



Rhagoriaeth i bawb – Excellence for all

Arolygiaeth Ei Mawrhydi dros Addysg
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate
for Education and Training in Wales

Report on

**Ysgol Gynradd Gorslas
Heol Y Llew Du
Gorslas
Llanelli
Carmarthenshire
SA14 6RS**

Date of inspection: March 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

Ysgol Gorslas is in the village of Gorslas, about ten miles from the town of Carmarthen, and it serves the village and the surrounding rural area.

The school provides education for pupils aged between three and 11 years. Children are admitted to the school on a full-time basis at the beginning of the term before they reach their fourth birthday. Pupils are divided into six classes. In line with the local authority's policy, Welsh is the teaching medium in the Foundation Phase. In key stage 2, pupils are taught through the medium of Welsh and English, with the aim of making them bilingual by the time they transfer to secondary school at the age of 11.

During the inspection, there were 111 pupils on roll and numbers continue to rise. Approximately 28% of pupils come from Welsh-speaking homes. Very few pupils are from ethnic minority backgrounds. Approximately 20% of pupils are entitled to free school meals, which is lower than the county percentage and the percentage for Wales. Thirty one per cent of pupils are on the school's additional learning needs register, which is higher than the national figure. A very few have a statement of special educational needs.

The headteacher has been in post since November 2007. The school was last inspected in January 2008.

The individual school budget per pupil for Ysgol Gynradd Gorslas in 2013-2014 is £3,527. The maximum per pupil in primary schools in Carmarthenshire is £8,152 and the minimum is £2,941. Ysgol Gynradd Gorslas is in 66th position of the 106 primary schools in Carmarthenshire in terms of the school budget per pupil.

Summary

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

Current performance

The school's current performance is adequate because:

- pupils' oral skills develop very quickly throughout the school;
- standards in the Foundation Phase are good;
- most pupils' behaviour is good;
- the school is a happy and caring community;
- there is effective provision to help pupils and groups who need additional support; and
- the quality of teaching is good.

However:

- there is not enough progress in the majority of pupils' reading and extended writing skills in both languages in key stage 2;
- pupils' standards of numeracy in key stage 2 are inconsistent;
- the majority of pupils' standards of spelling and punctuation in key stage 2 vary;
- the majority of pupils' presentation of work in key stage 2 is often untidy and unpolished; and
- learning activities do not challenge more able pupils well enough.

Prospects for improvement

The school's prospects for improvement are good because:

- the headteacher has a firm vision that is based on raising standards;
- all staff share the same values and co-operate well as a team;
- self-evaluation procedures have an effective influence on the development plan;
- there is evidence of improvement in the quality of provision and standards of achievement; and
- the close co-operation with the governing body, parents and other partners has a constructive influence on the school's work.

Recommendations

- R1 Raise standards of reading and extended writing in key stage 2
- R2 Improve standards of pupils' spelling, punctuation and presentation of work in key stage 2
- R3 Ensure consistency in standards of numeracy in key stage 2
- R4 Refine provision to develop the more able pupils' higher language skills in key stage 2

What happens next?

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

Main findings

Key Question 1: How good are outcomes?

Adequate

Standards: Adequate

Across the school, nearly all pupils listen well to their teachers, share ideas and contribute successfully in discussions. Most pupils respond correctly to instructions and respond to questions appropriately according to their age and ability.

The standard of Welsh and English oracy is good and is one of the school's strengths. In the Foundation Phase, pupils learn Welsh sentence structures and vocabulary quickly, and most become confident in using the language in a variety of situations. Pupils build well on this as they move forward through the school and, by the end of key stage 2, many of them are confident to conduct a conversation with adults as well as their peers in both languages.

By the end of the Foundation Phase, nearly all pupils show that they enjoy reading. They read clearly and fluently, and many discuss books enthusiastically. In key stage 2, the majority of pupils are able to read aloud suitably in both Welsh and English. However, the majority do not talk readily about books and authors that they like or dislike, and do not have a good understanding of characters and storyline. More able pupils do not discuss a range of reading material effectively.

In the Foundation Phase, the majority of pupils' writing skills are developing well. They are able to structure their ideas clearly using a variety of sentences, and show a sound understanding of punctuation. These skills are then developed further across all areas of learning. More able pupils write independently, and at length, using a wide vocabulary effectively.

In key stage 2, pupils generally make appropriate progress in their writing skills in Welsh and English. However, standards of spelling and punctuation vary and pupils do not always present their work neatly. Although progress can be seen in terms of the length and quality of work throughout the key stage, there are few good examples of extended writing for an increasing range of purposes. More able pupils do not extend their writing talents.

