



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

**Bwlchgwyn C.P. School
Brymbo Road
Bwlchgwyn
Wrexham
LL11 5UD**

Date of inspection: October 2013

by

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

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

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

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

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

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

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

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Context

Bwlchgwyn Community Primary School is in Wrexham. Nearly all pupils live locally with a few pupils coming from the surrounding area. Around three per cent of pupils are entitled to free school meals. This is well below local and national averages.

There are currently 112 pupils on roll including 13 in the nursery class. The school admits pupils to the nursery at the age of three. Pupils are organised into four mixed-age classes. Four full-time and three part-time teachers teach the classes.

The school has no pupils who are looked after by the local authority. Around 14% of pupils are identified as having additional learning needs. No pupil has a statement of special educational need. English is the main home language of almost all pupils. A very few pupils come from an ethnic minority background. No pupils were excluded within the last year.

The headteacher was appointed in 2009.

The individual school budget per pupil for Bwlchgwyn Community Primary School in 2013-2014 means that the budget is £3,531 per pupil. The maximum per pupil in the primary schools in Wrexham is £9,653 and the minimum is £2,876. Bwlchgwyn Community Primary School is 28th out of the 60 primary schools in Wrexham in terms of its school budget per pupil.

Summary

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

Current performance

The school's current performance is adequate because:

- most pupils have high standards of wellbeing;
- most pupils have good standards of speaking and listening;
- many key stage 2 pupils read well and with fluency and interest;
- most Foundation Phase pupils use their numeracy skills well; and
- the school has a welcoming and supportive ethos for pupils.

However:

- many pupils' make only satisfactory progress with their learning;
- many pupils' standards of writing are not consistently good enough; and
- there are shortcomings in teaching and assessment in a majority of lessons.

Prospects for improvement

The school's prospects for improvement are unsatisfactory because:

- the school has a poor track record of raising standards or improving provision;
- systems for self-evaluation are very weak and not used consistently;
- school improvement planning fails to focus on key priorities or to set clear and measurable targets for improvement;
- many staff are unclear about their roles and responsibilities; and
- the school makes insufficient use of data to monitor its progress or the progress of initiatives.

Recommendations

- R1 Raise pupils' standards of reading in the Foundation Phase and writing in both key stages
- R2 Raise pupils' standards of numeracy in key stage 2
- R3 Improve the quality of teaching especially in providing high levels of challenge to all pupils
- R4 Provide pupils with more detailed and regular feedback so they know how to improve their work
- R5 Use data and tracking systems effectively to monitor the progress of all pupils especially those who need extra help with their learning
- R6 Clearly identify the roles and responsibilities of all staff to ensure that they are accountable for the school's provision and the standards pupils achieve
- R7 Use a robust and rigorous system of selfevaluation to clearly identify and monitor the school's strengths and shortcomings
- R8 Use the outcomes of selfevaluation to prioritise effectively clear and measureable targets for school improvement linked accurately to pupil outcomes
- R9 Address the shortcomings in safeguarding

What happens next?

In accordance with the Education Act 2005, HMCI is of the opinion, that special measures are required in relation to this school. The school will draw up an action plan which shows how it is going to address the recommendations. Estyn will monitor the school's progress on a termly basis.

Main findings

Key Question 1: How good are outcomes?

Adequate

Standards: Adequate

Main evaluation

Most pupils enter the school with skills that are higher than those normally expected for their age. In lessons and over time many pupils make only satisfactory progress from their starting points.

Nearly all pupils have high standards of speaking and listening. They talk confidently to adults, speak clearly and articulately using a wide vocabulary. In lessons, almost all pupils listen well to staff and other pupils.

Most older pupils' write imaginatively and use a lively and interesting vocabulary. They use a good range of techniques such as alliteration or similes and metaphors to engage the reader. Many pupils re-draft their work well to improve its quality. However, they do not use these skills well enough in their day-to-day work in other subjects and areas of learning. Spelling, grammar, punctuation and handwriting lack sufficient accuracy to allow pupils to work at a high standard consistently. A majority of Foundation Phase pupils have weak phonic skills. This slows their progress in writing with accuracy and meaning.

Many Foundation Phase pupils read accurately. A majority use a range of strategies and cues successfully to read unfamiliar words. However, less able pupils' knowledge of the names and sounds of letters is poor inconsistent and hinders their progress in reading.

