



*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**

**Burry Port Community Primary  
Stepney Road  
Burry Port  
Carmarthenshire  
SA16 0BE**

**Date of inspection: November 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:

<b>Judgement</b>	<b>What the judgement means</b>
<b>Excellent</b>	Many strengths, including significant examples of sector-leading practice
<b>Good</b>	Many strengths and no important areas requiring significant improvement
<b>Adequate</b>	Strengths outweigh areas for improvement
<b>Unsatisfactory</b>	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: 30/01/2015**

## Context

Burry Port Community Primary School is in Burry Port near Llanelli in the Carmarthenshire local authority. It was established in 2013, following the amalgamation of the former infant and junior schools. The school caters for pupils between three and eleven years of age. There are currently 195 pupils on roll, including 18 in the part-time nursery class. There are eight classes, two of which contain pupils from mixed age groups.

Nearly all pupils are white British. A few have English as an additional language and a very few pupils speak Welsh at home. Around 33% of pupils are eligible for free school meals. This is significantly higher than the all Wales average of 21%. The school has identified 20% of pupils as having additional educational needs.

The headteacher was appointed to the former junior school in 2009, became head of the federated infant and junior schools in April 2012 and took up her post in the new school in September 2013. This is the school's first inspection. The individual school budget per pupil for Burry Port Community Primary School in 2014-2015 means that the budget is £3,574. The maximum per pupil in the primary schools in Carmarthenshire is £9,977 and the minimum is £3,098. Burry Port Community Primary School is 68th out of the 103 primary schools in Carmarthenshire in terms of its school budget per pupil.

## Summary

<b>The school's current performance</b>	<b>Good</b>
<b>The school's prospects for improvement</b>	<b>Good</b>

### Current performance

The school's current performance is good because:

- most pupils make good progress from their starting points;
- pupils' attainment compares well with that of pupils in similar schools;
- many pupils' abilities in Welsh are good;
- standards of pupils' wellbeing are high;
- the curriculum meets pupils' needs well;
- teaching throughout the school is good;
- most pupils with additional learning needs make good progress; and
- the school's provision for care, support and guidance is very good.

### Prospects for improvement

The school's prospects for improvement are good because:

- the headteacher has a very clear vision for the school, which she promotes strongly;
- the governing body carries out its role as a critical friend very effectively;
- the successful amalgamation of the two former schools has forged a strong team ethos;
- leaders have a clear understanding of the school's strengths and areas for improvement;
- the school improvement plan is focused on raising standards; and
- the school is developing effective networks of professional practice.

## Recommendations

- R1 Raise the attainment of pupils who are eligible for free school meals, especially in literacy skills and English at the higher than expected levels
- R2 Ensure that the most able pupils are challenged consistently
- R3 Ensure that all members of staff share the best practice that is evident in the school
- R4 Ensure that the Pupil Deprivation Grant is used primarily to raise the attainment of pupils who are eligible for free school meals

### **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

#### Standards: Good

A majority of pupils enter the school with skills that are below those expected for their age. During their time at school, most pupils make good progress in relation to their starting points.

Throughout the school, most pupils are good listeners. A majority of pupils start school with comparatively low levels of speaking skills. They develop these well as they move from one class to the next, becoming confident and articulate.

In the Foundation Phase, most pupils develop their reading skills well. They have a good understanding of how letters and sounds correspond and blend groups of letters correctly. Older pupils, in the Foundation Phase, read books fluently and with good expression, and they use illustrations well to aid their understanding.

In key stage 2, most pupils continue to develop their reading skills well. They have a good range of strategies to help them to deal with unfamiliar words. They read a good range of fiction and non-fiction with understanding. Many use research and higher order reading skills such as skimming and scanning to help them to find information in reference books and on the internet.

In the Foundation Phase, most pupils learn how to grip a pencil and form letters correctly. Older pupils write neatly in a joined up style. Many use full stops and capital letters correctly and use a good range of adjectives to add interest to their imaginative writing. They use their literacy skills well when writing in other areas of the curriculum.

