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Her Majesty's Inspectorate
for Education and Training in Wales

A report on

**Ysgol Rhys Prichard
Llanfair Road
Llandovery
Carmarthenshire
SA20 0HY**

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.

Publication date: 16/05/2014

Context

Ysgol Rhys Prichard is situated on the outskirts of Llandovery and serves the town and the surrounding rural area. It is maintained by Carmarthenshire local authority.

There are 174 pupils between three and 11 years old on roll, including 14 full-time nursery aged children. Children are admitted to the school on a full-time basis during the term before their fourth birthday.

Approximately 30% of pupils come from homes in which Welsh is the first language. Welsh is the main medium of teaching. Approximately 1% of pupils come from an ethnic minority background. Approximately 13% of pupils are entitled to free school meals and this figure is below the national average. Twenty-two per cent (22%) of pupils have special educational needs, which is similar to the national figure, and 4% of pupils have statements.

In the past, the school was arranged into two streams; however, the school is in the process of transforming these arrangements. The school is changing gradually from planning on a dual stream level to introducing Welsh as a first language. Currently, there are only 33 pupils in the English stream.

The individual school budget per pupil for Ysgol Rhys Prichard in 2013-2014 is £3,666. The maximum school budget per pupil in primary schools in Carmarthenshire is £8,152 and the minimum is £2,941. Ysgol Rhys Prichard is in 57th place of the 106 primary schools in Carmarthenshire in terms of its school budget per pupil.

The school was last inspected during the spring term 2008.

The current headteacher was appointed in January 2005.

Summary

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

Current performance

This school is good because:

- it is a happy and caring community in which nearly all pupils feel safe;
- nearly all pupils make good progress in their learning;
- the school is successful in developing bilingualism from an early age; and
- teaching is of a generally good standard and there is effective support from teaching assistants.

Prospects for improvement

The school's prospects for improvement are good because:

- the senior management team use their strength and expertise to move the school forward;
- leaders work as a team to offer sound strategic leadership to the school; and
- strong partnerships are used effectively to support pupils' learning.

Recommendations

R1 Raise the percentage of pupils who achieve the higher levels across the school

R2 Ensure consistency in provision for numeracy across the curriculum in key stage 2

R3 Ensure consistency in implementing assessment for learning strategies across key stage 2

R4 Ensure that the self-evaluation report is evaluative and strengthen the link between the report and the school improvement plan

What happens next?

The school will produce an action plan that shows how it will address the recommendations.

Main findings

Key Question 1: How good are outcomes?	Good

Standards: Good

Most pupils, on entry to the school, have a good level of ability in basic skills except Welsh, which is a new language to many of them. Nearly all pupils make good progress throughout the Foundation Phase in each area of learning and make excellent progress in Welsh.

Nearly all pupils across the school work diligently, achieve their work effectively and show clear progress in the standards achieved during learning sessions and over a period of time. The current work in pupils' books shows clear progress in the standards of literacy skills, in general and across the school. Most pupils use these skills effectively across the curriculum.

Most pupils across the school listen attentively during lessons. They are keen to contribute to discussions and respond to teachers' questioning effectively. By the end of the Foundation Phase, most pupils are able to converse confidently and clearly. They discuss familiar experiences and events confidently. At the top of the school, most pupils speak confidently in a range of contexts. They present information clearly and effectively, and show a good grasp of the natural syntax of the spoken language.

Most pupils' standard of reading in both languages is appropriate to their age and ability. In the Foundation Phase, pupils are familiar with a range of reading strategies. By the end of the Foundation Phase, most understand what they are reading and express an opinion and discuss the content of books. They read fluently and confidently, using expression and intonation to convey meaning effectively. In key stage 2, most pupils read a wide range of materials fluently across the curriculum, and are able to pick and choose specific parts of books to use within their work.

In general, development of writing across the school is good, and the majority of pupils produce effective extended pieces. Writing across activities in the Foundation Phase in Welsh is of a high standard and shows clear progress over a short period of time. By the end of key stage 2, most pupils write clearly and interestingly in a wide range of forms and for a variety of purposes in both languages. However, the most able pupils do not always undertake challenging enough work.

