



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

**Model C.I.W. School
College Road
Carmarthen
Carmarthenshire
SA31 3EQ**

Date of inspection: June 2014

by

**Estyn, Her Majesty's Inspectorate for Education
and Training in Wales**

During each inspection, inspectors aim to answer three key questions:

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

Inspectors also provide an overall judgement on the school's current performance and on its prospects for improvement.

In these evaluations, inspectors use a four-point scale:

Judgement	What the judgement means
Excellent	Many strengths, including significant examples of sector-leading practice
Good	Many strengths and no important areas requiring significant improvement
Adequate	Strengths outweigh areas for improvement
Unsatisfactory	Important areas for improvement outweigh strengths

The report was produced in accordance with Section 28 of the Education Act 2005.

Every possible care has been taken to ensure that the information in this document is accurate at the time of going to press. Any enquiries or comments regarding this document/publication should be addressed to:

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Context

Model Church in Wales School is in Carmarthen. Most pupils live locally but the school also admits pupils who are temporarily resident at the Women's Aid Refuge. Around 18% of pupils are entitled to free school meals. This is around the average for Wales.

There are currently 495 pupils on roll including 82 in the six nursery classes. There are 21 classes in total, taught by 19 full-time and five part-time teachers. 21 full-time and 10 part-time learning support staff assist them.

The school has identified that around 30% of pupils have additional learning needs. This is above national figures. A very few pupils have a statement of special educational needs. Around 10% of pupils come from ethnic minority backgrounds and a similar number receive support for English as an additional language. This figure is rising. A very few pupils speak Welsh at home.

The headteacher was appointed in January 2013. There have been several changes to the school's staffing in the last year.

The individual school budget per pupil for Model C.I.W. School in 2013-2014 means that the budget is £3,417 per pupil. The maximum per pupil in the primary schools in Carmarthenshire is £8,152 and the minimum is £2,941. Model C.I.W. School is 80th out of the 106 primary schools in Carmarthenshire 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 current performance of the school is good because:

- many pupils make good progress from their starting points and achieve well;
- most teaching is effective;
- nearly all pupils have high standards of wellbeing;
- the school makes good use of data to track individual pupil progress;
- the school has effective arrangements for the care, support and guidance of pupils; and
- the school has a fully inclusive and welcoming environment that promotes its Christian ethos well.

Prospects for improvement

The school's prospects for improvement are good because:

- recent initiatives, particularly in literacy, numeracy and information and communication technology (ICT), have improved outcomes for pupils;
- the headteacher provides clear direction to the life and work of the school;
- senior staff have the skills to provide effective leadership;
- the school manages its resources effectively; and
- the school provides good value for money.

Recommendations

- R1 Raise standards of pupils' independent writing in the Foundation Phase
- R2 Raise standards of pupils' Welsh language skills, especially in key stage 2, and all pupils' use of Welsh language outside of Welsh lessons
- R3 Use data effectively to monitor the overall standards and quality of education in the school
- R4 Meet Welsh Assembly recommendations for the adult:pupil ratio in the nursery classes

What happens next?

Placing a setting/school in LA monitoring

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.

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

Pupils enter the school with personal and social skills that are above those normally expected of pupils of a similar age. Skills in literacy are slightly below the norm and mathematical skills well below.

Between 2009 and 2013 pupil standards declined. However, in the last year, standards in English and mathematics have improved, particularly in key stage 2. Pupils' progress is now good and many pupils achieve well in these and other subjects.

Many pupils listen well in lessons. They generally speak confidently in front of other pupils and adults.

Reading standards in the Foundation Phase are appropriate for pupils' age and ability. Many pupils read fluently. They use the context of the passage or the names and sounds of letters to help them work out unfamiliar words successfully. Many use punctuation effectively to add expression to their reading. They enjoy reading to themselves or adults and name favourite authors and types of stories they enjoy readily.

This progress is maintained in key stage 2. By the end of Year 6 nearly all pupils read fluently, with many having good expression. They almost all skim a text quickly to identify the key points. Most pupils talk confidently about books showing a good understanding of the context of the story and its characters. Almost all pupils enjoy reading and read widely, naming a suitable range of authors they like and styles of stories they prefer.