By the end of the Foundation Phase, most pupils are able to use their numeracy skills successfully across a wide range of mathematical concepts within the learning areas. There is obvious progression and progress in skills throughout the key stage. Although the majority of key stage 2 pupils are able to use their mathematical skills to solve problems, the picture is inconsistent across the key stage. Pupils do not apply their numeracy skills consistently across all learning areas and subjects.

Pupils use their thinking skills well and by the end of the Foundation Phase nearly all of them become independent learners. By the end of key stage 2, the majority of pupils use these skills effectively in history, geography and science lessons. Information and communication technology (ICT) skills develop consistently across the school. Pupils with additional learning needs make good progress.

In the Foundation Phase, over the past two years, compared with similar schools, performance at the expected outcome 5 in literacy skills has varied, from the bottom 25% to the upper 50%, and in mathematical development from the bottom 25% to the lower 50%. More able pupils' performance at outcome 6 placed the school in the lower 50% of similar schools in 2012 and in the bottom 25% in 2013 in both learning areas.

In key stage 2, performance at the expected level 4 has varied considerably over the last four years, compared with performance levels in similar schools in Welsh, English, mathematics and science, from the top 25% to the bottom 25%. During the same period, the performance of more able pupils at level 5 has varied, from the bottom 25% to the upper 50% of similar schools in English, and from the bottom 25% to the lower 50% in Welsh, mathematics and science.

Wellbeing: Good

Nearly all pupils enjoy coming to school. They feel safe in school and are confident that staff would deal effectively with any threats to their health and wellbeing. Pupils of all ages have a sound understanding of how to stay healthy and they appreciate that healthy foods and regular physical exercise have a beneficial effect on their health and development.

As pupils co-operate on tasks or move around the school, they all behave responsibly and show respect and care towards each other and towards visitors. This leads to creating a positive learning environment that promotes effective learning.

Pupils have a strong commitment to the school and staff, and as they mature they are willing to shoulder additional responsibilities, such as caring for younger children on the playground. The school council undertakes its work conscientiously and has a strong influence on school life and the curriculum. This year, governors and the county responded positively to the council's suggestions that an additional classroom should be created in the school grounds. Similarly, the Green Group has a strong influence on environmental elements within the school and beyond.

Attendance has improved significantly recently, and in comparison with similar schools on the basis of free school meals, the school is now in the top 50%. The majority of pupils arrive at school punctually.

Key Question 2: How good is provision?

Good

Learning experiences: Adequate

The school provides a wide range of learning experiences that meet the needs of the majority of pupils and makes appropriate use of National Curriculum subject orders.

The school's teaching teams for literacy and numeracy have achieved beneficial initial work in producing policies and ensuring consistency in provision for skills in line with the requirements of the national literacy and numeracy framework. However, the plan does not have enough of an effect in terms of ensuring opportunities for

pupils, particularly those who are more able, to use skills at the appropriate level in their work.

Visits to the community and visitors to the school make a positive contribution to enriching pupils' learning experiences.

The school has worked hard to develop Welsh-medium provision in recent years. The Welsh dimension permeates through learning experiences across the curriculum and expands pupils' knowledge and understanding of aspects of the history and geography of Wales. Similarly, the attention to Welsh mythology and traditions such as the celebration of the New Year fosters an appropriate awareness of Welsh culture.

There is appropriate provision for enabling pupils to learn about sustainability. Specific units of work increase their understanding of global citizenship, and there is a beneficial link between the school and schools in Kenya and Uganda.

Teaching: Good

Lessons include clear objectives that are appropriate to pupils' ages and abilities, and they move at a suitable pace. Nearly all staff show a good working relationship with pupils, and manage pupils' behaviour well. Teachers use a range of resources well, and they use support staff effectively to help individuals and groups of pupils. In the majority of lessons, teachers use effective questioning techniques that encourage pupils to think for themselves. However, work is not always differentiated adequately for all abilities, and staff do not challenge more able pupils consistently.

The school has effective assessment and moderation systems which summarise pupils' progress well. Teachers make good use of this system in order to plan the way forward. A computer tracking system is used effectively to monitor pupils' progress.

Assessment for learning strategies have been embedded in the school. On the whole, pupils' work is marked positively and there is consistency in marking methods throughout the school. Teachers support the pupils to set targets for improvement effectively and, as a result, the majority of pupils concentrate on their work and are aware of how to improve it. Strategies such as *bawd i fyny* ("thumbs up"), traffic lights and self-assessment sheets are used effectively to promote this.

The school provides appropriate written reports annually to parents on their children's progress, which include clear recommendations on how to improve.

Care, support and guidance: Good

The school has appropriate arrangements for promoting and encouraging healthy eating and drinking. Through physical activities during the day and in after-school clubs, pupils have a range of opportunities to increase their health and fitness levels.