By the end of the Foundation Phase, most pupils use their numeracy skills successfully to solve mathematical problems within areas of learning. Continuity and progression can be seen in these skills throughout the Foundation Phase. Although pupils in key stage 2 are able to use their skills successfully on the whole to solve real problems and problems in areas such as history and geography, this is inconsistent across the key stage.

Teachers' assessments at the end of the Foundation Phase and key stage 2 must be treated with care, as the school has been in the process of transforming linguistically over recent years. Changing the nature of cohorts has had an effect on data over this period of time.

At the end of the Foundation Phase in 2013, in comparison with similar schools, the school's performance placed it among the upper 50% in linguistic development in Welsh. This has been the pattern over the last two years. Performance in linguistic development in English and in mathematical development placed the school in the lower 50%, which is a decline from its place in the top 25% in 2012. However, the school's performance in the higher outcome, namely outcome 6, did not compare as favourably. Although the school's performance in Welsh placed it among the upper 50% of similar schools, performance in mathematical development placed it in the lower 50%, and in the bottom 25% for performance in English development. There has been an improvement in performance in Welsh over the last two years, the school rising from the bottom 25% to the upper 50%, but a decline in mathematical development, moving the school from the top 25% in 2012. Linguistic results in English have remained consistent.

In 2013, the school's performance at the expected level in key stage 2, namely level 4, was higher than the average for schools in Wales, in Welsh. Results were similar or close to the average in mathematics and English, but slightly lower in science. When comparing the school's results with those of similar schools, consistent progress could be seen over the last four years in Welsh, with performance currently in the top 25%.

Results in English have placed the school consistently within the lower 50%, and mathematics and science results have declined in 2013, moving the school to the bottom 25% of similar schools after it had previously been in the top 25% or the upper 50%.

A gradual improvement can be seen in results at level 5 in both languages over a period of time, and the school is now in the upper 50% for English and the top 25% for Welsh. The school has remained in the lower 50% for science and mathematics for two years.

Wellbeing: Good

Pupils feel very safe at school and are happy to approach any member of staff for support, when necessary. They are very aware of the importance of eating healthily and drinking water regularly. They are also aware of the need to do regular exercise and participate regularly in extra activities such as Urdd competitions in a wide range of games.

Attendance is around 95%, which is good and higher than the average for the family of similar schools. The school's attendance percentage places the school among the upper 50% of similar schools. This has been the pattern over a two-year period.

Nearly all pupils behave very well and treat each other and adults with respect and care. They are very aware of the importance of issues relating to wellbeing, health and safety.

The school council makes a significant contribution to the school's activities. Pupils take pride in what they have achieved to improve their school and their environment. A specific example of this is the campaigns to raise money for new resources to be placed on the school playground.

Pupils take part in activities such as concerts and services, in the town and the surrounding community. Nearly all pupils, across the age range, develop confidence while taking advantage of these opportunities.

Key Question 2: How good is provision?	Good

Learning experiences: Good

The school provides a wide range of stimulating learning experiences, which engage pupils' interest in lessons and through external visits. These visits to the community and further afield make a positive contribution towards enriching pupils' experiences. Good examples of this are pupils' visits to Cardiff and the Botanical Gardens as part of their termly theme work.

Schemes of work throughout the school are comprehensive and purposeful for developing pupils' literacy, numeracy and information technology skills. Staff plan activities to respond to most pupils' needs. Plans do not currently meet the needs of the most able pupils in key stage 2 in full.

Provision for developing Welsh is a clear strength as the school is transforming linguistically. Provision offered to pupils in the Foundation Phase is very effective and this develops clearly as pupils move through key stage 2. The emphasis given to the Cwricwlwm Cymreig is also one of the school's obvious strengths.

The school's robust provision for sustainable development is incorporated fully in the school's life and curriculum, and purposeful plans are made to enhance pupils' knowledge of foreign countries and affairs.

Teaching: Good

The quality of teaching is generally good throughout the school. There is a good relationship between staff and pupils in all classes. Teachers and support staff throughout the school work together very effectively.