Pupils in the nursery, reception and Year 1 classes make rapid progress in writing and can write complete sentences, appropriately punctuated and with good handwriting and spelling. This progress is not maintained well enough in Year 2. By the end of the Foundation Phase, too few pupils write independently at length for a range of purposes and audiences.

Most pupils in key stage 2 write well. They make good use of drafting techniques to improve and re-write work successfully containing an extensive and imaginative vocabulary. Many write well when writing persuasively or from different points of view. Their comprehension skills are developing appropriately, with pupils forming answers that provide evidence from text to support their reasoning. Many pupils use a good range of punctuation, spell common words correctly and apply their knowledge of spelling patterns well to more complex words. They have well-formed handwriting and most pupils use a suitable joined script. In many cases, pupils are using their literacy skills well in other subjects, for example a newspaper report on the death of President John Kennedy in history, a review of data in geography or an investigation in science.

Standards in mathematical development in the Foundation Phase are good. For instance, most pupils are able to measure precisely in centimetres, weigh ingredients accurately to make gingerbread men and draw a range of charts and tables successfully.

By the end of key stage 2, many pupils have good standards in mathematics and apply their skills well. They have a good understanding of number including fractions, percentages and ratio. In both key stages, most pupils apply their number skills well to solve written problems. They employ their mathematical skills at an appropriate level in other subjects.

Standards in ICT are strong. The school's recent investment in new resources enables pupils to achieve well.

Nearly all pupils in the early Foundation Phase classes understand and respond to simple questions and instructions in Welsh well. Most pupils in these classes show enthusiasm and confidence using the language. However, other than in Year 3, most pupils do not maintain the progress they have made. Consequently, by the end of Year 6 standards are not high enough. Very few pupils use the Welsh language outside of Welsh lessons.

More able pupils and those who need extra help with their learning make good progress. Pupils who have support for English as an additional language achieve well. Boys and girls perform equally well. Pupils in receipt of free school meals attain generally less well than other pupils.

Pupil outcomes in the Foundation Phase in 2013 were weak. For the expected outcome 5, pupil achievements placed the school in the bottom 25% of similar schools for all indicators. Results show a downward trend. At the higher outcome 6, pupil outcomes placed the school in the upper 25% of similar schools for pupils' literacy and mathematical development but in the lower 25% for their personal and social development. Trends are upward.

In key stage 2, standards in most indicators placed the school in the upper 50%, or above, of similar schools from 2009 to 2012. However, in 2013, for the expected level 4, pupil achievements placed the school in the lower 50% of similar schools for all indicators. For the higher level 5, the school was in the upper 50% of similar schools for mathematics but in the lower 50% for English and science. Results have fluctuated widely over recent years, moving the school between the top 25% and lower 50% of similar schools.

Wellbeing: Good

Pupils understand the importance of a healthy diet and the need for exercise. Nearly all pupils feel safe in school. Bullying incidents are extremely rare and those that do occur are dealt with quickly and effectively. Pupils know who to speak to if they are unhappy in school. In lessons, almost all pupils concentrate well, join in enthusiastically and try hard. Many pupils are beginning to assess their own learning well.

Almost all pupils are well behaved in lessons and as they make their way around the school. They show consideration for each other and are polite to adults and visitors. Most pupils co-operate well. They are proud of their school.

The school council and eco council take an active part in making decisions about school life. The school council has raised funds and used pupil views from all classes to make decisions regarding refurbishing toilets and about which resources to purchase for the school grounds. Their 'buddy bench' is effective in encouraging pupils to show concern for one another. Pupils are developing worthwhile links with the community by selling products at a local business market to raise school funds.

Pupils' attendance rates have remained largely the same over the last four years. In 2013, at just under 94%, they placed the school in the upper 50% of similar schools, following its position in the lower 50% over the previous three years. Most pupils arrive punctually for the start of the day.

