



Arolygiaeth Ei Mawrhydi dros Addysg a Hyfforddiant yng Nghymru
Her Majesty's Inspectorate for Education and Training in Wales

A report on

**Oldford Infant School
Oldford
Welshpool
Powys
SY21 7SX**

Date of inspection: January 2016

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

Oldford Nursery and Infant school is in the town of Welshpool in the Powys local authority. The school caters for pupils between the ages of three and seven. Currently, there are 68 pupils on roll who attend full-time. There are three mixed-age mainstream classes. The school has a specialist class for pupils with moderate learning difficulties. The specialist class caters for up to 12 pupils, many from a wider catchment area than the mainstream school.

The three-year average for the proportion of pupils eligible for free school meals is 39%. This is much higher than the average for Wales. The school has identified about 37% of pupils as having additional learning needs, which is well above the Wales average. A very few pupils have statements of special educational needs. Around half of the pupils come from minority ethnic backgrounds. A minority of pupils have English as an additional language and a very few are from the Gypsy Traveller community. No pupils speak Welsh as a first language.

The last inspection of the school was in July 2010. The headteacher took up her post in September 1991.

The individual school budget per pupil for Oldford Infant School in 2015-2016 means that the budget is £4,491 per pupil. The maximum per pupil in the primary schools in Powys is £7,431 and the minimum is £3,035. Oldford Infant School is 15th out of the 84 primary schools in Powys in terms of its school budget per pupil.

Summary

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

Current performance

The school's current performance is good because:

- Most pupils make good progress, often from a low starting point, and achieve well by the end of the Foundation Phase
- Most pupils develop their numeracy and literacy skills successfully and use their skills effectively to support their work in many areas of learning
- As pupils move through the school, they make sound progress in developing their confidence and independent learning skills
- Nearly all pupils participate with enthusiasm during lessons, behave well and show respect, care and concern for others
- All teachers plan interesting learning experiences that engage pupils fully, both indoors and in the outdoor learning areas
- All pupils are valued and supported effectively in an inclusive and caring community
- There is highly effective support for pupils with additional learning needs

Prospects for improvement

The school's prospects for improvement are good because:

- The headteacher provides strong and effective leadership for the school, with a clear focus on improvement
- The members of the recently restructured leadership team are already having a positive impact on their areas of responsibility
- All staff share responsibilities and work well together as a close and effective team, with a clear focus on pupils' wellbeing and attainment
- Governors support the school well, visit regularly to monitor standards and provide robust and realistic challenge
- The process of planning for improvement is well established and effective in addressing areas identified for improvement
- The school benefits from close working links with other schools and these have supported the development of planning strategies, the professional development of staff and the introduction of new initiatives well
- The strong partnerships with parents and the community have a positive impact on outcomes for pupils
- The school uses its resources skilfully to ensure that pupils achieve well

Recommendations

- R1 Improve the performance of pupils who are more able, particularly boys and those who are eligible for free school meals
- R2 Improve levels of attendance
- R3 Ensure that teaching provides a good level of challenge for pupils
- R4 Refine the use of marking and target setting so that pupils fully understand how they can improve their work

What happens next?

The school will draw up an action plan, which shows how it is going to address the recommendations. The local authority will monitor the school's progress.

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Main findings

How good are outcomes?

Good

Standards: Good

The majority of pupils enter school with knowledge and understanding that are below the expected level for their age. During their time in school, most pupils make good progress, build on their skills successfully and achieve well by the end of the Foundation Phase. However, a few pupils who are more able do not achieve as well as they could.

Pupils develop their oracy skills well. Most listen carefully and attentively in lessons. They talk confidently to adults and other pupils and they express their ideas well.

They make good progress in developing their reading skills and many talk knowledgeably about the books they enjoy and their favourite authors. Many pupils in Year 2 read confidently, use their knowledge of letter sounds to help them to read words that they are unsure of and correct themselves appropriately when they make an error. They develop a sound understanding of how to use information books to support their learning.

Pupils' writing skills develop well, so that many pupils are confident to write at length. They use interesting vocabulary, for example when they write poems on fireworks. Most take care with the presentation of their work and form their letters accurately. They begin to use basic punctuation accurately and spell simple words correctly at an appropriate age.

In all classes, pupils use their literacy skills effectively to support their work in many areas of learning. For example, Year 2 pupils use their literacy skills well to compile a list of electrical items, to record a science investigation together with their predictions, and to write questions about the past.