Most older pupils enjoy reading a wide variety of styles and authors. They read with fluency and clarity and pay good attention to punctuation. Most pupils talk enthusiastically about books they like and why characters might act in a certain way. Nearly all can skim a text to find information.

Most Foundation Phase pupils have suitable standards of mathematical development. Key stage 2 pupils attain satisfactorily in mathematics. Nearly all pupils develop their number skills well in mathematics lessons. Their use and understanding of measuring and data skills is less well developed. In the Foundation Phase, many pupils apply their number skills in other areas of learning successfully. Older pupils do not apply their knowledge in different subjects such as geography or science well enough or at a level that matches their mathematical ability.

Most pupils make worthwhile progress in developing their Welsh language skills. They understand the Welsh used by staff well, and respond readily to questions using familiar phrases and patterns. They are able to write simple sentences correctly. By the end of Year 6, many pupils read and write simple Welsh texts clearly and accurately. Their Welsh pronunciation is good. However, few pupils use their Welsh language skills extensively outside of Welsh lessons.

Due to the small number of pupils at the end of both key stages, the results of pupil assessments have to be treated with care. This is because one pupil's results can have a significant impact on overall school performance.

Over time, girls achieve slightly better than boys. More able pupils in the Foundation Phase do not consistently achieve well. In key stage 2, more able pupils do well in mathematics, where standards are rising but insufficiently well in English where they have fallen slowly. Most pupils who need extra help with their learning make only moderate progress especially in reading.

Foundation Phase outcomes in 2013 were poor and below those for the previous year. They were all in the lower 50% or bottom 25% of similar schools. Pupils' attainment in mathematical development and literacy at the expected outcome is around the average for the school's family. Results are significantly below those of its family for pupils' personal and social development at the expected outcome and all results for the higher outcome.

In 2013, and regularly for the last four years, many key stage 2 outcomes for the expected level were in the lower 50% of similar schools. Following a general downward trend of performance over the previous three years, pupils' performance rose in 2013 when compared to similar schools. Outcomes for more able pupils were in the top 25% of similar schools for mathematics, the upper 50% for science and the lower 50% for English. Trends are generally upwards.

Other than for science at level 4 where the school is equal first in performance, trends at key stage 2 remain generally below those of the family.

Wellbeing: Good

Nearly all pupils have a good understanding of how to be healthy and keep themselves safe. Nearly all pupils are polite and courteous and their behaviour in school and on the playground is of a high standard. Pupils are considerate, they share well and they form strong relationships with each other and with adults. Nearly all pupils say that they feel safe in school.

The school council members are articulate and are involved regularly in choosing areas of school they wish to improve. However, the school does not act quickly enough on pupils' comments and suggestions. Nearly all pupils take pride in their work, participate well in lessons, are motivated to achieve and enjoy learning. Foundation Phase pupils are beginning to make a successful contribution to how and what they learn. Older pupils take on additional responsibility well such as the post of head girl, head boy or as 'playground buddies'.

Pupils regularly take part in activities with the local community including support for the local hospice and a range of charities.

Pupils' attendance at almost 96% is in the top 25% of similar schools. Most pupils are punctual.

Key Question 2: How good is provision?

Unsatisfactory

Learning experiences: Unsatisfactory

The school provides a generally appropriate curriculum that meets the needs of the majority of pupils. Curriculum planning in both key stages is detailed and helps to engage pupils successfully. However, staff do not plan well enough to make consistent and effective use of the outdoor areas in the Foundation Phase. Poor timekeeping at the beginning of each session means that the school does not meet the recommended teaching time for key stage 2 pupils.

Provision for information and communication technology (ICT) is good. Provision for speaking and listening allows most pupils to achieve well. The school plans limited opportunities for pupils to apply their literacy, numeracy and problem solving skills across the curriculum, especially in key stage 2. The school does not have a consistent system for teaching phonic skills. This slows the progress in reading and spelling for a majority of pupils. However, older pupils have regular and worthwhile opportunities to read to an adult, which enables them to develop their skills more rapidly. The school has made an appropriate start in addressing the requirements of the Literacy and Numeracy Framework but this is at an early stage of development.

Provision for Welsh language development and the Welsh dimension ensure sound progress in these areas. Through displays in corridors and visits to places of interest such as 'The Big Pit' and Caernarfon Castle, pupils develop positive attitudes to the Welsh language, history and culture

The school succeeds in promoting education for sustainable development and global citizenship through activities such as recycling, care of the school environment and their studies of different cultures through, for example, the 'European Day of Language celebrations'.