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

Recent changes to the curriculum provision have been successful in providing engaging and interesting learning experiences for all children, meeting with the requirements of the National Curriculum and Foundation Phase. Other than in religious education, where planning is weak, staff deliver learning experiences that build effectively upon the pupils' previous skills, knowledge and understanding as they move through the school.

Many pupils benefit from taking part in valuable withdrawal groups for learning support programmes, helping them to make good progress.

The school provides many worthwhile opportunities to develop pupils' literacy, numeracy and ICT skills. There is consistently good provision for pupils to apply these skills across the whole curriculum. However, in Year 2 teachers rely too heavily on the use of worksheets. This prevents pupils from developing their independent writing skills well enough. Overall, the school is making good progress in introducing the national literacy and numeracy framework.

The school makes effective use of a range of visits to sites, such as the local supermarket and its bakery, Fferm Ty Llwyd and Carew castle. Visitors to the school give valuable support to the taught curriculum. The 'animal and reptile man' enthralled Foundation Phase pupils and a local resident brought the 1960s to life by a talking about his youth with the older pupils.

The school's provision for Welsh is inconsistent. In the Foundation Phase a strong bilingual environment supports the development of most pupils' understanding of Welsh commands and instructions. Provision from Year 2 onwards does not always build well on this good start. Thereafter, pupils fail to make enough progress in their Welsh language skills. Pupils have appropriate opportunities to participate in the Urdd contests, to sing Welsh songs and recite Welsh prayers in collective worship.

Visits to Welsh sites, such as Dan yr Ogof and Carmarthen jail, and visits by a local artist help pupils learn about their Welsh heritage and culture.

The school makes suitable provision for pupils to learn about issues, such as sustainability, reducing power consumption and managing recycling. Provision for pupils to learn about other countries and cultures is underdeveloped.

Teaching: Good

Relationships between staff and pupils in all classes are good and this has a positive impact on pupils' attitudes to learning. Most teachers know their pupils very well and therefore plan work that engages pupils of differing abilities successfully. They manage pupils' behaviour well and use praise effectively. They expect pupils to succeed and to achieve well.

Many teachers work well with pupils to establish success criteria for the learning activity. They ask a wide range of questions and this helps pupils to consolidate and develop their understanding of new ideas and concepts effectively. Lessons often have a good pace and staff regularly make use of resources including outdoor areas suitably. Teachers are assisted effectively by learning support staff. In a few classes, teachers do not provide a high enough challenge for more able pupils.

All teachers mark work frequently and inform pupils of what they have done well. Many teachers give pupils a clear understanding of what they need to do to improve their work or to meet their individual targets. In many classes, pupils are beginning to assess their work effectively against the success criteria for the lesson. This is helping them to develop a deeper understanding of how to improve what they are doing. A few pupils evaluate the work of other pupils successfully, although this process is largely in the early stages of development.

Staff track individual pupils' progress well and generally use the information effectively to identify and plan work for pupils who need extra support or additional challenge in lessons.

Annual reports keep parents and carers well informed about their child's progress.

Care, support and guidance: Good

The school has effective measures to encourage pupils to be healthy and improve their wellbeing. However, it does not meet the requirements to report to parents on its arrangements to promote healthy eating and drinking. The school deals effectively with the very few incidents of bullying and bad behaviour that occur.

Learning experiences and acts of collective worship provide beneficial opportunities to promote pupils' moral and spiritual development and understanding of the Christian faith. Effective nurture groups and the staffs' high expectations of pupil behaviour actively support pupils' social development. There are limited opportunities to extend pupils' cultural development.

The school liaises well with a range of specialist agencies, such as police, health professionals, speech and language teachers. These groups have provided useful support on, for example, internet safety and substance misuse. The school has made good use of support from the local authority to address pupils' attendance and punctuality.

Effective systems are in place to identify and support pupils with additional learning needs from an early age. Individual educational plans are thorough and set out suitable targets for improvement. Comprehensive systems are in place to review these plans in consultation with the pupils and their parents. Teaching assistants use specialised programmes successfully to support pupils who need extra help with their learning.

