



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

A report on

**Ysgol Meidrim
Meidrim
Carmarthenshire
SA33 5QN**

Date of inspection: June 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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Publication date: 31/08/2016

Context

Ysgol Gynradd Meidrim is in the centre of the village and is maintained by Carmarthenshire local authority. There are 23 pupils between 3 and 11 years old on roll, including four nursery-age children, and they are taught in two classes.

No children are eligible for free school meals. Approximately 32% of pupils are on the additional learning needs register, and very few pupils have a statement of special educational needs. Approximately 30% of pupils come from Welsh-speaking homes. There are no pupils who speak English as an additional language and there are no pupils from ethnic minority backgrounds.

The current headteacher began in the post in September 2015 when the school became part of an informal federation of three schools. The school was last inspected in November 2010.

The individual school budget per pupil for Ysgol Meidrim in 2015-2016 is £7,311. The maximum per pupil in primary schools in Carmarthenshire is £8,382 and the minimum is £3,111. Ysgol Gynradd Meidrim is in fourth place of the 101 primary schools in Carmarthenshire in terms of the school budget per pupil.

Summary

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

Current performance

The school's current performance is adequate because:

- Many pupils make beneficial progress during their time at the school
- Many pupils' speaking and listening skills are good
- Many pupils' English literacy skills are effective
- Pupils' awareness of the importance of eating and drinking healthily is good
- Purposeful teamwork between all members of staff ensures a supportive and stimulating learning environment
- Teachers know their pupils well and plan interesting activities that engage their interest effectively
- Pupils with additional learning needs make good progress against their targets
- Pupils are polite and well-behaved
- Most pupils have positive attitudes towards learning
- Pupils' levels of attendance are high
- The school is an inclusive community

However:

- A minority of pupils' reading and writing skills in Welsh have not developed appropriately
- A minority of higher ability pupils do not achieve as well as they should
- Overuse of worksheets limits many pupils' ability to write at length and develop as sufficiently independent learners
- Pupils are not given full enough opportunities to use their full range of numeracy or information and communication technology (ICT) skills across the curriculum
- The school does not use pupil progress-tracking systems effectively enough in order to target improvement and ensure that everyone fulfils their potential

Prospects for improvement

The school's prospects for improvement are adequate because:

- A firm focus on raising the standards of pupils' spoken Welsh is beginning to have an effect on pupils' confidence and achievement
- The headteacher has fostered a strong sense of teamwork among the school's staff
- All members of staff are aware of their roles and responsibilities and good use is made of the expertise of different members of staff
- There are performance management arrangements in place, which set relevant

and personal targets in order to develop teachers further

- Leaders have developed a wide range of useful partnerships that contribute effectively towards improving the quality of provision for pupils

However:

- The leadership has not ensured that the school has responded well enough to the requirements of the numeracy framework
- The self-evaluation report does not identify the areas for improvement rigorously enough
- The school's quality improvement strategies are not effective enough, because the leadership has not acted fully on the priorities in the school development plan over time nor the recommendations from the previous inspection

Recommendations

R1 Improve standards of pupils' reading and writing across the school in Welsh

R2 Raise pupils' standards of extended writing across the curriculum in both languages

R3 Ensure that more able and talented pupils achieve as well as they could

R4 Strengthen planning and provision for developing pupils' numeracy and ICT skills across the curriculum

R5 Establish and use systems to track pupils' progress effectively

R6 Ensure that the school's quality improvement strategies are effective

What happens next?

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

Main findings

Key Question 1: How good are outcomes?

Adequate

Standards: Adequate

Pupils' basic skills on entry to the school vary. However, during their time at the school, many of them make very sound progress. They work purposefully in classes and make appropriate progress against the lesson aims. Many pupils are able to recall their previous learning effectively and build on it. Many pupils use their thinking skills suitably in scientific investigations or when solving mathematical problems. On the whole, pupils concentrate well and are beginning to recognise what they need to do to improve their work. In a few lessons, however, more able and talented pupils do not achieve as well as they could.