In key stage 2, most pupils write neatly in a good range of styles. Many write with a good awareness of their intended audience and adapt their writing style accordingly. They plan and redraft their work regularly so that their writing is well structured. Many pupils' spelling is generally accurate and they use a good range of punctuation marks correctly to make their writing clear to the reader. Many pupils write complex sentences to bring variety to their work and use adjectives, similes and metaphors effectively when writing creatively. Many pupils apply their literacy skills well in their topic and other work. For example, they make careful notes during an 'interview' with Robert Catesby, and then write a detailed account of his role in the gunpowder plot.

By the end of the Foundation Phase, most pupils achieve well in mathematical skills. They have a good recall of number facts up to ten, and count objects in 2s, 5s and 10s. Most read and write numbers up to 100 correctly, and order numbers and add and subtract two digit numbers accurately. Most name two-dimensional shapes correctly and sort them according to their properties. Many recognise lines of symmetry. Many pupils develop their numeracy skills effectively in other areas of the curriculum. For example, they measure and weigh accurately and draw pictograms representing the amount and types of traffic outside the school.

In key stage 2 classes, most pupils have a good understanding of number concepts such as place value up to six figures. They work carefully and neatly to avoid unnecessary mistakes in their calculations. Many older pupils in key stage 2 have a good understanding of negative numbers and decimal fractions. They plot co-ordinates accurately and apply this skill when using map grid references. Many pupils use numeracy skills effectively in their topic work, such as when comparing the climate and population of Brazil and Wales.

Most pupils in the Foundation Phase make very good progress in learning Welsh words and phrases and combine them well when speaking in sentences. They respond well to their teachers when they give instructions in Welsh and frequently use simple Welsh phrases, such as when asking for an eraser. Most pupils write correct Welsh sentences to describe themselves and their likes and dislikes.

Many pupils in key stage 2 have a good command of Welsh vocabulary that they use in a range of contexts in classes and around the school. Most use present, past and future tenses appropriately. They occasionally count in Welsh in their mathematics lessons and describe the weather in various regions of Wales and beyond. Many speak Welsh clearly and with good fluency. They write Welsh sentences in their books when practising new sentence patterns and write at length when writing about their experiences. Many pupils read simple Welsh books fluently and with good understanding.

In the Foundation Phase, pupils' attainment at the expected outcome 5 has shown improvement, placing the school in the higher 50% when compared with similar schools in literacy in 2013 and 2014. Attainment in numeracy has fluctuated, placing the school in the top 25% in 2013, but in the lower 50% in 2014.

At the higher-than-expected outcome 6, attainment has also fluctuated over the same period. Attainment in literacy places the school in the higher 50% or top 25%, while for attainment in mathematical skills the school has moved between the bottom 50% and the top 25% when compared with similar schools.

In key stage 2, attainment in English and mathematics at the expected level 4 has placed the school in the top 25% or higher 50% since 2011. Attainment in science has fluctuated, moving the school between the top 25% and the lower 50%.

At the higher-than-expected level 5, attainment shows wide variations. In English, mathematics and science, attainment has frequently placed the school in the top 25% or higher 50% when compared with similar schools, but attainment in science in 2013 placed the school in the bottom 25% and in the lower 50% in English in 2014.

Overall, the performance of pupils who are eligible for free school meals is lower than that of other pupils. The difference is reducing over time in the Foundation Phase, but in key stage 2 there is no clear trend.

Boys and girls perform equally well at the expected outcomes and levels. However, since 2012, boys have not performed as well as girls in literacy at the higher-than-expected outcome 6. Boys perform less well than girls at the higher-than-expected level in English, although they outperformed girls in mathematics and science at level 5 in 2013-14.

## **Wellbeing: Good**

Pupils are happy and feel safe at school. They know whom to talk to if they have any concerns and are confident that staff will deal with these appropriately. They understand how to keep healthy by eating wisely and exercising regularly.