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

Learning environment: Good

The school has a caring and welcoming environment. It promotes a Christian ethos and an inclusive environment that value the background and diversity of its pupils effectively. All pupils have equal opportunities to access all areas of the curriculum. Everyone shows a pride in themselves, each other and their surroundings.

The school uses the large site well. Most teaching areas are bright and attractive with helpful teacher prepared displays. Few displays actively celebrate pupils' work. There are a wide range of good quality resources, well matched to pupils' needs that support teaching and learning well. Internal areas are clean and well maintained. The successful development of the grounds enhances learning opportunities for pupils' work and play.

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

The headteacher has made a number of significant, well-focused improvements since her appointment and these have had a positive impact on standards and provision. She has high expectations of leaders, managers, staff and pupils and provides a clear direction to the life and work of the school. Regular staff meetings discuss planning and pupils' work effectively so that staff share a common understanding of the school's priorities for improvement. Teachers work well together on classroom planning and joint curricular responsibilities. However, the allocation of time to manage their responsibilities is not distributed equitably.

The senior management team have the necessary skills to provide effective leadership. Members have a good balance of experience and responsibilities, and are developing their skills to track individual pupils' progress well. This makes a positive contribution to pupil outcomes. A sound performance management system contributes well to improvements in teaching and learning and supports the professional development of teachers and classroom assistants effectively.

The school is making good progress in introducing initiatives that meet local and national priorities, such as the literacy and numeracy framework and assessment for learning.

The governing body is very supportive and it fulfils its responsibilities appropriately. Governors have an increasing understanding of performance data and individual members visit the school regularly to focus on their understanding of pupil standards. They are aware of the school's strengths and areas for development. However, they do not yet challenge the school well enough about its standards.

Improving quality: Adequate

Over the last 18 months, the school has developed an appropriate range of robust self-evaluation procedures based on first hand evidence. These include lesson observations, scrutiny of pupils' work, the views of pupils and parents and information from individual pupil tracking. However, leaders and managers make limited use of data to monitor the overall standards and quality of education.

There is a clear link between the school's self-evaluation procedures and planning for improvement. Its self-evaluation report gives a suitable overview of the school's current position. In the time available, the new headteacher has focused appropriately on addressing issues that have the biggest impact on pupil outcomes. Consequently, recent initiatives have led to improved pupil outcomes in literacy, numeracy and ICT.

Priorities in the school development plan contain relevant and specific targets, monitoring and progress reviews as well as staff responsibilities and funding. Success criteria focus well on pupil outcomes.

Limited progress has been made in meeting the recommendation regarding Welsh language in the previous inspection report.

Partnership working: Good

The school has several useful partnerships, which are having a positive impact on pupil learning experiences. There are positive relationships with parents, who feel confident to approach the school at any time. The school's work with 'team around the family' and first day response initiatives have improved attendance rates this year.

The school has strong links with the local church. These links enrich pupils' learning experiences and support their social, moral and spiritual development successfully. Links with the local university provide pupils with valuable learning experiences and teachers benefit from opportunities to share good practice. This has contributed well to their professional development.

Partnerships with other local schools have improved mathematics provision for more able pupils in upper key stage 2. The school makes effective use of specialist staff from the high school to support vulnerable pupils make a smooth transition to their next school. The school has carried out joint moderation and standardisation of

pupils' work with other local schools. This has improved consistency in the assessment of pupils' work at the end of Foundation Phase and key stage 2.

Resource management: Good

The school manages its resources well. Generally it deploys staff effectively making good use of their expertise. However, staffing levels in the nursery classes do not always comply with Welsh government recommendations. Teachers make effective use of their planning, preparation and assessment time. Support staff have a positive impact on the attainment and wellbeing of pupils in their care.

Staff use a wide range of effective learning resources and the accommodation well to enhance pupils' learning. The outside areas have been developed successfully to improve facilities for pupils. Recent additional resources for ICT have had a strong impact on raising standards.

School leaders plan these effectively and link them well to school priorities such as the literacy and numeracy framework. A few staff are involved appropriately in direct classroom observations. The school is developing into a strong learning community and staff have a prominent role in various networks of professional practice. These are already having a positive impact on pupils' achievement and well-being particularly in literacy and numeracy.