The oral skills of many pupils in the Foundation Phase develop very quickly. They respond appropriately to a range of instructions and questions in Welsh by using simple sentence patterns correctly. By the end of the phase, many talk confidently about their work and are able to express a sensible opinion. Most pupils in key stage 2 listen carefully to lesson presentations and other pupils' contributions. They concentrate well and talk about their work with increasing confidence, using appropriate and correct vocabulary, for example when discussing book blurbs and mathematical notation. By the end of the phase, many pupils reach a good standard of bilingualism and change freely from one language to the other when discussing their work.

The majority of pupils in the Foundation Phase make appropriate progress in learning to read. Many enjoy books and do so with increasing confidence. Most pupils discuss their favourite books enthusiastically. However, a lack of fluency and expression impairs the standard of many pupils' reading. In key stage 2, a lack of strategies by pupils to deal with unfamiliar words hinders fluency in their Welsh reading. Many pupils read English books correctly and with increasing expression. Most pupils discuss the main events and characters in their books confidently in both languages and enjoy discussing their favourite authors. Many are able to look for factual information on the internet purposefully for theme work.

In the Foundation Phase, the majority of pupils write an increasing range of simple sentences. Many common words are spelt correctly and with purposeful punctuation. By the end of the stage, they use adjectives confidently to enrich their work, for example in their work to describe pirates. In key stage 2, many pupils make appropriate progress in their ability to write in various forms in Welsh. However, the majority of pupils' independent writing in Welsh shows errors in terms of syntax and expression. Many pupils in key stage 2 have developed their written work successfully in English by using a wide range of sentence patterns correctly and demonstrating an increasing grasp of vocabulary and terminology. This is developed further across the curriculum in both languages, for example when they write about Cantre'r Gwaelod and the flooding of Capel Celyn. Across the school, the standard of presentation of many pupils' work is inconsistent and untidy.

In the Foundation Phase, most pupils' mathematical skills are developing very soundly. Most pupils are able to gather information successfully and transfer it effectively to graph form. By the end of the Foundation Phase, most pupils read, understand and write numbers up to 100 and more correctly. They use standard units to measure the length of objects and recognise 'half past', 'quarter past' and 'quarter to' on an analogue clock.

In key stage 2, most pupils solve problems relating to perimeter and area successfully. They recognise and draw acute, obtuse and reflex angles correctly. By the end of key stage 2, most pupils use mathematical vocabulary and notation that are appropriate for the task. Many check results to consider whether they are reasonable.

However, across the school, pupils do not use their numeracy skills consistently enough across the curriculum, nor to the same standard as their work in mathematics as a subject. Similarly, pupils in key stage 2 do not develop their ICT skills in terms of handling data or modelling across other subjects or within the subject itself.

The number of pupils who are assessed each year at the end of the Foundation Phase and key stage 2 is very small. This means that comparisons with other schools are unreliable.

As the number of pupils is so small, comparisons of boys' and girls' performance and the performance of pupils who are eligible for free school meals are unreliable.

Nearly all pupils with additional learning needs achieve well and make progress against their personal targets.

Wellbeing: Good

Nearly all pupils are aware of the importance of eating and drinking healthily. They benefit greatly from taking part in a variety of physical exercise activities regularly and nearly all of the older pupils run a mile a day on the school grounds. This has a positive effect on pupils' fitness levels. All pupils feel safe at school and trust each other. They know to whom to turn for support, as necessary.

Nearly all pupils are very well-behaved. They treat others with particular care and respect and many of the older pupils are caring when dealing with younger pupils. Most pupils co-operate effectively and many show a good level of perseverance in lessons. A few pupils' ability to work independently is continuing to develop. By being aware of their targets, many pupils know how well they are achieving and what they need to do to improve.

All pupils take full advantage of opportunities to express their views and shoulder responsibilities as a result of group work, such as the school council and eco council. They show clear pride in their contribution to several aspects of school life, such as arranging activities to raise money for Operation Christmas Child and Sport Relief. Through regular activities such as recycling and litter picking in the village, they contribute effectively to the wellbeing of the whole school and the community. As a result, they develop confidence and enthusiasm in their work and their responsibilities.

Pupils play an important part in the life of the community, through the carnival and the concert for the elderly, along with Christmas and Thanksgiving services in the church. As a result of this commitment, pupils' social, cultural and moral skills are developing very successfully.

Nearly all pupils arrive at school punctually consistently. Pupils' attendance is good and has placed the school in the top 25% in comparison with similar schools in the last two years.

