



Rhagoriaeth i bawb – Excellence for all

Arolygiaeth Ei Mawrhydi dros Addysg
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate
for Education and Training in Wales

A report on

**Tylorstown Primary School
Edmund Street
Tylorstown
Ferndale Rhondda
RCT
CF43 3HH**

Date of inspection: May 2015

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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Publication Section
Estyn
Anchor Court, Keen Road
Cardiff
CF24 5JW or by email to publications@estyn.gov.uk

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Context

Tylorstown Primary School is near Porth in the Rhondda Cynon Taf local authority. The school caters for pupils between three and eleven years of age. There are 153 pupils currently on roll, including 27 who attend the nursery. There are five classes which contain pupils from more than one year group, and one full-time nursery class.

Nearly all pupils come from the local area and nearby Stanleytown. Approximately 48% of pupils are eligible for free school meals, which is well above the national average of 21%. The school identifies around 46% of pupils as having additional learning needs, which is well above local and national averages.

Nearly all pupils are of white British ethnicity and have English as their first language. A very few pupils have English as a second language. No pupil speaks Welsh at home. The school's last inspection was in January 2009. The headteacher took up her post in September 2005.

The individual school budget per pupil for Tylorstown Primary School in 2014-2015 means that the budget is £3,553 per pupil. The maximum per pupil in the primary schools in Rhondda Cynon Taf is £5,513 and the minimum is £2,514. Tylorstown Primary School is 40th out of the 110 primary schools in Rhondda Cynon Taf 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:

- Nearly all pupils make good progress and a significant minority of pupils make very good progress from their low starting-points
- All pupils behave well and engage purposefully with their learning
- Levels of attendance are consistently high
- Learning experiences meet the needs of all pupils effectively
- Nearly all teaching is good
- Provision for care, support and guidance for pupils is of high quality
- Most pupils with additional learning needs make good progress and achieve well

Prospects for improvement

The school's prospects for improvement are good because:

- The headteacher has a clear vision for the school that focuses clearly on improving standards
- There is strong, effective leadership
- The governing body is well informed and provides good support and challenge
- Self-evaluation procedures are well established and identify strengths and areas for improvement accurately
- Development planning is effective and is raising standards of achievement
- There is a positive and productive partnership with parents
- Pupils benefit from a wide range of learning resources and from an interesting and stimulating environment

Recommendations

- R1 Further improve standards of literacy and numeracy, particularly for more able pupils in the Foundation Phase
- R2 Improve pupils' spoken Welsh in key stage 2
- R3 Provide greater opportunities for pupils in key stage 2 to solve problems independently
- R4 Increase the effectiveness of teachers' written feedback to pupils
- R5 Improve the way teachers use questions to help pupils understand clearly what they are learning and how well they have learnt it

What happens next?

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

Main findings

Key Question 1: How good are outcomes?	Good
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Standards: Good

Baseline assessment shows that most pupils enter the school with levels of skills that are considerably below those expected of pupils of a similar age. During their time at school, nearly all pupils make suitable progress, and a significant minority make very good progress.

Many pupils in the Foundation Phase progress well in developing their oracy skills. They listen attentively and speak increasingly clearly, as they move from one class to the next. In key stage 2, most pupils are good listeners. They speak confidently and explain their thinking coherently and methodically.

In the Foundation Phase, many pupils gain a good understanding of the relationship between letters and sounds and read with increasing confidence and fluency. They use appropriate strategies to deal with unfamiliar words effectively. Many older pupils in the Foundation Phase make sensible predictions as to what will happen next in texts. They know their favourite books and can describe the main characters within them imaginatively.

Pupils in key stage 2 become confident readers. By the end of the stage, many read widely from a good range of texts. The majority read aloud with good expression and use a suitable range of strategies to sound out unfamiliar words and to infer their meaning. However, a minority lack fluency when reading aloud. They use contextual clues to help them understand the text and scan non-fiction books competently to locate information.