The head teacher, bursar and governors monitor the school's budget carefully. They use funds effectively, including the use of specific grants, to improve standards and address priorities for improvement.

In view of the standards achieved by pupils and the quality of provision, the school gives good value for money.

Appendix 1

Commentary on performance data

Pupil outcomes in the Foundation Phase in 2013 were weak. For the expected outcome 5, pupil achievements placed the school in the bottom 25% of similar schools for all indicators. Results show a downward trend. At the higher outcome 6, pupil outcomes placed the school in the upper 50% of similar schools for pupils' literacy and mathematical development but in the lower 50% for their personal and social development. Trends are upward.

In key stage 2, standards in most indicators placed the school in the upper 50%, or above, of similar schools from 2009 to 2012. However, in 2013, for the expected level 4, pupil achievements fell and placed the school in the lower 50% of similar schools for all indicators. For the higher level 5, the school was in the upper 50% of similar schools for mathematics but in the lower 50% for English and science. Results have fluctuated widely over recent years, moving the school between the top 25% and lower 50% of similar schools.

Appendix 2

Stakeholder satisfaction report

Responses to learner questionnaires

Primary Questionnaire (Overall)

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.	100	100 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		0%	0%	
The school deals well with any bullying.	100	80 80%	20 20%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		0%	0%	
I know who to talk to if I am worried or upset.	100	99 99%	1 1%	Rwy'n gwybod pwy i siarad ag ef/â hi os ydw I'n poeni neu'n gofidio.
		0%	0%	
The school teaches me how to keep healthy.	100	96 96%	4 4%	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
		0%	0%	
There are lots of chances at school for me to get regular exercise.	100	93 93%	7 7%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		0%	0%	
I am doing well at school.	100	99 99%	1 1%	Rwy'n gwneud yn dda yn yr ysgol.
		0%	0%	
The teachers and other adults in the school help me to learn and make progress.	100	99 99%	1 1%	Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddysgu a gwneud cynnydd.
		0%	0%	
I know what to do and who to ask if I find my work hard.	100	100 100%	0 0%	Rwy'n gwybod beth I'w wneud a gyda phwy i siarad os ydw I'n gweld fy ngwaith yn anodd.
		0%	0%	
My homework helps me to understand and improve my work in school.	100	91 91%	9 9%	Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol.
		0%	0%	
I have enough books, equipment, and computers to do my work.	100	90 90%	10 10%	Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
		0%	0%	
Other children behave well and I can get my work done.	99	61 62%	38 38%	Mae plant eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
		0%	0%	
Nearly all children behave well at playtime and lunch time.	100	87 87%	13 13%	Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
		0%	0%	

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.	27	15 56%	10 37%	1 4%	1 4%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	27	14 52%	13 48%	0 0%	0 0%	0	Mae fy mhentyn yn hoffi'r ysgol hon.
		72%	26%	1%	0%		
My child was helped to settle in well when he or she started at the school.	27	10 37%	17 63%	0 0%	0 0%	0	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		72%	26%	1%	0%		
My child is making good progress at school.	27	14 52%	12 44%	0 0%	1 4%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	27	7 26%	15 56%	3 11%	0 0%	2	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	46%	4%	1%		
Teaching is good.	27	12 44%	13 48%	2 7%	0 0%	0	Mae'r addysgu yn dda.
		60%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	27	12 44%	15 56%	0 0%	0 0%	0	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		63%	34%	1%	0%		
The homework that is given builds well on what my child learns in school.	27	10 37%	14 52%	2 7%	0 0%	1	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhentyn yn ei ddysgu yn yr ysgol.
		47%	40%	6%	1%		
Staff treat all children fairly and with respect.	27	11 41%	13 48%	0 0%	1 4%	2	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		58%	34%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	27	11 41%	16 59%	0 0%	0 0%	0	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		59%	36%	2%	0%		
My child is safe at school.	27	14 52%	13 48%	0 0%	0 0%	0	Mae fy mhentyn yn ddiogel yn yr ysgol.
		66%	31%	1%	0%		
My child receives appropriate additional support in relation to any particular individual needs'.	26	6 23%	14 54%	1 4%	1 4%	4	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		50%	34%	4%	1%		