Where teaching is at its best, pupils are encouraged effectively to complete work of a good standard and to complete tasks within specific periods. Teachers make effective use of praise and support pupils appropriately while they are completing their tasks. Teachers have a thorough knowledge of the areas of learning and subjects that they teach. They plan a range of interesting and appropriate activities and the good quality of learning strategies contributes effectively towards pupils' outcomes.

In the very few lessons where teaching is not as good, expectations are not always challenging enough for the most able children. There are not enough opportunities to foster independence at all times.

Good use is made of assessment for learning strategies across the school. In the majority of lessons, teachers share objectives and discuss success criteria with pupils effectively. Where use of this is at its best, teachers' marking is constructive and responds to written work by offering ideas on how to move learning forward. They ensure specific success criteria for the targets that are set. Pupils are expected to assess their work according to these criteria; however, this practice is not consistent across the school.

The school has a rigorous assessment process. Teachers review pupils' progress and previous understanding regularly. This is done effectively through a number of standardised tests and a commercial assessment package. Through this, the school identifies strengths well, along with what needs to be forward planned. Results offer relevant information for the school's tracking system.

Parents receive good information about their children's progress and annual reports meet the statutory requirements in full.

Care, support and guidance: Good

The school is a happy and caring community. The school's arrangements for safeguarding pupils meet the requirements and are not a cause for concern. The school has appropriate provision for promoting pupils' health and wellbeing. It also has effective arrangements for promoting eating and drinking healthily.

The school promotes pupils' spiritual, moral, social and cultural development successfully. School assemblies ensure appropriate time for pupils to marvel and reflect upon the wonders of the world.

The school's practice of urging older pupils to take care of pupils in the Foundation Phase fosters positive attitudes and a sense of responsibility for others.

The school has effective systems for identifying pupils with additional learning needs at an early stage. The school responds appropriately to requirements by keeping a register, providing relevant plans and updating them regularly, and bringing parents into the process.

The school takes appropriate advantage of a wide range of external links and agencies, which have a positive effect on the development of a specific cohort of pupils.

Learning environment: Good

A caring and happy ethos is apparent at Ysgol Rhys Prichard. It is committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers. It is an inclusive school which respects diversity and enables everyone who is associated with it to feel proud of their identity. Everyone is given an opportunity to

contribute fully to school life. Co-operation, care and tolerance are encouraged between adults and children and between children. Everyone's ideas and opinions are respected.

The school has a good supply of resources for lessons. Displays in classrooms and throughout the school are attractive and colourful, and celebrate pupils' successes effectively. This stimulates learning. The building is of a good quality and is used to its full potential. Effective use is made of the outdoor learning area in the Foundation Phase and for growing fruit and vegetables, which adds to pupils' experiences. The building and grounds are kept clean and tidy.

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

Leadership: Good

The senior management team has a clear vision and high expectations for staff and pupils. They work together effectively to ensure that the school is organised and managed well. Leaders have a clear focus on raising standards, and they use data well to monitor and challenge the school's performance.

Rigorous performance management arrangements contribute effectively towards improvements in learning and teaching, and offer valuable opportunities to promote staff's professional development.

The governing body supports the school effectively and governors have a detailed understanding of pupils' performance and how it compares with the performance of other similar schools. They have good knowledge of the school's strengths and priorities for development, and they monitor finances effectively. The governors challenge the school about pupils' standards and attainment and offer sound strategic guidance.

The school is making good progress in introducing initiatives which meet local and national priorities, such as developing literacy and numeracy strategies, promoting the Welsh language, and assessment for learning. These developments are having a positive effect on the standard of pupils' work.

Improving quality: Good

The school has a robust self-evaluation strategy and procedures that use a wide range of direct evidence. The senior management team has a clear picture and an accurate understanding of the school's strengths and weaknesses, on the basis of this evidence. It includes pupils' performance, classroom observations, scrutinising pupils' work, and the opinions of pupils and parents.

The governing body has a full strategic role in these processes, which ensures that all stakeholders contribute to the self-evaluation process. However, the written report is not evaluative and analytical enough, nor does it always identify clearly the elements that need to be developed further.

The school development plan is a comprehensive document, which identifies success criteria, staff responsibilities, timetables and monitoring reviews. There are clear priorities in order to ensure further improvements to pupils' standards and the quality of teaching, for example targets to develop pupils' literacy and numeracy skills. However, priorities do not always follow directly from the self-evaluation report.