Most pupils' writing develops well as they progress through the school. Most pupils in the Foundation Phase learn to grip pencils and form letters correctly, although their sizing and spacing are inconsistent. They write short pieces in an increasing range of styles, using their knowledge of phonics to help them to spell common words correctly. However, they write at length only infrequently. Most pupils' writing skills develop well as they progress through key stage 2. Their work is generally neat and has a clear structure. Most pupils punctuate their sentences accurately and spell words correctly. Throughout the school, most pupils use their literacy skills confidently in many subjects and areas of learning, matching their style to the purpose and intended audience. They routinely plan, draft and improve their work.

Most pupils make appropriate progress in developing mathematical skills. By the end of the Foundation Phase, most add and subtract accurately to solve simple problems involving money. Many recognise regular polygons and calculate their perimeters using multiplication facts. They tell the time from analogue clock faces and measure length and weight using standard metric measurements. Most pupils in key stage 2 build on these skills successfully. They read and write numbers up to a million and multiply and divide three-digit numbers correctly. Many pupils know the properties of two and three-dimensional shapes and measure angles carefully. They know that decimal fractions have equivalent percentages. Many read timetables accurately.

Throughout the school, nearly all pupils have a positive attitude to learning the Welsh language. In the Foundation Phase, most respond appropriately to instructions in Welsh during lessons. They practise using Welsh when counting and when talking about the weather. By the end of key stage 2, around half of pupils read simple Welsh texts without hesitation and with good pronunciation. Although few pupils regularly write independently using the Welsh language, around half are capable of good standards in their writing. Many pupils in key stage 2 build well on their knowledge of Welsh words, phrases and sentences, and more able pupils can describe themselves and their likes and dislikes using both present and past tenses. However, few pupils have quick recall of vocabulary and sentence patterns to enable them to sustain a basic conversation in Welsh.

Most pupils with additional learning needs respond well to extra support and make good progress.

In the Foundation Phase, pupils' attainment at the expected outcome 5 in literacy places the school consistently in the bottom 25% or lower 50% when compared with similar schools. At the higher-than-expected outcome 6, the school has been in the bottom 25% for the past two years. In mathematical development at outcome 5 and outcome 6, the school's performance varies, moving the school between the higher 50% and the bottom 25%.

In key stage 2, pupils' attainment at the expected level 4 in English, mathematics and science has fluctuated over the past four years. In English, comparison with similar schools consistently places the school in the bottom 25%. However, in 2013, attainment placed the school in the top 25%. In mathematics and science, pupils' attainment since 2011 has fluctuated, moving the school between the lower 50% and the top 25%. In 2013, attainment in English, mathematics and science at the higher-than-expected level 5 placed the school in the top 25% compared with similar

schools. In other years, the performance of the school has fluctuated, moving the school between the bottom 25% and the top 25% when compared with similar schools.

In the Foundation Phase, pupils who are eligible for free school meals generally do not attain as well as other pupils. In key stage 2, the pattern of relative attainment varies notably from year to year and there is no overall pattern.

Wellbeing: Good

Most pupils have a clear understanding of the benefits of a healthy lifestyle. They value the range of healthy-eating options available in school and understand why they should undertake physical exercise regularly.

Nearly all pupils participate well in their learning. They have consistently good attitudes and sustain concentration throughout their lessons. They work effectively with others. Nearly all pupils behave very well. They are considerate and courteous to each other and to adults. Pupils generally feel safe and happy in school.

Attendance consistently places the school in the top 25% compared with similar schools and nearly all pupils arrive punctually.

Throughout the school, pupils successfully fulfil a wide range of roles that influence the life of the school. For example, the school council has influenced improvements in the playground environment. This has made playtime less stressful for those who do not like football. The eco committee oversees the school's energy usage and recycling arrangements enthusiastically. Other pupils enjoy taking responsibilities that include road safety, using computers or caring for younger children on the playground.