Most pupils are developing good mathematical skills. Many count confidently forwards and backwards in twos, fives and tens. They can add 10 to a given number and use balance scales accurately to compare objects. A majority of more able pupils can compare, order, add and subtract two-digit numbers correctly, and recognise right angles around the classroom successfully. Most pupils apply their mathematical skills appropriately across the curriculum, for example when producing bar charts of eye colour in the class.

Most pupils make a good start in learning the Welsh language. They give the Welsh names for colours, days of the week and body parts correctly. They explain which foods they like or dislike. A few pupils read simple Welsh books and understand what they have read. They write simple sentences in Welsh accurately.

Many pupils who speak English as an additional language start school with little or no English. Nearly all make very good progress and achieve at least the expected outcome in assessments at the end of the Foundation Phase. Nearly all pupils with

additional learning needs, including those in the specialist provision, make steady progress in line with their ability. At the end of the Foundation Phase, pupils eligible for free school meals generally do not achieve as well as other pupils at the higher than expected outcome. Over the past four years, girls have tended to perform better than the boys at the higher outcome.

Performance at the end of the Foundation Phase has shown a general trend of improvement over the past four years at both the expected and higher outcomes. When compared with similar schools, recent performance at the expected outcome in literacy and mathematical development has placed the school in the top 25%. At the higher outcome, pupils' performance has placed the school in the top 25% in mathematical development and in the higher 50% for literacy.

Wellbeing: Adequate

Nearly all pupils are happy and enjoy school life. They feel safe and have a good understanding of how to keep healthy by eating appropriate foods and taking regular exercise. Pupils are developing an appropriate understanding of how to use the internet safely.

Nearly all pupils are enthusiastic and eager to learn. They engage positively in their lessons and enjoy sharing their work. They make good progress in developing their independent learning skills. Nearly all pupils behave well in lessons and as they move around the school. They show care, concern and respect for others. For example, 'playground pals' ensure that everyone has a friend at break times.

The school has an active school council and pupils undertake their roles seriously. They regularly take part in fundraising and have recently chosen suitable books with the money raised. Members of the school council develop a sound understanding of the roles carried out by people involved in decision-making by asking relevant questions at meetings with governors, the local assembly member and local councillors.

There are well-established links that enable pupils to engage positively with their community. These include participation at numerous community events and inviting older people into school to share lunch with the pupils.

For four out of the last five years, the school's attendance has placed it in the bottom 25% when compared with similar schools, despite the school's efforts to improve. Most pupils are punctual.

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

The school provides a broad, balanced and relevant curriculum for the Foundation Phase, both indoors and outdoors. Pupils have access to a wide range of stimulating learning experiences that contribute effectively to their wellbeing and achievement.

The planning of pupils' learning experiences includes a valuable range of relevant activities that take into account the requirements of the Literacy and Numeracy Framework. This enables pupils to develop these skills appropriately across the curriculum. Pupils have the opportunity to develop appropriate information and communication technology (ICT) skills in all classes. A range of beneficial intervention strategies provides valuable support for pupils who need help with their basic skills

There are opportunities for pupils to participate in a wide range of activities, which enhance the curriculum well. These include after-school clubs, such as sports and mathematics clubs, and visitors to school, such as drama workshops and a rugby coach. Visits to the local area and further afield support pupils' learning successfully.

The school makes good use of a published scheme, a wide range of resources and a designated Welsh morning to ensure that pupils build on their Welsh language skills as they move through the school. Most topics enable pupils to learn about the geography and culture of Wales. A range of interesting visits enables pupils to study contrasting locations, such as Lake Vyrnwy and the seaside at Cardigan Bay.

The school promotes pupils' awareness of sustainable development and global citizenship effectively. Members of the eco club lead the school well in initiatives, such as recycling milk cartons, making bird cakes to encourage birds to visit the school and posters to ask staff and pupils to save energy by turning off taps and lights. There are a good range of opportunities for pupils to learn about the wider world through topics and celebrations from around the world.

Teaching: Good

In all classes, teachers have good working relationships with pupils and consistently implement agreed strategies to ensure high standards of behaviour. They share the learning objectives with pupils at the start of lessons well and this gives pupils a clear focus for their learning. Teachers ensure that pupils learn successfully through play and practical discovery activities. They provide pupils with good opportunities to develop their independent learning skills. Teachers act as good role models, particularly in their use of the Welsh language. Teaching assistants work closely with teachers and they support pupils effectively in all classes. Teachers ensure that nearly all lessons proceed at a lively pace and provide activities that extend most pupils' learning effectively. Occasionally, activities do not provide sufficient challenge for pupils who are more able.