Partnership working: Good

The school has good strategic partnerships that contribute towards improving pupils' standards and wellbeing and offer valuable learning experiences. The school undertakes a prominent role in developing joint working practices and builds positive relationships and maintains constructive communication arrangements between partners.

It has a strong relationship with parents, which strengthens the partnership between the home and school and involves parents in the process of maintaining and improving standards. The school benefits from valuable financial contributions from the parents' association.

The effective partnership between the school and the nursery group ensures that pupils settle quickly into the Foundation Phase. The school also co-operates successfully with the local secondary school; and effective transition arrangements, which include appropriate staff visits, ensure a smooth transfer at the end of pupils' time at the school.

Very strong links with the local community enrich pupils' experiences and their understanding of their local area. One example of this is the interesting work relating to refurbishing and transforming the railway station.

The school works purposefully with the cluster schools and the secondary school as part of the authority's arrangements to standardise and moderate pupils' work. This helps teachers to have a better understanding of the expected standards at the end of key stages.

Resource management: Good

The school has rigorous financial arrangements and expenditure links well with the school's objectives, targets and plans. The headteacher and governors monitor and manage finances carefully.

Staff and financial resources are managed and used effectively to support and improve learning. Teachers make purposeful use of their planning, preparation and assessment time, and the arrangements are managed well. Assistants offer very good support and have a positive influence on pupils' attainment.

There are robust arrangements for managing the performance of teachers and learning assistants. All staff benefit from training opportunities that support their continuous professional development and help to raise standards throughout the school.

The school is developing as a professional learning community, which enables staff to share their knowledge and expertise to support teaching. Effective networks of professional practice with other schools and partners are beginning to have a positive effect on pupils' standards and attainment.

The school provides good value for money in terms of pupils' outcomes and the quality of its provision.

Commentary on performance data

Teachers' end of key stage assessments must be treated with care as the numbers within the cohorts have been inconsistent and small, particularly in the case of the English stream. The number of pupils with special educational needs has also influenced results in 2013, particularly in key stage 2.

In 2013, 94% of pupils in the Foundation Phase achieved the expected outcome, namely outcome 5, in language development, literacy and communication in Welsh. This is higher than the average for the family and Wales. Results in language development, literacy and communication in English, and mathematical development were higher than the average for Wales and close to the family average.

Performance in language development, literacy and communication in Welsh has remained consistent over the last two years and the school has been in the upper 50% in comparison with similar schools. However, the school has dropped to the lower 50% for its performance in language development, literacy and communication skills in English, and mathematical development. For its performance in personal and social development, the school rose from the bottom 25% in 2012 to the lower 50% in 2013.

In 2013, the proportion of pupils who achieved higher than the expected level, namely outcome 6, in all areas of learning was below the averages for the family and Wales.

When comparing the school's results with those of similar schools in terms of the percentage of pupils who are entitled to free school meals in 2013, the school performed in the upper 50% for linguistic development in Welsh. It was in the lower 50% for mathematical development and the bottom 25% for linguistic development in English, and personal and social development. There was an improvement in Welsh development and a decline in mathematical development, and in personal and social development over a period of two years.

In comparison with the national percentages, there are no significant differences between the performance of boys and girls at the expected outcome. Boys perform better than girls in the Foundation Phase indicator, but lower in language development, literacy and communication in English. The biggest difference is at outcome 6, where girls perform significantly better.

In key stage 2, all pupils achieved the expected level or higher in Welsh. Achievement in the core subject indicator in 2013 was higher than the average for schools in Wales and close to the family average. In English and mathematics, the school's performance was close, or similar to, the average for schools in Wales and slightly below the family average. The percentage that achieved the higher level, namely level 5, was higher than the family average and the average for Wales in Welsh. Performance in English and mathematics was close or similar to the average for schools in Wales.

