level 5, the pupils' performance places the school in the lower 50% for English and mathematics and the higher 50% for science.

### **Wellbeing: Good**

Nearly all pupils develop a good understanding of what they must do to remain healthy and safe, including the importance of healthy eating and drinking. They know whom to turn to for help when required.

During lessons, nearly all pupils are very well motivated and are eager to learn. Most pupils have a good understanding of how well they are doing and what they need to do to improve. They work well together in pairs and larger groups, and respect the views of others. The behaviour of nearly all pupils both in and out of lessons is good.

Most pupils show high levels of concern for issues affecting their school and for each other. For example, the school council provides information and guidance to other pupils on 'healthy lunch boxes'.

Members of the school council are enthusiastic about the work they do in school. They meet regularly and work effectively in groups, successfully developing the school's response to sustainable development and organising the links with schools in other countries.

Pupils' attendance is good. The school's overall attendance rate last year placed it in the higher 50% when compared with similar schools. Nearly all pupils arrive punctually at school.

<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 meets the requirements of the Foundation Phase and the National Curriculum. Teachers work together well to plan a rolling programme of many interesting topics. Good arrangements exist to meet the needs of pupils with additional learning needs and pupils that are more able. Educational visits to places in the locality and further afield, together with visitors to the school, deepen pupils' understanding of the topics they study effectively.

Teachers have clear plans in place for the development of pupils' literacy and numeracy skills. The planning ensures that pupils build effectively on their previous learning as they move through the school. However, opportunities for the development of pupils' numeracy skills, especially their use across the curriculum, are less secure.

Provision for the development of pupils' skills in Welsh is good. Staff plan activities that engage pupils' interest well. In key stage 2, staff plan tasks that are often creative and imaginative. Provision for developing pupils' Welsh skills across the school is systematic. Staff make good use of a wide range of interesting and varied topics to cover aspects of the heritage and culture of Wales.

The school promotes pupils' awareness of sustainable development well. The eco committee plays an active role in ensuring that all pupils understand the importance of initiatives to reduce, reuse and recycle. Pupils' understanding of different cultures and lifestyles is developing well, for example through their links with schools in Africa.

### **Teaching: Good**

In nearly all cases, teachers provide a suitable range of activities to cater for pupils of different abilities in their classes. All teachers include clear objectives for each lesson and share these regularly with pupils to provide a focus for their learning. They have good up-to-date subject knowledge and use skilful questioning that develops pupils' understanding well. In all classes, teachers have good working relationships with pupils. Learning support assistants participate fully in lessons and provide good support for individuals and groups of pupils.

Staff assess the progress of individual pupils regularly and supportively and use this information effectively to plan the next steps in their learning. The school also uses assessment well to identify pupils who need additional support. All teachers provide good verbal feedback to pupils and they mark pupils' work correctly. They regularly involve pupils in the assessment of their own work and that of others. Marking is effective in showing pupils the strengths in their work, and, in many examples provide good comments on what they need to do in order to improve their work.

The school has worked successfully to strengthen their assessment processes. As a result, the accuracy of teacher assessment throughout the school is stronger.



Annual reports to parents are informative and meet statutory requirements. They receive a good level of information about their child's progress.

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

The school provides a safe, caring and respectful environment for pupils. As a result of effective support and guidance, nearly all pupils feel safe in school and know whom to turn to if they are worried or upset. Most pupils support other pupils well and play a valuable role in helping them to express their feelings and opinions.

The school makes effective use of a wide range of external providers and support agencies to help it to meet pupils' social, moral, cultural, emotional and spiritual needs. These arrangements contribute well to pupils' all-round development and wellbeing, and support their learning purposefully. The school has appropriate arrangements to promote healthy eating and drinking.

The school sets out clear expectations of pupils' behaviour and staff promote these consistently in all classes. The school deals effectively with any rare incidents of bullying.

The provision for pupils with additional learning needs is well planned and co-ordinated efficiently. Staff know their pupils well. The school has developed an effective system to identify pupils' learning needs and produces child-friendly individual education plans. It provides a well-structured programme of support for pupils' needs in both mainstream classes and the learning support groups. All pupils mix well in both formal and informal activities and the school integrates pupils well from the learning support classes, whenever opportunities arise.

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

### **Learning environment: Good**

The school is a safe, secure and welcoming community and it respects, and values all its pupils. It provides equal opportunities and is wholly inclusive. Staff encourage pupils to consider and appreciate their various backgrounds, whatever their gender, race or religion.