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

The school provides a range of exciting learning experiences through themes such as 'Pirates' and the '60s, that engage pupils' interest well. Planning responds to the requirements of the National Curriculum, the principles of the Foundation Phase and the religious education syllabus appropriately. Recently, teachers have begun to plan jointly with teachers from two nearby schools in order to ensure successful continuity and progression in provision.

There are beneficial opportunities for pupils to attend residential courses and co-operate regularly with pupils from two nearby schools in sports activities. This enriches their experiences, fosters good social skills by enabling them to co-operate as members of a team, and provides practical experiences to develop thinking skills through adventure activities.

The school gives beneficial support to improve the literacy and numeracy skills of specific groups of pupils. This has a positive effect of those pupils' standards. However, the school does not plan effectively enough to develop pupils' numeracy or ICT skills across the curriculum. As a result, there are very few opportunities for pupils to apply their numeracy skills across the curriculum. ICT provision does not give pupils opportunities to develop their data handling or modelling skills.

Provision for promoting the Welsh dimension is effective and ensures that themes include information about Welsh culture and history. For example, when studying T. Llew Jones' poem on the Aberfan disaster, his grandson was invited to the school to talk about his grandfather and his work. Visiting theatre companies' drama in education performances increased pupils' understanding of the history of Welsh people successfully, for example the history of emigrating to Patagonia.

Sustainable development is promoted successfully through the work of the school council and the eco council. The school gives the eco council an opportunity to lead litter-picking activities around the school and the village, along with recycling initiatives. The annual fair trade week ensures that pupils understand the importance of a fair deal for workers in foreign countries. However, planning to develop pupils' understanding of global citizenship has not been established effectively enough.

Teaching: Adequate

Teachers create an industrious atmosphere. The effective working relationship between them and the pupils contributes to successful learning. They manage pupils' behaviour skilfully, model good language and they have very sound subject knowledge. In lessons, presentations are lively and enthusiastic, and teachers offer a good variety of activities that engage pupils' interest. On the whole, teachers plan effectively for the needs of pupils of different abilities. They explain tasks clearly and question purposefully in order to ensure that each pupil has a sound understanding. Staff prepare and create materials that motivate pupils well. An example of this is the collection of book evaluations and blurbs.

However, tasks do not challenge pupils of higher ability consistently enough. Teachers offer pupils very few opportunities to use their numeracy skills and the full range of ICT skills across the curriculum. Overuse of worksheets limits the opportunities for pupils to write at length.

Teachers use learning support staff effectively. This co-operation is one of the school's strengths, as it ensures that pupils who need support make good progress. During a period of considerable change among the staff, the assistants have offered an element of continuity and consistency.

Teachers offer useful oral feedback during lessons, mark pupils' work regularly, and offer constructive comments on how to improve their work. Recent procedures are in place to provide opportunities for pupils to evaluate their own work and that of their peers, but this has not yet become embedded fully in the classes.

Teachers know the pupils and understand their needs well. However, they do not always use that information to set challenging enough targets for individuals. The school has implemented new assessment procedures, including the use of standardised tests and continuous assessments. Staff have begun to use systems to track pupils' progress in order to identify pupils' performance that requires improvement and ensure that everyone reaches their potential. However, these systems are at an early stage and it is not yet clear how effective the new arrangements are.

Annual reports to parents include clear information about each pupil's progress.

Care, support and guidance: Good

The school is a caring community in which pupils feel safe. Through its procedures and policies, the school promotes pupils' social, moral, spiritual and cultural development effectively. Collective worship sessions reinforce values suitably and promote spiritual development through beneficial opportunities to reflect.

The school has effective arrangements to promote eating and drinking healthily. Pupils are given a valuable variety of opportunities to increase their health and fitness levels through physical activities and an after-school sports club.

Staff identify those pupils with additional learning needs at an early stage. They offer effective support through intervention groups with specific attention to improving literacy and numeracy skills and emotional needs. Pupils' individual education plans include clear and achievable targets that link purposefully with their class targets.

Effective use is made of specialist services to support individual pupils, such as the educational psychologist and the speech and language service. This has a positive effect on pupils' confidence and achievements.