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

The school provides a good range of learning experiences that matches the needs of all pupils well. There are mixed-age sets for literacy and numeracy lessons. This helps pupils to work at an appropriate level for their ability. Pupils respond well in these groups and make good progress as a result. Pupils with additional learning needs have a programme of support that matches their needs well. The curriculum builds systematically on pupils' existing knowledge and understanding as they move through the school. Teachers' planning co-ordinates provision for skills effectively and pupils develop their literacy and numeracy skills well. However, opportunities for pupils to solve problems independently are limited.

Weekly Welsh language lessons contribute to pupils' knowledge of Welsh words and phrases well. However, the short daily sessions led by selected pupils do not provide sufficient opportunity for pupils to develop their confidence in using the language. The school develops pupils' knowledge of the cultural and economic characteristics of Wales appropriately. Teachers arrange visits to places of interest and local businesses, and visitors come into school to talk to pupils about their topics. For example, apprentice aeronautical engineers visit to talk about aircrafts. There is a varied programme of well-attended extra-curricular activities.

There is a strong awareness among pupils of sustainable development. The eco committee makes a valuable contribution to the development of pupils' understanding of recycling and energy conservation. Many pupils are knowledgeable about the need to care for the environment. Pupils learn to care for the global community well through charitable fundraising and fair trade activities. They develop a clear understanding of the wider global community through their work in religious education and geographical topics.

Teaching: Good

Teachers manage their classes well and maintain purposeful environments for learning. In the Foundation Phase, teachers and teaching assistants combine efficiently to create stimulating learning opportunities both indoors and outdoors, which develop pupils' skills and encourage their independence well. In key stage 2, classes are purposeful places for learning. Teachers have high expectations of their pupils and plan interesting and engaging lessons. They provide regular opportunities for pupils to work collaboratively, in pairs and in small groups. In a majority of lessons, teachers use skilful questioning to help pupils understand clearly what they are learning. However, in a minority of lessons, teachers' questions do not provide pupils with enough opportunity to consider the issues and answer at length.

During lessons, most teachers give pupils useful oral feedback on what they are doing well and how they can improve further. Staff use a good range of strategies that involve pupils successfully in assessing their own and other pupils' work. All teachers mark pupils' work regularly, praising good effort. However, their written comments do not always help pupils to understand how to improve or what the next step in their learning should be.

Staff measure and record pupils' performance and progress effectively. They use this information to inform their plans and to identify how they can help and support pupils to best effect. Their assessment of pupils' work at the end of the Foundation Phase and key stage 2 is accurate and reliable. Annual reports to parents are detailed and informative.

Care, support and guidance: Good

The school has care and nurture provision of high quality that ensures that pupils feel well cared for and supported. The school teaches pupils effectively how to stay safe on the roads and when using the internet. The school makes appropriate arrangements to promote healthy eating and drinking. A fruit tuck shop, healthy lunch options and a good range of after-school clubs encourage pupils to follow a healthy lifestyle appropriately.

The school is a well-ordered community that promotes pupils' social and moral development well. Consequently, pupils have a clear appreciation of values, such as honesty and respect. Collective worship promotes pupils' spiritual development well and a good range of musical activities and eisteddfodau support their cultural development successfully.

The school works closely with specialist services, such as the educational psychologist, attendance officer and other welfare professionals, to ensure that pupils receive appropriate specialist professional assistance when required.

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

The school supports pupils with additional learning needs well and ensures that they have appropriate targets, after consultation between staff, pupils and their parents. Staff give support of good quality to pupils with additional needs. This helps them to make good progress across the full range of curricular activities.

Learning environment: Good

The school has a welcoming and inclusive ethos. There is a wide range of appropriate policies and procedures that staff implement well. This ensures equal opportunity for all and encourages care, respect and tolerance. Nearly all pupils are polite, helpful and proud that the school treats everyone equally and fairly. Most older pupils are positive role models for younger pupils.

The modern school building provides a stimulating place for pupils to learn. There are plentiful resources that match the needs of pupils well. The school has developed the outdoors effectively to include quiet areas, a small garden and a forest school area. Teachers use these well to enrich pupils' learning. The building and site are secure and well maintained. Classrooms are light and vibrant places and there are many stimulating displays throughout the building. These contribute successfully to celebrating pupils' achievements. All areas are accessible to pupils with disabilities.