Staff make comprehensive use, of a wide range of performance data and regular classroom assessments to track the progress that pupils are making. They use the information effectively to identify pupils who would benefit from additional support. Teachers provide clear verbal feedback to pupils in lessons and consistently use a range of strategies to develop pupils' involvement in the assessment process. A system using story characters is particularly effective in developing pupils' involvement in peer and self-assessment. However, the written feedback teachers provide when marking pupils' work and the individual targets they give pupils do not provide sufficiently clear guidance on how pupils can improve their work.

The school arranges appropriate opportunities for parents to discuss their child's progress, and provides them with annual written reports that are clear and informative. Teachers assess outcomes at the end of the Foundation Phase accurately.

Care, support and guidance: Good

All staff provide a supportive, caring environment for pupils and their families. There is a clear focus on promoting pupils' wellbeing by developing their self-confidence and independence. There are positive working relationships between staff and pupils. As a result, pupils feel safe and well cared for.

The school makes appropriate arrangements to promote healthy eating and drinking. Members of the school's healthy eating club help pupils make healthy choices, for example by telling them how much sugar is in their food. Staff develop pupils' understanding of how to stay safe effectively, including when they use the internet. The school uses an extensive range of measures to improve pupils' attendance, such as rewarding good attendance, displays around the school and regular reminders through newsletters.

Staff encourage pupils to take responsibility and to show respect and consideration for others. They promote pupils' moral and social development successfully. Collective worship, with opportunities for silence and reflection, as well as the wider curriculum, supports pupils' spiritual development well. The school promotes pupils' cultural development effectively through a range of areas of learning, including learning about feasts and festivals in other countries.

There are beneficial links with a range of specialist agencies and support services to ensure that pupils have access to professional support when necessary. These include speech and language services, physiotherapists and the school nurse. They work closely with the school to provide valuable support and information for pupils and their families.

Support for pupils with additional learning needs is a strength of the school. There are effective procedures to identify pupils' additional needs and to track and monitor the progress they make. Staff ensure that additional support is of a consistently high quality and meets the needs of pupils effectively. There are comprehensive, child-friendly individual education plans in place, which staff review and update on a termly basis in close collaboration with pupils and their parents.

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

Learning environment: Good

The school provides an inclusive, caring and welcoming environment that values all pupils. Pupils enjoy equal access to all areas of the curriculum, including extra-curricular activities.

Situated in attractive grounds next to parkland adjoining Powys Castle, staff and pupils use the outdoor space well as an extension to the classrooms. It is safe, secure and well maintained. The internal accommodation provides a pleasant working environment for pupils. All classrooms are of a good size, have direct access to the outdoors and are appropriate for the numbers on roll. Resources are good and well matched to teaching and learning needs.

Displays are of a very high standard throughout the school and provide a visually stimulating learning environment that greatly enhances the whole learning experience. Displays frequently incorporate interactive technology, which enables pupils to share their learning successfully with other pupils and visitors.

How good are leadership and management?	Good
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Leadership: Good

The headteacher has a clear vision for the school, which she communicates to all staff and governors very effectively. She has established successfully a culture of shared leadership, with the recently restructured leadership team focusing effectively on raising standards. All staff share responsibilities appropriately and work well as a close, effective team, with a clear focus on pupils' wellbeing and attainment.

A well-understood cycle of monitoring and evaluation, supported by performance management procedures, ensures that all staff take part fully in addressing the school's priorities for improvement. This has had a positive impact, for example on improving standards in ICT. Meetings of teams are well organised and focus appropriately on improving the performance of pupils and teachers, as well as other important aspects of school life.

The governing body provides strong support to school leaders, and governors bring a valuable range of skills and experience to their role. They know the school well, particularly through the headteacher's detailed reports. Most governors visit the school regularly and join staff in monitoring lessons and pupils' work. As a result, governors provide robust and realistic challenge to the leadership of the school.

The school has made good progress in responding to national priorities. For example, the school has made appropriate adjustments to its planned curriculum to accommodate the revised requirements of the Foundation Phase curriculum and the national Literacy and Numeracy Framework.

Improving quality: Good

The school's self-evaluation processes are well established and robust. Staff gather extensive first-hand evidence, including analysis of the outcomes of tests and assessments, in order to identify overall trends and progress of groups of pupils. They conduct regular reviews of what pupils, governors and parents have to say about how well the school is performing. Staff make effective use of the evidence they gather to inform the self-evaluation process.

Senior leaders monitor the quality of learning and teaching effectively. All staff take part in evaluating pupils' achievements. As a result, senior leaders accurately identify what the school does well and areas where improvement is required. They summarise targets for development in an accurate self-evaluation report.