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

Learning environment: Good

The school has a happy, homely and welcoming ethos, in which adults and pupils treat each other with care and respect. All pupils have full access to the curriculum. Clear policies and procedures ensure equal opportunities for all and promote equality and understanding of diversity and fairness successfully. Purposeful use of the local community's resources adds successfully to pupils' learning experiences.

On the whole, the school's buildings are in good condition and purposeful use is made of the outdoor area to promote the principles of the Foundation Phase. Adventure areas, such as a climbing wall, encourage pupils to take risks and co-operate with each other. The nature area stimulates pupils to enquire about their environment. Inside the school, the building is attractive and provides a purposeful learning environment for pupils. Displays celebrate pupils' work and activities successfully. Examples of this are the activities relating to the European football championship, a visit to an outdoor activity centre and the work of the school council and eco council.

On the whole, there is an appropriate supply of resources for teaching and learning, and for developing pupils' ICT skills. However, the choice of Welsh language books is not as good as the choice of English language books.

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

In a short time since she was appointed, the headteacher has fostered a strong spirit of co-operation among the school's staff. She has begun to get teachers from the three small local schools to work together in order to offer wider opportunities for pupils. In addition, she has ensured effective communication systems with parents. Appropriate procedures are in place to begin to raise standards of teaching and learning. She has begun to formalise a number of systems, such as assessment procedures and tracking pupils' progress. However, this range of activities has not had enough time to date to become embedded and have a significant effect.

Effective performance management arrangements are in place, which set relevant targets in order to develop teachers further and support pupils. All members of staff are aware of their roles and responsibilities, and they use their individual strengths and qualifications to ensure the greatest effect, for example in terms of fitness activities and mathematics expertise.

The school responds effectively to some local and national priorities, for example developing the language charter and improving attendance. However, the leadership has not ensured that the expectations of the Literacy and Numeracy Framework are met effectively enough.

The governing body is very dedicated and supportive of the school, and members visit classes and the whole school regularly. They have an increasing understanding of the strengths and areas for improvement following constructive visits. This is beginning to develop their awareness of all aspects of school life successfully. As a result, the governors' strategic role is developing purposefully and they are more willing to challenge the school about its performance. However, they do not have a sufficiently robust role in the process of producing a self-evaluation report, setting targets or producing a school development plan.

Improving quality: Adequate

Recently, the new headteacher has set about ensuring that she has an understanding of the school's strengths and weaknesses. The self-evaluation report identifies the school's strengths clearly, along with many of the areas that need to be developed further. A wide range of evidence is used to support the report's judgements, including looking at data, scrutinising pupils' work and monitoring teaching, in addition to gathering the views of parents and pupils. However, the report is far too descriptive and does not give an evaluative enough picture of the school's current situation. As a result, leaders have not identified the issues that need attention in terms of leadership and planning to improve quality.

The school development plan is detailed and identifies relevant and specific targets to develop priorities and implement new processes. There is a clear link between the outcomes of the self-evaluation report and the priorities in the school development plan. The plan includes detailed actions and measurable success criteria that focus well on pupils' outcomes.

However, the school's quality improvement strategies have not been effective enough. The leadership has not acted in full on the priorities in the school development plan over time, nor on the recommendation of the previous inspection. As a result, it has not ensured the necessary improvements to raise standards and improve provision and leadership in full.

Partnership working: Good

The school has a range of successful partnerships that extend pupils' learning experiences successfully. They have a positive effect on pupils' experiences and wellbeing.

There is a productive relationship between the school and parents. Parents are very supportive of the school and contribute a significant amount of their time and money regularly to ensure beneficial experiences for pupils and to provide useful resources. An example of this is the outdoor provision for studying habitats. The headteacher's focus on promoting an open and co-operative culture succeeds in ensuring consistent commitment and support from parents. Newsletters and the school's closed social media pages help to ensure that parents receive up-to-date information in order to support their children's learning.

There are varied and robust links with the local community. Numerous visits to the community, and the effective engagement with local residents, extend pupils' experiences significantly. For example, pupils have co-operated with Meidrim Community Council to design a new play area in the village and choose the successful application. These experiences promote the pupils' sense of the importance of community and their pride in their local area appropriately.