A wide range of resources of high quality supports pupils' learning well. Staff and pupils use a wide range of resources of good quality, including ICT equipment, in all classes and role-play areas to enhance pupils' learning imaginatively.

The building and the grounds provide a stimulating working environment. The school uses all its facilities purposefully and maintains them very well. The outdoor areas and equipment enrich pupils' learning effectively. All pupils use the outdoor forest area very well to support their learning. Investment in outdoor play equipment to further enhance the provision for outdoor learning and social interaction opportunities is a positive feature of the learning environment.

Indoor displays are of a consistently high standard. Teachers and pupils use the wall displays regularly in the course of lessons and the displays celebrate pupils' work and achievements successfully.

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

The headteacher has a clear vision for the school, which emphasises its inclusive ethos and the promotion of pupils' enjoyment in learning. He has given pupils a leading role in considering and establishing the school's mission statement. The experienced senior leadership team is well established and makes a significant contribution to raising standards and improving provision. Staff meet regularly to consider important issues relating to school performance and members of the leadership team support them well in following up the agreed action points. The headteacher has an appropriate programme to manage the performance of all teachers. Senior leaders extend this programme successfully to include teaching assistants and other support staff.

The school is responding appropriately to local and national priorities, such as the literacy and numeracy framework, and it has established the Foundation Phase successfully.

The governing body is supportive of the school. The headteacher ensures that the governing body is well informed. Many members are relatively new to their roles and have attended training sessions to help them fulfil their roles efficiently. Most members have a clear understanding of how well the school is performing compared to other similar schools. They conduct their meetings efficiently, fulfil their statutory duties and provide good support to the school. However, the role of governors in monitoring and evaluating the school's progress in securing improvements, as well as in their contribution to the school's self-evaluation, lacks rigour and they tend not to challenge the school enough to improve further.

### **Improving quality: Adequate**

The school has an appropriate self-evaluation policy, which focuses well on raising standards. Following his appointment, the headteacher adapted self-evaluation procedures, taking a leading role to increase his own understanding of the school's strengths. As a result, the contribution of staff and other stakeholders is limited.

The school's self-evaluation report accurately analyses pupil performance data. Senior managers have a good awareness of information on pupils' progress, which enables them to contribute effectively to the process of self-evaluation. However, the self-evaluation report is not always evaluative enough and does not always set out clearly the important aspects that need to improve in terms of provision and standards.

The school improvement plan sets out appropriate priorities for improvement. The current improvement plan has a manageable number of priorities that link with those identified through the school's self-evaluation processes. For each priority, the plan

identifies targets, persons with responsibility for actions, appropriate timescales and costs. In recent months, the school has made good progress in taking forward several improvement initiatives, including developing the provision for information and communication technology (ICT). However, the full effectiveness of the improvement plan is limited as there are too few measurable success criteria.

The school has addressed the recommendations from the last inspection well. There has been particularly good progress in developing the provision for Welsh across the school and pupils' standards in Welsh are good.

### **Partnership working: Good**

The school has effective partnership with parents who feel confident to approach the school at any time and they support school activities well by raising significant funds. Strong links with a local food establishment and a local newspaper help to develop pupils' entrepreneurial and business skills well. There are also good community links, for example with a local football club and church. The local vicar visits the school every to lead collective worship. These partnerships enhance the quality of pupils' learning experiences well.

There is a strong partnership with the nearby comprehensive school, which ensures a successful transition of pupils from primary to secondary education. The school also has effective arrangements to help pupils transfer confidently from nursery to the Foundation Phase, as well as key stage 2.

There is constructive co-operation with other local primary schools and the cluster comprehensive school for the standardisation and moderation of pupils' work. This process has helped ensure better quality and consistency in teacher assessments.

The school works well with a range of outside agencies, including the local authority, to meet specific needs of individuals and groups of pupils.

### **Resource management: Good**

The school deploys its staff efficiently. There is enough qualified staff with relevant experience and expertise to deliver the National Curriculum and the Foundation Phase successfully. Teaching assistants support teachers well and give effective support to individuals and groups of pupils in lessons and in a variety of intervention sessions. The school makes good use of teachers' particular expertise, such as in key stage 2 when teachers exchange classes for Welsh and art.