Nearly all pupils are enthusiastic and attentive and are fully engaged in their lessons. They apply themselves well, adopting a positive approach to learning. Nearly all pupils make good progress in developing their social and life skills. They co-operate effectively with one another in groups and when working in pairs.

Pupils' behaviour is good. Nearly all show respect, care and concern for others and relate well to peers and adults. They are polite and courteous to visitors. Pupils of all ages play together happily at break time and lunchtime.

Levels of pupils' attendance have risen significantly since amalgamation. Unverified data shows attendance at around 95%, which is in line with the national average. Nearly all pupils arrive at school punctually.

Many pupils take an active part in school life through membership of class councils and by serving as playground buddies. The school council, sports ambassadors and the 'criw Cymraeg' contribute positively to decisions that affect their life in school. Pupils' involvement with local organisations and events develops their awareness and understanding of their community effectively. For example, pupils take part in local harvest and Christmas celebrations and switch on the Christmas lights. The head boy and head girl represented the school at the Remembrance Day service.

<b>Key Question 2: How good is provision?</b>
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<b>Good</b>
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## **Learning experiences: Good**

The school has planned very effectively for the implementation of the statutory Literacy and Numeracy Framework. Teachers plan a broad range of stimulating learning experiences that develop most pupils' skills in literacy and numeracy very effectively. The broad curriculum meets requirements and pupils have many effective opportunities to develop and apply their literacy and numeracy skills across all areas of the curriculum. There are worthwhile experiences for most pupils to apply their thinking and problem solving skills in most lessons at suitably challenging levels. Staff successfully use a comprehensive range of intervention programmes that support pupils with additional learning needs.

Provision for developing pupils' understanding of environmental issues such as recycling is appropriate. Pupils have regular opportunities to learn about other countries and their cultures, such as when parents from an ethnic background visit to speak about their backgrounds and cultures.

The school pays very good attention to the development of pupils' knowledge and understanding of the history and culture of Wales. There are worthwhile opportunities for pupils to learn about their locality and Welsh heritage. Topic work promotes the Welsh language very effectively and there are appropriate opportunities to use Welsh purposefully. This is having a very positive impact on pupils' standards.

There is a good range of extra-curricular activities that support pupils' sporting, creative and cultural development. This additional provision has a positive impact on many pupils' learning experiences.

### **Teaching: Good**

In all classes, teachers establish positive working relationships with their pupils. They plan and deliver interesting lessons that engage nearly all pupils. Lessons proceed at a brisk pace. Teachers provide sufficient challenge for most pupils but they do not always challenge more able pupils at a suitable level. Teachers organise their classes flexibly, so that pupils may work independently or collaborate with others, depending on the activity. All teachers have a good knowledge of the subjects they teach. Teaching assistants provide valuable support to pupils whose progress is slower than expected.

Members of staff use information from formal assessments effectively and track the progress of individuals and groups of pupils. This enables them to identify easily any pupils whose progress is slower or better than expected, and to plan accordingly.

All lessons have clear learning objectives and teachers make good use of a number of assessment for learning techniques to involve pupils in evaluating their own progress. They provide pupils with helpful feedback during lessons and mark pupils' work skilfully, so that pupils know how to improve their work and what their next steps should be.

Reports to parents are clear and informative.

### **Care, support and guidance: Good**

The school is a very caring community. It places an extremely strong emphasis on pupils' health and wellbeing. The school makes appropriate arrangements for promoting healthy eating and drinking. There are plentiful opportunities for pupils to be active in physical education lessons, at play times and during after-school sports clubs. The school ensures that fresh fruit and water are available to all pupils.

The school promotes pupils' spiritual, moral and social development very effectively. Pupils have a well-developed sense of right and wrong and contribute to acts of collective worship respectfully. There are regular opportunities for pupils to develop their cultural awareness in singing, playing music and studying various classical and modern artists.

The school works effectively with a good range of specialist agencies to support pupils' emotional, behavioural and educational needs. Well-qualified staff provide very good support to individuals and small groups of pupils. The provision for supporting vulnerable pupils with play-based therapy is a notable feature of the school's provision. Arrangements for safeguarding pupils meet requirements and give no cause for concern.