When comparing the school's results with those of similar schools, the school's performance at the expected level has increased gradually since 2009 in all areas, except science, where results and the trend have declined over the period. Results in English have remained consistently within the lower 50% over a period of five years. Results in Welsh, mathematics and science have been in the upper 50% since 2011 until this year, when there was a decline to the bottom 25% in mathematics and science, and results in Welsh increased to the top 25%. At the higher level, the school's performance in Welsh is in the top 25%, in the upper 50% in English, and in the lower 50% in mathematics and science.

In key stage 2, there is a difference between the performance of boys and girls in all areas except Welsh. However, the difference is not significant and is linked to boys in the cohort with special educational needs. The biggest difference is at the higher level, namely level 5, where girls perform better.

Appendix 2

Stakeholder satisfaction report

Responses to learner questionnaires

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.	87		87 100%	0 0%		Rwy'n teimlo'n ddiogel yn fy ysgol.
			98%	2%		
The school deals well with any bullying.	87		86 99%	1 1%		Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			92%	8%		
I know who to talk to if I am worried or upset.	87		86 99%	1 1%		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	87		85 98%	2 2%		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.	87		87 100%	0 0%		Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			96%	4%		
I am doing well at school	87		85 98%	2 2%		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.	87		87 100%	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.	87		84 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.	87		78 90%	9 10%		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.	87		86 99%	1 1%		Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
			95%	5%		
Other children behave well and I can get my work done.	87		76 87%	11 13%		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	87		84 97%	3 3%		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 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.	26		22 85%	4 15%	0 0%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
			63%	33%	3%	1%		
My child likes this school.	26		22 85%	4 15%	0 0%	0 0%	0	Mae fy mhlentyn yn hoffi'r ysgol hon.
			72%	26%	1%	0%		
My child was helped to settle in well when he or she started at the school.	26		25 96%	1 4%	0 0%	0 0%	0	Cafodd fy mhlentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
			72%	26%	1%	0%		
My child is making good progress at school.	26		18 69%	8 31%	0 0%	0 0%	0	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
			61%	34%	3%	1%		
Pupils behave well in school.	26		12 46%	14 54%	0 0%	0 0%	0	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
			45%	46%	4%	1%		
Teaching is good.	26		21 81%	5 19%	0 0%	0 0%	0	Mae'r addysgu yn dda.
			60%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	26		19 73%	7 27%	0 0%	0 0%	0	Mae'r staff yn disgwyl i fy mhlentyn weithio'n galed ac i wneud ei orau.
			63%	34%	1%	0%		
The homework that is given builds well on what my child learns in school.	26		19 73%	7 27%	0 0%	0 0%	0	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhlentyn yn ei ddysgu yn yr ysgol.
			47%	40%	6%	1%		
Staff treat all children fairly and with respect.	26		18 69%	7 27%	0 0%	0 0%	1	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
			58%	34%	3%	1%		
My child is encouraged to be healthy and to take regular exercise.	26		20 77%	6 23%	0 0%	0 0%	0	Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
			59%	36%	2%	0%		
My child is safe at school.	26		21 81%	5 19%	0 0%	0 0%	0	Mae fy mhlentyn yn ddiogel yn yr ysgol.
			66%	31%	1%	0%		
My child receives appropriate additional support in relation to any particular individual needs'.	24		12 50%	12 50%	0 0%	0 0%	0	Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
			50%	35%	4%	1%		
I am kept well informed about my child's progress.	25		16 64%	8 32%	1 4%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
			49%	41%	8%	2%		

	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 feel comfortable about approaching the school with questions, suggestions or a problem.	26	18 69%	6 23%	2 8%	0 0%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		62%	31%	4%	2%		
I understand the school's procedure for dealing with complaints.	26	13 50%	11 42%	2 8%	0 0%	0	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		44%	39%	7%	2%		
The school helps my child to become more mature and take on responsibility.	26	17 65%	8 31%	0 0%	0 0%	1	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.	22	9 41%	10 45%	0 0%	0 0%	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.	26	18 69%	7 27%	1 4%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	39%	5%	1%		
The school is well run.	26	18 69%	8 31%	0 0%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		60%	33%	3%	2%		

Appendix 3

The inspection team

Owen Glyn Roberts	Reporting Inspector
Hazel Hughes	Team Inspector
Michaela Leyshon	Lay Inspector
Darren Richard Booth-Taylor	Peer Inspector
Noel Jones	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.