The school meets national requirements in relation to teachers' planning, preparation and assessment time. Staff have good opportunities for professional development and training. Following performance management reviews, staff have benefited from training events in Welsh, ICT and in supporting the implementation of the literacy and numeracy framework.

The school uses its accommodation and resources efficiently. The use of both the indoor and outdoor areas has a positive impact on pupils' academic and social development. The school manages its budget efficiently and has now brought its

budget surplus down to a more reasonable level through relevant expenditure on school improvement.

In view of the current outcomes for pupils and strengths in many aspects of the school's provision for pupils' learning, the school gives good value for money.

## Appendix 1

### Commentary on performance data

For the expected outcome 5, pupil achievements in 2013 place the school in the lower 50% compared with similar schools for the Foundation Phase indicator. Pupils' performance in literacy and mathematical development places the school in the lower 50%, and in the top 25% for personal and social development. At the higher outcome 6, pupil outcomes consistently place the school in the lower 25% for personal and social development for similar schools. For literacy and mathematical development outcomes place the school in the lower 50% of similar schools.

Over the last four years, pupils' performance at the expected level 4 at the end of key stage 2 has fluctuated, moving the school between the top 25% and the bottom 25% compared with similar schools. Pupils' performance in 2013 places the school in the lower 50% for English, the bottom 25% for mathematics and the core subject indicator, and the top 25% for science. Except in 2013, overall trends show that results are often above the family of schools average. For the higher level 5, pupils' performance over the last four years has placed the school in the lower 50% for English and mathematics and the higher 50% for science. In 2013, attainment is below family averages at the higher than expected level 5.

Pupils who have extra help with their learning do well and make good progress in small groups and in class. In 2013 at the expected outcome 5, boys outperformed girls in mathematical development. However, girls outperformed boys in literacy. There is no difference in the performance of boys and girls in personal and social development.

In 2013, girls outperformed boys in English and mathematics at the expected level 4 at the end of key stage 2. There is no gender difference between the performance of boys and girls in science at the expected level 4.

Due to the small numbers eligible for free school meals in each year group, it is not possible to make valid comparisons between the performance of pupils eligible for free school meals and other pupils.

## 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.	86	86 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	86	82 95%	4 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.	85	79 93%	6 7%	Rwy'n gwybod pwy i siarad ag ef/â hi os ydw I'n poeni neu'n gofidio.
		96%	4%	
The school teaches me how to keep healthy	85	82 96%	3 4%	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
		97%	3%	
There are lots of chances at school for me to get regular exercise.	84	76 90%	8 10%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	85	84 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.	85	84 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.	86	83 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.	86	73 85%	13 15%	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.	86	83 97%	3 3%	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.	86	47 55%	39 45%	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	86	71 83%	15 17%	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.	64	27 42%	31 48%	4 6%	2 3%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	65	43 66%	19 29%	1 2%	2 3%	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.	64	46 72%	18 28%	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.	65	26 40%	27 42%	6 9%	2 3%	4	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	64	29 45%	30 47%	5 8%	0 0%	0	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	46%	4%	1%		
Teaching is good.	64	23 36%	29 45%	7 11%	0 0%	5	Mae'r addysgu yn dda.
		60%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	65	28 43%	28 43%	4 6%	1 2%	4	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.	63	18 29%	22 35%	13 21%	5 8%	5	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.	63	29 46%	30 48%	4 6%	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.	63	22 35%	28 44%	9 14%	2 3%	2	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.	64	34 53%	28 44%	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.	62	23 37%	22 35%	4 6%	4 6%	9	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.	64	20 31%	34 53%	8 12%	2 3%	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.	64	31 48%	24 38%	4 6%	5 8%	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.	64	17 27%	26 41%	13 20%	4 6%	4	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.	64	30 47%	29 45%	3 5%	0 0%	2	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		56%	39%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	59	23 39%	14 24%	2 3%	1 2%	19	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.	65	21 32%	21 32%	16 25%	7 11%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	38%	5%	1%		
The school is well run.	65	19 29%	32 49%	5 8%	5 8%	4	Mae'r ysgol yn cael ei rhedeg yn dda.
		60%	33%	3%	2%		



## Appendix 3

### The inspection team

Carolyn Thomas	Reporting Inspector
Christopher Dolby	Team Inspector
Kenneth Dackevych	Lay Inspector
Margaret Lonsdale	Peer Inspector
Gary Wyn-Jones	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.