The school has a healthy culture of effective co-operation with other schools within the federation. This provides beneficial opportunities to raise standards and extend pupils' experiences, for example the positive co-operation between the Foundation Phase teachers to raise standards of literacy, particularly pupils' oral skills. There are beneficial weekly opportunities to co-operate with local schools in sports activities. This develops pupils' ability to work as a team and socialise with their peers, and develops their ball and athletics skills effectively.

Teachers hold effective standardising and moderation meetings with other primary schools and the secondary school. Useful examples of pupils' work from these meetings illustrate attainment levels correctly and develop staff's understanding of their accuracy in assessments. There is a very good relationship between the school and the nursery group in order to prepare prospective pupils well to start school. The numerous transition plans promote successful transition to the secondary school.

Resource management: Adequate

On the whole, leaders manage resources effectively to support and improve pupils' learning. The school has an appropriate level of qualified teachers who are very committed and work well together to deliver the interesting curriculum. Assistants support teachers very effectively, model polished language and make a valuable contribution to pupils' outcomes throughout the school. All staff receive appropriate support through professional development arrangements that influence pupils' achievement successfully.

Arrangements for planning, preparation and assessment are appropriate and offer useful opportunities for teachers to work together. The school also fosters effective co-operation with other schools in the federation. By doing so, there are opportunities to share experiences and good practice to improve provision, particularly to approve oral work in the Foundation Phase.

The good range of polished resources is managed effectively and the Foundation Phase benefits greatly from the stimulating outdoor environment. The headteacher, with the support of the governors and guidance from the education authority, monitors and manages funding carefully, and ensures that there is a close link with the priorities in the school development plan. The school makes effective use of the extensive donations and contributions from parents and the community to purchase resources to support pupils, for example tablet computers.

Considering pupils' standards and the provision, the school provides adequate value for money.

Appendix 1: Commentary on performance data

There are many very small cohorts in many of the years of performance data for the Foundation Phase for this school. In such cases, we do not include a table of performance data.

6692037 - Ysgol Gynradd Meidrim

Number of pupils on roll	20
Pupils eligible for free school meals (FSM) - 3 year average	7.1
FSM band	1 (FSM<=8%)

Key stage 2

	2012	2013	2014	2015
Number of pupils in Year 6 cohort	5	7	*	*
Achieving the core subject indicator (CSI) (%)	100.0	85.7	*	*
Benchmark quartile	1	3	*	*
English				
Number of pupils in cohort	5	7	*	*
Achieving level 4+ (%)	100.0	85.7	*	*
Benchmark quartile	1	4	*	*
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Welsh first language				
Number of pupils in cohort	5	7	*	*
Achieving level 4+ (%)	100.0	71.4	*	*
Benchmark quartile	1	4	*	*
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematics				
Number of pupils in cohort	5	7	*	*
Achieving level 4+ (%)	100.0	100.0	*	*
Benchmark quartile	1	1	*	*
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Science				
Number of pupils in cohort	5	7	*	*
Achieving level 4+ (%)	100.0	100.0	*	*
Benchmark quartile	1	1	*	*
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*

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 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.	12		12 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
			98%	2%	
The school deals well with any bullying.	12		12 100%	0 0%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			92%	8%	
I know who to talk to if I am worried or upset.	12		12 100%	0 0%	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	12		12 100%	0 0%	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.	12		12 100%	0 0%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			96%	4%	
I am doing well at school	12		12 100%	0 0%	Rwy'n gwneud yn dda yn yr ysgol.
			96%	4%	
The teachers and other adults in the school help me to learn and make progress.	12		12 100%	0 0%	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.	12		12 100%	0 0%	Rwy'n gwybod beth i'w wneud a gyda phwy i siarad os ydw i'n gweld fy ngwaith yn anodd.
			98%	2%	
My homework helps me to understand and improve my work in school.	12		11 92%	1 8%	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.	12		12 100%	0 0%	Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
			95%	5%	
Other children behave well and I can get my work done.	12		10 83%	2 17%	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	12		11 92%	1 8%	Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
			84%	16%	

Responses to parent questionnaires

Fewer than 10 responses were received. No data will be shown.

Appendix 3

The inspection team

Maldwyn Pryse	Reporting Inspector
Hazel Hughes	Team Inspector
Michaela Leyshon	Lay Inspector
Vicky Griffiths	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
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.