Provision for supporting pupils with additional learning needs is very good and most make good progress in relation to their starting points.

## **Learning environment: Good**

Burry Port Community Primary School is a friendly, caring and inclusive community where there are positive and supportive relationships between all staff and pupils. The school promotes equal opportunities successfully and places a strong emphasis on mutual respect.

The school is due to move to a new purpose built building on a new site. It manages the inconvenience of its current accommodation in four separate buildings well. Classrooms are spacious and provide a positive learning environment. Displays in classrooms and corridors are bright and celebrate pupils' successes and achievements. Overall, the accommodation is of good quality and is secure and well maintained. Toilets are clean and well maintained.

There are enough resources of good quality, including books and computers, to meet the needs of all pupils.

The outside area is suitable for play and physical education activities. It is secure, although the temporary outdoor learning area for the Foundation Phase is not well developed.

<b>Key Question 3: How good are leadership and management?</b>	<b>Good</b>
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## **Leadership: Good**

The headteacher has a clear vision for this recently established school, which she promotes strongly. Members of the governing body give good support and are committed to improving pupils' learning experiences and raising their attainment.

The headteacher and governors have managed the amalgamation of two schools successfully and staff combine well with a strong team ethos. They understand and share their responsibilities effectively, for instance in providing for pupils with additional learning needs. As a result, teachers and support staff know the needs of each pupil very well and they make good progress.

The school has a clear understanding of local and national priorities and has implemented these effectively. For example, imaginative planning ensures that the school meets the requirements of the Literacy and Numeracy Framework. The governing body operates efficiently. Governors draw on wide-ranging experience to support and challenge the school. They receive detailed information from the headteacher and other staff, which they scrutinise appropriately.

The headteacher and other members of staff have contributed effectively to professional development events across the local authority. Opportunities for staff to share the many instances of good practice within the school are not fully developed.

## **Improving quality: Good**

School leaders are determined to provide pupils with the best opportunity to achieve their potential and have established robust self-evaluation processes that indicate priorities for improvement. They use a good range of first-hand evidence that

includes regular reviews of what pupils, governors and parents have to say about how the school is performing. Many members of staff contribute to the analysis of attainment data. Senior staff monitor the quality of learning and teaching and the outcomes influence plans for improvement. As a result, the self-evaluation report is comprehensive, detailed and accurate.

The findings of self-evaluation link clearly to the school improvement plan. The plan comprises a manageable number of priorities. They are realistic, and include precise targets that enable staff to measure progress easily. The plan gives appropriate details regarding timescales and costs, and identifies staff with delegated responsibility for the plan. Leaders ensure that they allocate appropriate resources to support the targets.

Previous improvement plans have brought about improvements in attendance and have addressed the recommendations from the previous inspections of the former schools successfully.

### **Partnership working: Good**

The school works well with a wide range of partners to promote pupils' wellbeing. These include close links with other professionals to support families of pupils with additional learning, emotional or behavioural needs.

There are good relationships with the on-site community police officers, local businesses and the lifeboat service that enrich pupils' learning experiences. The school provides good support for students from the local university and college, who help to raise pupils' aspirations.

The school shares information well with parents through the school website, regular newsletters and, more recently, text messaging. For their part, parents support the school well and arrange many fund-raising events.

There are appropriate arrangements to ensure that pupils new to the school settle quickly. These include good communication with the on-site Family Centre. Arrangements to prepare older pupils for the transition to secondary school are effective; as a result, pupils are well prepared for their next stage of learning.

The school works closely with neighbouring primary schools, for instance in developing consistency of assessment at the end of key stage 2.

### **Resource management: Good**

The school has enough suitably qualified teachers and teaching assistants with appropriate expertise to deliver the curriculum and to support pupils well. For example, the school deploys individual staff to meet the needs of pupils by coaching sports sessions and by promoting their emotional development. Teaching assistants work very effectively and they have a positive effect on the attainment of all pupils.