Pupils learn how to stay safe and there are effective strategies to encourage good behaviour. The school implements a series of robust measures to improve attendance and reduce levels of continuous and unauthorised absence.

The school promotes pupils' spiritual, moral, social and cultural development well by providing suitable experiences, such as raising money for less fortunate children and encouraging pupils to express their feelings each morning. Visitors also contribute usefully to this provision.

The school works effectively with a number of external agencies and support services to offer guidance and information to pupils and parents, as required. Staff ensure that the external support received has had a positive effect on pupils' achievements and wellbeing.

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

Provision for pupils with additional learning needs is a strong feature at the school. Teachers identify pupils' needs at an early stage and use information from observations and tests carefully in order to provide a suitable range of support programmes. Individual education plans include clear and measurable targets. Efficient systems are in place for monitoring and assessing pupils' progress.

Learning environment: Good

The school has an inclusive ethos and every child feels that he or she is appreciated fully. It is a happy community with a family atmosphere in which equal access to education is provided for all pupils. This permeates all aspects of school life and is a basis to its commitment to ensure that all pupils do their best, show respect, are treated fairly, help each other and are happy. Each member of staff promotes inclusion effectively. Teachers offer frequent opportunities for pupils to show care and consideration to others in the school and the wider community. The school promotes tolerant attitudes, so that staff and pupils feel free from any form of harassment.

The buildings are adequate for the number of pupils, although there are no toilets for those with physical disabilities. Leaders ensure that the buildings are well maintained, and that the level of cleanliness is high. Staff make good use of the available space, and colourful displays of good quality create an attractive and stimulating learning environment. The interesting outdoor area is a very valuable learning resource. Pupils, staff and parents make particularly good use of the garden area to support pupils' understanding of healthy living. There is a varied supply of good quality resources to match the pupils' needs appropriately.

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

The headteacher has a clear vision that has been shared with staff and governors. She has developed an inclusive spirit by ensuring that everyone has an opportunity to express opinions about the school's work.

The headteacher and deputy headteacher have high expectations of staff and pupils, and they work very effectively to ensure that the school is organised and managed well. Leaders and managers have a clear focus on raising standards, and they use data well to monitor and challenge the school's performance. Thorough performance management arrangements contribute to improvements in teaching and learning and provide opportunities to promote staff's professional development.

All members of staff share a common purpose and co-operate well. They have roles and responsibilities that are clearly defined, and they undertake them conscientiously and thoroughly. They meet regularly, share good practice and contribute appropriately to strategic planning.

Governors are supportive and ensure that the school meets all statutory requirements. Most of them are well informed and attend training events. The chairman visits the school on a regular basis. Governors challenge the school robustly on the standards and quality it achieves, and monitor and manage funds carefully.

The school gives good consideration to local and national priorities. For example, raising standards in literacy and numeracy is an important focus in the current school development plan.

Improving quality: Good

Leaders and staff have a good understanding of the school's performance and how well pupils are making progress as a result of thorough self-evaluation and monitoring procedures. They base their views on a range of direct evidence and a thorough analysis of current performance data, with particular reference to the effect of provision on pupils' outcomes.

The school seeks the views of pupils and parents systematically and takes action in line with suggestions, when appropriate, to implement improvements. For example, it introduced a consultation evening for parents and teachers recently at the beginning of the year. The school ensures that all teachers also assess their own performance in order to improve standards and provision.

Planning for improvement is good, and leads to raising standards by the end of key stage 2. The detailed self-evaluation report gives a clear picture of the school's strengths and areas for development. However, the report is not always evaluative enough. The report includes suitable links with the school development plan, which outlines relevant and manageable priorities for improvement and measurable outcomes where appropriate. The plan identifies the necessary resources,

timescales and the required level of staff realistically to ensure that the priorities are achievable. However, the number of priorities offers a considerable challenge for the school to achieve them within a year.

Partnership working: Good

The school works effectively with a range of strategic partnerships that have a positive effect on pupils' standards and wellbeing and extend learning experiences.

There is a strong link with parents who are very supportive of the school and contribute enthusiastically to a number of activities. This includes raising substantial funds each year to add to resources and equipment.

Numerous links with the community offer valuable experiences for pupils, such as regeneration of the Llyn Llech Owain area. The school benefits financially from several community sources and the money is used effectively for pupils' benefit.

The school has a good link with the nursery group and a member of staff holds a Language and Play Club in order to induct new children and parents. These arrangements are very effective and help pupils to transfer confidently to the nursery class.

The school has a very successful partnership with the local secondary school and there are effective transition arrangements that ensure a smooth transfer. The close co-operation between them has a positive effect on staff and pupils.