There is a close link between priorities in the school development plan and the findings of the school's self-evaluation report. The plan contains a manageable number of priorities. It sets out measurable success criteria and the delegated responsibilities, timescales and costs associated with each action required. It usefully describes interim 'milestones' which enable leaders to monitor progress towards the priorities during the year. The school has made strong progress towards the priorities in previous development plans. For example, the school has made significant progress in improving performance at the end of Year 2 in reading and mathematical development at the higher outcome.

Partnership working: Good

The school works well with a wide range of partners to support and enhance pupils' learning. The partnership with parents is very strong and they appreciate the way the school keeps them informed and listens to their views. Parents whose first language is not English welcome the efforts the school makes to include them, for example by producing newsletters in Polish. The regular, well-established programme of family learning sessions provides good support for parents.

There are close links with neighbouring infant schools and the junior school to which pupils transfer at the end of the Foundation Phase. They have collaborated in devising a common statement of aims and have adopted the same uniform, which supports a feeling of community across the two schools. There are well-planned arrangements with the local pre-school settings that help pupils to settle quickly into school. The school occupies a prominent place in the local community and pupils benefit socially from participating in carnivals and seasonal celebrations.

The school benefits from joint planning, staff training and the development of recent initiatives with a neighbouring infant school. Recent initiatives have included work on the development of phonic skills and the introduction of an emotional literacy programme. These have had a positive impact on provision and standards, and the joint working has helped the school to obtain good value for money.

There are strong links with the local authority's education, health and social services departments. These help to promote pupils' progress and wellbeing. There are mutually beneficial links with local colleges and teacher training institutions.

The school works closely with the cluster of primary schools to standardise and moderate teachers' assessments at the end of the Foundation Phase. This ensures consistency in the levelling of pupils' work.

Resource management: Good

There are sufficient qualified teachers and teaching assistants to deliver the Foundation Phase curriculum successfully and to support pupils in their learning. All

members of staff work closely together to provide mutual support and to share good practice in an effective professional learning community. The recent restructuring of the leadership team is enabling staff to develop their management skills successfully. There are effective systems to manage the performance of all staff. Staff have appropriate targets that support whole-school priorities and they participate in useful training and development opportunities to improve their classroom practice. This has been particularly effective in developing staff confidence in promoting the Welsh language. Sound arrangements are in place for providing teachers with time to prepare, plan and assess pupils' work. Staff make good use of resources, books and computers, particularly the recently enhanced ICT equipment.

Staff participate actively in many learning networks that provide an extensive range of opportunities for them to improve their professional skills. The sharing of good practice with other schools has supported staff well, for example in improving pupils' skills in reading and writing.

The school manages its budget efficiently and in line with its development priorities. Leaders deploy grant funding effectively to minimise the impact of deprivation on pupils' progress, through funding well-targeted support programmes and a focus on the attendance of particular groups of pupils. This has had a positive impact on pupils' performance at the end of the Foundation Phase and in raising rates of attendance.

In view of the good progress that most pupils make and the quality of the school's provision overall, the school provides good value for money.

Appendix 1: Commentary on performance data

6662061 - OLDFORD NURSERY & INFANT SCHOOL

Number of pupils on roll	69
Pupils eligible for free school meals (FSM) - 3 year average	38.5
FSM band	5 (32%<FSM)

Foundation Phase

	2012	2013	2014	2015
Number of pupils in Year 2 cohort	10	17	9	20
Achieving the Foundation Phase indicator (FPI) (%)	80.0	76.5	100.0	90.0
Benchmark quartile	1	2	1	1
Language, literacy and communication skills - English (LCE)				
Number of pupils in cohort	10	17	9	20
Achieving outcome 5+ (%)	80.0	76.5	100.0	95.0
Benchmark quartile	2	3	1	1
Achieving outcome 6+ (%)	0.0	0.0	44.4	25.0
Benchmark quartile	4	4	1	2
Language, literacy and communication skills - Welsh (LCW)				
Number of pupils in cohort	*	*	*	*
Achieving outcome 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving outcome 6+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematical development (MDT)				
Number of pupils in cohort	10	17	9	20
Achieving outcome 5+ (%)	80.0	76.5	100.0	95.0
Benchmark quartile	2	3	1	1
Achieving outcome 6+ (%)	0.0	0.0	11.1	35.0
Benchmark quartile	4	4	4	1
Personal and social development, wellbeing and cultural diversity (PSD)				
Number of pupils in cohort	10	17	9	20
Achieving outcome 5+ (%)	90.0	88.2	100.0	100.0
Benchmark quartile	2	3	1	1
Achieving outcome 6+ (%)	40.0	0.0	44.4	70.0
Benchmark quartile	1	4	2	1

The Foundation Phase indicator (FPI) represents the percentage of pupils achieving outcome 5 or above in PSD, LCE/LCW, and MDT in combination.