The headteacher and senior leadership team have established effective systems to manage the performance of staff. They set appropriate targets for all teachers that link to whole-school priorities and provide the training that enables staff to improve their own classroom practice.

The school has been active in sharing specific examples of good practice across the local authority. It takes a leading role in several networks of professional practice that contribute to raising standards of attainment and to promoting pupils' wellbeing.

The headteacher, school Business Manager and governing body manage the school budget efficiently. They ensure that funding supports the priorities identified in the school development plan. The school makes appropriate use of its Pupil Deprivation Grant in supporting the achievement and learning experiences of disadvantaged pupils. The school has incorporated a number of various support programmes into its provision and these are beginning to contribute to improvements in standards and wellbeing.

There are appropriate arrangements for arranging teachers' planning, preparation and assessment time in line with statutory requirements.

In view of the quality of the school's provision and the outcomes achieved by pupils, the school provides good value for money.

## **Appendix 1: Commentary on performance data**

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

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

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

## Appendix 2

### Stakeholder satisfaction report

#### Responses to learner questionnaires

##### 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.	93	92 99%	1 1%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	92	88 96%	4 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.	93	90 97%	3 3%	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	93	90 97%	3 3%	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.	93	92 99%	1 1%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	93	89 96%	4 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.	93	92 99%	1 1%	Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddysgu a gwneud cynnydd.
		99%	1%	
I know what to do and who to ask if I find my work hard.	93	93 100%	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.	93	93 100%	0 0%	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.	93	88 95%	5 5%	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.	93	77 83%	16 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	92	83 90%	9 10%	Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
		84%	16%	

## Responses to parent questionnaires

denotes the benchmark - this is 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.	61	41 67%	20 33%	0 0%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	61	45 74%	15 25%	1 2%	0 0%	0	Mae fy mhentyn yn hoffi'r ysgol hon.
		73%	26%	1%	0%		
My child was helped to settle in well when he or she started at the school.	61	45 74%	13 21%	1 2%	0 0%	2	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.	61	43 70%	17 28%	0 0%	0 0%	1	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	61	19 31%	38 62%	2 3%	0 0%	2	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	45%	4%	1%		
Teaching is good.	61	45 74%	16 26%	0 0%	0 0%	0	Mae'r addysgu yn dda.
		60%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	61	44 72%	16 26%	0 0%	0 0%	1	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		63%	33%	1%	0%		
The homework that is given builds well on what my child learns in school.	60	36 60%	23 38%	0 0%	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.	61	38 62%	18 30%	3 5%	0 0%	2	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		58%	33%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	61	42 69%	18 30%	0 0%	0 0%	1	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.	61	36 59%	25 41%	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.	59	31 53%	22 37%	3 5%	0 0%	3	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		50%	34%	4%	1%		
I am kept well informed about my child's progress.	61	29 48%	25 41%	4 7%	0 0%	3	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		49%	40%	8%	2%		

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
I feel comfortable about approaching the school with questions, suggestions or a problem.	61	42 69%	17 28%	0 0%	0 0%	2	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.	61	29 48%	22 36%	3 5%	0 0%	7	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		45%	39%	7%	2%		
The school helps my child to become more mature and take on responsibility.	61	39 64%	19 31%	0 0%	0 0%	3	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		56%	38%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	57	25 44%	22 39%	2 4%	1 2%	7	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		42%	33%	4%	1%		
There is a good range of activities including trips or visits.	61	31 51%	30 49%	0 0%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	38%	5%	1%		
The school is well run.	61	36 59%	23 38%	0 0%	0 0%	2	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	32%	3%	1%		

## Appendix 3

### The inspection team

Mr Christopher Ian Dolby	Reporting Inspector
Dr Russell Grigg	Team Inspector
Mrs Michaela Leyshon	Lay Inspector
Ms Lynne Williams	Peer Inspector
Mrs Alison Williams	Nominee

## Copies of the report

Copies of this report are available from the school and from the Estyn website ([www.estyn.gov.uk](http://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.