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

The headteacher has a clear vision for the school and provides strong, effective leadership. Governors and staff share this vision, which focuses strongly on improving standards and pupils' wellbeing. All staff have clearly-defined roles and responsibilities and members of staff work closely together to create an ethos that encourages and values teamwork. There are efficient procedures for managing the performance of all staff, who have targets that align well with school priorities and their individual professional development.

The senior leadership team gives good support to the headteacher in embedding new strategies to raise standards in literacy and numeracy. These are beginning to have a positive impact on the standards pupils achieve.

A well-informed governing body provides good support. Many members have received training that enables them to carry out their statutory duties reliably. They know the school well through frequent visits and regular detailed reports from the headteacher. They know the priorities in the school development plan well. They challenge the school to improve and fulfil the role as critical friends purposefully.

Leaders and managers have responded well to local and national priorities, acting to raise standards in literacy and numeracy and working with parents to reduce the impact of disadvantage on pupils' attainment.

Improving quality: Good

The school has well-established and effective procedures for self-evaluation, based on a wide range of first-hand information. Sources of evidence include the rigorous analysis of attainment data. Leaders consider the comparative performance of groups of pupils, including boys and girls and those who are eligible for free school meals. Staff also undertake lesson observations regularly and scrutinise the quality of the work in pupils' books. All members of staff and the governing body contribute evidence for the school's self-evaluation and consider the views of pupils and parents carefully. As a result, the self-evaluation report identifies clearly the school's strengths and a number of areas where improvement is possible.

The findings of self-evaluation link appropriately to the school development plan. The plan focuses suitably on improving outcomes for pupils and responding to national priorities, including reducing the impact of social disadvantage on pupils' attainment. The plan comprises a thorough evaluation of progress towards the previous year's targets and demonstrates good progress towards achieving most of them. There is a manageable number of priorities for the current year. The targets are specific and measurable, allocate responsibilities to staff appropriately and provide suitable details of costs and timescales.

Partnership working: Good

The school co-operates effectively with a broad range of partners to support pupils' wellbeing and achievement.

An extremely positive and productive partnership exists with parents. This is a strength of the school and ensures that children are happy in school, make good progress and enjoy their learning. Staff keep parents well informed through newsletters and curriculum workshops. The school holds useful sessions to provide parents with guidance on how they can help their children at home. An initiative that links the school with families has had a positive effect on pupils' standards and wellbeing. Links with the community are strong and the school benefits from associations with the local church, visiting bands, choirs and sporting organisations.

There are strong and effective links with the neighbouring Flying Start group, which helps prepare young pupils for school, and with other schools in the locality and further afield. Jointly, the schools have developed initiatives that are improving standards of writing, numerical reasoning and attendance. There are beneficial arrangements with the receiving secondary school that supports pupils' transition from one stage of their education to the next. The school works closely with the local authority's specialist services to support pupils' learning.

Resource management: Good

The headteacher deploys teachers and support staff efficiently in order to make the best use of their knowledge, skills and expertise to cover all aspects of the school's curriculum. In addition to the training programme that results from performance management arrangements, the school has set up effective networks of professional practice within the school and with others across the region. These are supporting staff in delivering recent modifications to the school's curriculum.

The performance management system is thorough and meets statutory requirements. Appropriate targets are set for staff development to improve individual performance. Teachers receive a suitable amount of time for planning, preparation and assessment.

Pupils benefit from a wide range of learning resources and the interesting and stimulating environment. The school manages its finances well and monitors expenditure effectively to meet priorities outlined in the school development plan. It deploys its Pupil Deprivation Grant and other funds appropriately to reduce the impact of deprivation on attainment. For example, the school deploys staff to support pupils and their parents. In key stage 2 in 2014, this support enabled all pupils in key stage 2 to achieve their targets.

In view of the outcomes achieved by pupils and the overall standard of provision, the school provides good value for money.