* This item may disclose information on individuals, or it is not sufficiently robust for publication, not applicable or is otherwise unavailable.

The benchmark quartile compares the performance of one school against others who have similar levels of pupils with free school meals (FSM). FSM is used as a proxy of social deprivation in schools. This allows a comparison of the performance of a school against others who are in the same FSM category, and who might therefore have a similar intake of pupils from deprived backgrounds.

A school in benchmark quartile 1 is in the highest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are higher than many other schools with similar levels of pupils from deprived backgrounds. A school in benchmark quartile 4 is in the lowest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are lower than many other schools with similar levels of pupils from deprived backgrounds.

There are very small cohorts in many of the years of key stage 2 performance data available for this school. Where this is the case, we do not include a table of performance data.

Further information is available from the Welsh Government My Local School website at the link below.
<http://mylocalschool.wales.gov.uk/index.html?lang=eng>

Appendix 2

Stakeholder satisfaction report

Responses to learner questionnaires

The number of responses received were fewer than 10. No data will be shown.

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.	67	47 70%	20 30%	0 0%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		64%	33%	3%	1%		
My child likes this school.	67	48 72%	19 28%	0 0%	0 0%	0	Mae fy mhentyn yn hoffi'r ysgol hon.
		73%	25%	1%	0%		
My child was helped to settle in well when he or she started at the school.	67	52 78%	15 22%	0 0%	0 0%	0	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		73%	26%	1%	0%		
My child is making good progress at school.	66	47 71%	19 29%	0 0%	0 0%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		62%	34%	3%	1%		
Pupils behave well in school.	66	34 52%	31 47%	1 2%	0 0%	1	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		48%	47%	4%	1%		
Teaching is good.	66	43 65%	23 35%	0 0%	0 0%	0	Mae'r addysgu yn dda.
		62%	36%	2%	0%		
Staff expect my child to work hard and do his or her best.	65	42 65%	21 32%	2 3%	0 0%	2	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		65%	33%	1%	0%		
The homework that is given builds well on what my child learns in school.	67	36 54%	31 46%	0 0%	0 0%	0	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhentyn yn ei ddysgu yn yr ysgol.
		50%	42%	6%	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	
Staff treat all children fairly and with respect.	66	50 76%	15 23%	1 2%	0 0%	1	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		61%	34%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	66	43 65%	23 35%	0 0%	0 0%	1	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		61%	37%	2%	0%		
My child is safe at school.	65	50 77%	15 23%	0 0%	0 0%	0	Mae fy mhentyn yn ddiogel yn yr ysgol.
		67%	31%	1%	0%		
My child receives appropriate additional support in relation to any particular individual needs'.	67	45 67%	22 33%	0 0%	0 0%	0	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		56%	38%	4%	1%		
I am kept well informed about my child's progress.	67	48 72%	19 28%	0 0%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		50%	40%	8%	2%		
I feel comfortable about approaching the school with questions, suggestions or a problem.	67	45 67%	21 31%	1 1%	0 0%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		63%	31%	4%	2%		
I understand the school's procedure for dealing with complaints.	67	35 52%	26 39%	6 9%	0 0%	0	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		49%	41%	8%	2%		
The school helps my child to become more mature and take on responsibility.	67	41 61%	26 39%	0 0%	0 0%	0	Mae'r ysgol yn helpu fy mhentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		58%	39%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	66	35 53%	31 47%	0 0%	0 0%	1	Mae fy mhentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		53%	41%	5%	1%		
There is a good range of activities including trips or visits.	67	33 49%	29 43%	5 7%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		55%	38%	5%	1%		
The school is well run.	66	41 62%	25 38%	0 0%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		62%	33%	3%	2%		

Appendix 3

The inspection team

Mrs Linda Jane Williams	Reporting Inspector
Mr Christopher Ian Dolby	Team Inspector
Mrs Justine Elaine Barlow	Lay Inspector
Mrs Janet Rowlands	Peer Inspector
Mrs Yvonne Naylor (Headteacher)	Nominee

Copies of the report

Copies of this report are available from the school and from the Estyn website (www.estyn.gov.wales)

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
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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
- 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
- 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 eligible for 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 eligible for 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 eligible for 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.