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
I am kept well informed about my child's progress.	27	8 30%	17 63%	1 4%	1 4%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		49%	41%	8%	2%		
I feel comfortable about approaching the school with questions, suggestions or a problem.	27	14 52%	11 41%	2 7%	0 0%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		62%	31%	4%	2%		
I understand the school's procedure for dealing with complaints.	27	7 26%	13 48%	2 7%	0 0%	5	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		44%	39%	7%	2%		
The school helps my child to become more mature and take on responsibility.	27	12 44%	13 48%	2 7%	0 0%	0	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		56%	39%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	27	7 26%	13 48%	3 11%	0 0%	4	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		42%	34%	4%	1%		
There is a good range of activities including trips or visits.	26	10 38%	12 46%	2 8%	0 0%	2	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	38%	5%	1%		
The school is well run.	27	9 33%	16 59%	0 0%	2 7%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		60%	33%	3%	2%		

Appendix 3

The inspection team

Mr Richard Hawkley	Reporting Inspector
Mrs Hazel Hughes	Team Inspector
Mrs Julie Ann Price	Lay Inspector
Nia Daly	Peer Inspector
Nicola Jayne Price	Peer Inspector
Amanda Bowen-Price	Nominee

Copies of the report

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

Year groups, the Foundation Phase and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years of age. This system emphasises the importance of continuity and eases communication among schools, governing bodies, parents and local authorities.

The following table sets out the age ranges relevant to each year group. For example, Year 1 refers to the group of pupils who reach the age of six and Year 13 is the year group who reach the age of 18 during the academic year.

Primary phase:

Year	N	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	3-4	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The Foundation Phase and key stages cover the following year groups:

Foundation Phase	Nursery, Reception, Year 1 and Year 2
Key stage 2	Year 3 to Year 6
Key stage 3	Year 7 to Year 9
Key stage 4	Year 10 and Year 11

Glossary of terms – Primary

Foundation Phase indicator (FPI)

Progress in learning through the Foundation Phase is indicated by outcomes (from outcome 1 to outcome 6).

The Foundation Phase indicator (FPI) relates to the expected performance in three areas of learning in the Foundation Phase:

- literacy, language and communication in English or Welsh first language;
- mathematical development; and
- personal and social development, wellbeing and cultural diversity.

By the end of the Foundation Phase, at the age of seven, pupils are expected to reach outcome 5 and the more able to reach outcome 6.

Pupils must achieve the expected outcome (outcome 5) in the three areas above to gain the Foundation Phase indicator.

The core subject indicator (CSI)

Progress in learning through key stage 2 is indicated by levels (level 1 to level 5).

The core subject indicator in key stage 2 relates to the expected performance in the core subjects of the National Curriculum:

- English or Welsh first language;
- mathematics; and
- science.

By the end of the key stage 2, at the age of 11, pupils are expected to reach level 4 and more able pupils to reach level 5.

Pupils must gain at least the expected level (level 4) in the three core subjects to gain the core subject indicator.

All-Wales Core Data sets

Inspection reports may refer to a school's performance relative to a family of schools or to schools with a broadly similar proportion of pupils entitled to free school meals.

In relation to free school meals, schools are placed into one of five bands according to the three-year trend in the proportion of pupils entitled to free school meals in the school. The school's performance is then placed into quartiles (from the top 25% to the bottom 25%) in relation to how well it is doing compared with other schools in the same free school meal band.

The Welsh Government created the families of schools (typically a group of 11 schools) to enable schools to compare their performance with that of similar schools across Wales. The composition of the families draws on a number of factors. These include the proportion of pupils entitled to free school meals and the proportion living in the 20% most deprived areas of Wales. They also draw on the proportion of pupils with special education needs at school action plus or with a statement of special educational needs, and pupils with English as an additional language.