The school co-operates closely with its cluster of schools to plan jointly, share experiences and exchange good practice. Standardisation and moderation activities between schools have been a positive process and have helped teachers to understand better the standards expected at the end of key stage.

Resource management: Adequate

The school has an appropriate level of staff and it makes effective use of their expertise to enrich teaching and learning. Assistants co-operate effectively and provide appropriate support to pupils. The school has an appropriate range of learning resources, and it takes advantage of every opportunity to enrich provision.

Purposeful performance management arrangements are in place for teachers. All staff benefit from suitable training, which is organised on the basis of the school's individual needs and priorities. The school meets statutory requirements that relate to teachers' workload.

The school's expenditure is monitored regularly by the headteacher and governors. The school's budget is used carefully and contributes appropriately to improving standards and addressing priorities. Good use of grants and the contribution of friends of the school and parents add significantly to finances and enrich the range of resources.

There are only a few dedicated networks of professional practice with other schools. However, staff have visited other schools to see good practice in aspects of the Foundation Phase and these visits have had a positive effect on the development of the Foundation Phase and on pupils' attainments.

Given pupils' standards of achievement, the school provides adequate value for money.

Appendix 1

Commentary on performance data

In the Foundation Phase in 2013, pupils' achievements in the Foundation Phase indicator and at the expected outcome in language skills, mathematical development and personal and social skills are above the average for the family of schools. The proportion of pupils who achieve above the expected outcome is below the average for the family in all areas.

Over a period of two years, in general, girls perform better than boys in language and personal skills.

In key stage 2 in 2013, the percentage of pupils who achieve the expected level in Welsh, English and mathematics is lower than the average for the family of schools. In 2013, the percentage who achieve at level 5 is higher than the average for the family in English and is much lower in Welsh and mathematics.

Over a period of five years, in general, girls have performed better in both Welsh and English, and boys are better than girls at achieving the higher levels in mathematics and science.

In the Foundation Phase, over the past two years, compared with performance levels in similar schools, performance at the expected outcome 5 in literacy skills has varied from the bottom 25% to the upper 50%, and in mathematical development from the bottom 25% to the lower 50%. More able pupils' performance at outcome 6 placed the school in the lower 50% of similar schools in 2012, and in the bottom 25% in 2013 in both learning areas.

In key stage 2, performance at the expected level 4 has varied considerably over the last four years, compared with that of similar schools in Welsh, English, mathematics and science, from the top 25% to the bottom 25%. During the same period, the performance of more able pupils at level 5 has varied, from the bottom 25% to the upper 50% of similar schools in English, and from the bottom 25% to the lower 50% in Welsh, mathematics and science.

Over the last two years, key stage 2 pupils who are entitled to free school meals have not achieved as well as other pupils.

Appendix 2

Stakeholder satisfaction report

Responses to the learner questionnaire

Primary Survey (all pupils)

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

	Number of responses Nifer o ymatebion	Agree Cytuno	Disagree Anghytuno	
I feel safe in my school.	62	62 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	62	61 98%	1 2%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	62	61 98%	1 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	62	62 100%	0 0%	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.	62	62 100%	0 0%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	62	62 100%	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.	62	62 100%	0 0%	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.	62	62 100%	0 0%	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.	62	58 94%	4 6%	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.	62	62 100%	0 0%	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.	62	59 95%	3 5%	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	62	58 94%	4 6%	Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
		84%	16%	

Responses to the parent questionnaire

Denotes the benchmark –this is the total of all responses to date 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.	29	19 66%	9 31%	1 3%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	30	23 77%	7 23%	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.	29	21 72%	8 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.	30	17 57%	10 33%	2 7%	0 0%	1	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	29	12 41%	14 48%	0 0%	0 0%	3	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	46%	4%	1%		
Teaching is good.	30	18 60%	11 37%	1 3%	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.	29	21 72%	8 28%	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.	28	16 57%	10 36%	1 4%	1 4%	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.	30	20 67%	8 27%	2 7%	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.	30	19 63%	11 37%	0 0%	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.	29	21 72%	8 28%	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.	27	17 63%	6 22%	2 7%	0 0%	2	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.	30	18 60%	8 27%	4 13%	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.	29	20 69%	8 28%	1 3%	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.	27	15 56%	9 33%	2 7%	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.	30	18 60%	9 30%	1 3%	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.	24	12 50%	7 29%	1 4%	1 4%	3	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.	29	19 66%	8 28%	1 3%	0 0%	1	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	39%	5%	1%		
The school is well run.	28	19 68%	7 25%	2 7%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		60%	33%	3%	2%		

Appendix 3

The inspection team

Gareth Evans	Reporting Inspector
Hazel Hughes	Team Inspector
Michaela Leyshon	Lay Inspector
Amanda Lawrence	Peer Inspector
Beverley Owen	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.