Appendix 1: Commentary on performance data

6742264 - TYLORSTOWN PRIMARY SCHOOL

Number of pupils on roll	169
Pupils eligible for free school meals (FSM) - 3 year average	45.1
FSM band	5 (32%<FSM)

Foundation Phase

	2012	2013	2014
Number of pupils in Year 2 cohort	21	16	20
Achieving the Foundation Phase indicator (FPI) (%)	66.7	68.8	70.0
Benchmark quartile	3	3	4
Language, literacy and communication skills - English (LCE)			
Number of pupils in cohort	21	16	20
Achieving outcome 5+ (%)	66.7	68.8	75.0
Benchmark quartile	4	4	3
Achieving outcome 6+ (%)	14.3	0.0	0.0
Benchmark quartile	3	4	4
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	21	16	20
Achieving outcome 5+ (%)	81.0	87.5	75.0
Benchmark quartile	2	2	4
Achieving outcome 6+ (%)	19.0	0.0	5.0
Benchmark quartile	2	4	4
Personal and social development, wellbeing and cultural diversity (PSD)			
Number of pupils in cohort	21	16	20
Achieving outcome 5+ (%)	85.7	87.5	95.0
Benchmark quartile	3	3	2
Achieving outcome 6+ (%)	33.3	6.3	0.0
Benchmark quartile	2	4	4

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.

6742264 - TYLORSTOWN PRIMARY SCHOOL

Number of pupils on roll	169
Pupils eligible for free school meals (FSM) - 3 year average	45.1
FSM band	5 (32%<FSM)

Key stage 2

	2011	2012	2013	2014
Number of pupils in Year 6 cohort	21	16	17	33
Achieving the core subject indicator (CSI) (%)	61.9	56.3	76.5	66.7
Benchmark quartile	4	4	3	4
English				
Number of pupils in cohort	21	16	17	33
Achieving level 4+ (%)	61.9	56.3	88.2	72.7
Benchmark quartile	4	4	1	4
Achieving level 5+ (%)	28.6	18.8	47.1	33.3
Benchmark quartile	1	3	1	2
Welsh first language				
Number of pupils in cohort	*	*	*	*
Achieving level 4+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematics				
Number of pupils in cohort	21	16	17	33
Achieving level 4+ (%)	76.2	87.5	82.4	78.8
Benchmark quartile	3	1	3	3
Achieving level 5+ (%)	14.3	18.8	47.1	27.3
Benchmark quartile	3	3	1	3
Science				
Number of pupils in cohort	21	16	17	33
Achieving level 4+ (%)	85.7	93.8	76.5	90.9
Benchmark quartile	2	1	4	2
Achieving level 5+ (%)	14.3	6.3	41.2	27.3
Benchmark quartile	3	4	1	2

The core subject indicator (CSI) represents the percentage of pupils achieving level 4 or above in English or Welsh (first language), mathematics and science 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.

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

denotes the benchmark - this is a total of all responses since September 2010.

	Number of responses Nifer o ymatebion	Agree Cytuno	Disagree Anghytuno	
I feel safe in my school.	76	74 97%	2 3%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	74	71 96%	3 4%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	76	75 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	76	72 95%	4 5%	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.	76	72 95%	4 5%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	76	73 96%	3 4%	Rwy'n gwneud yn dda yn yr ysgol.
		96%	4%	
The teachers and other adults in the school help me to learn and make progress.	76	74 97%	2 3%	Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddsygu a gwneud cynnydd.
		99%	1%	
I know what to do and who to ask if I find my work hard.	76	74 97%	2 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.	76	71 93%	5 7%	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.	76	70 92%	6 8%	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.	76	68 89%	8 11%	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	76	65 86%	11 14%	Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
		84%	16%	

Responses to parent questionnaires

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

Appendix 3

The inspection team

Mr Christopher Ian Dolby	Reporting Inspector
Mr Clive A Evans	Team Inspector
Mrs Deirdre Emberson	Lay Inspector
Ms Jane Elizabeth Borthwick	Peer Inspector
Mrs Judith Lewis (Headteacher)	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
- 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.