Pupils' experiences are enriched through a variety of extra- curricular activities for sport, music and culture. Visits off site to places such as Nant Mill and Plas Power support pupils' understanding of the local area.

Teaching: Unsatisfactory

Most teachers have good working relationships with pupils and have high expectations of them in terms of their behaviour and attitudes. They regularly use an effective range of teaching approaches and work with other adults in the classroom successfully to support pupils' learning. Most make good use of ICT and interesting, well-prepared resources to help engage pupils.

In a majority of lessons, the pace is slow which results in many pupils sitting passively with little to do for too long. Staff do not always plan activities which challenge pupils effectively. Often the work is too easy for more-able pupils or too hard for those who need extra help with their work. As a result, pupils do not make sufficient progress in their learning.

Although teachers mark pupils work regularly and give plenty of praise, they do not provide pupils with sufficient written or oral feedback on what they need to do next to improve their work. Staff provide few good opportunities for pupils to evaluate their own progress. Many pupils are not regularly involved in setting their own targets. In key stage 2, staff have introduced a new system to address this. As yet it is too early to judge its impact.

Target setting systems are not yet used efficiently to identify areas for development and do not inform future planning well enough so that pupils are consistently challenged. Assessments at the end of each key stage have not been sufficiently analysed to identify trends, underperformance or to inform teachers and leaders curriculum planning.

Annual reports to parents are detailed and informative.

Care, support and guidance: Unsatisfactory

There are effective systems in place to support pupils' health and wellbeing. The school has appropriate arrangements to promote healthy eating and drinking. Provision to support pupils' spiritual, moral, social and cultural development is good. For example, pupils' spiritual development is supported through links to the local church and visits by clergy. Pupils share their feelings and emotions well during lesson time, which contributes effectively to their social and moral development.

Staff work successfully with a range of specialist services to support pupils. The school gives appropriate help to pupils who have individual education plans to support their learning. The school reviews plans regularly and keeps these parents well-informed and fully involved in the process. However, the management of the provision for a majority pupils who have extra help with their work has shortcomings. There is insufficient monitoring of pupils' progress and a lack of clarity in ensuring that any extra provision meets pupils' needs effectively, particularly in the Foundation Phase. This hinders these pupils' progress.

The school's arrangements for safeguarding pupils do not meet requirements and gives cause for concern.

Learning environment: Unsatisfactory

The school is a welcoming, inclusive community with an ethos that values all pupils and provides equality of opportunity. All staff work well to encourage pupils to participate fully in the life of the school.

Classrooms provide stimulating learning environments. Around the school displays are creative, attractive and informative. The building is clean and generally well maintained. The school has a good range of resources that match pupils' needs well.

Important issues relating to the fabric and maintenance of the building and grounds were brought to the attention of the governing body and the local authority.

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

All staff work successfully to create a welcoming and inclusive learning environment for all pupils. As a result of this, the school is a calm and orderly community. However, leaders do not focus enough on systematically monitoring and improving standards. They do not use data to monitor the performance of the school well enough in order to identify key issues for improvement or to evaluate impact robustly.

Leaders and managers have not provided staff with up-to-date job descriptions. Staff are therefore unsure of their role, what they are responsible for or to whom they are accountable. Performance management does not meet statutory guidelines or link closely to the school's priorities for improvement. There is no robust process in place to monitor the quality of teaching and as a result senior leaders and managers do not regularly challenge staff to improve their performance or support them to raise standards in the school.

The school pays due attention to addressing national priorities, including raising standards in numeracy and literacy. However, there is not enough relevant or evaluative information analysed in order to assess the impact on standards. The school holds too many informal meetings that lack a clear focus and leaders and managers keep insufficient records.

The governing body is supportive of the school and take their role seriously. Nearly all attend suitable training events. However, their role as a 'critical' friend is currently underdeveloped.

Improving quality: Unsatisfactory

Robust self-evaluation and effective development planning are not a regular feature of the school's work. The school's very few monitoring procedures lack rigour. Leaders do not gather or evaluate a suitable range of first-hand evidence. As a result, leaders only have a limited range of information to identify school strengths and areas for development.

The annual school improvement plan identifies a manageable set of targets. However, leaders and managers do not consistently match priorities accurately to issues arising from data. As a result, the school does not set targets that link to improving pupil outcomes well enough.

Leaders and managers do not communicate school improvement priorities clearly enough to stakeholders. Consequently, staff do not implement plans consistently or successfully. Teachers have a very limited involvement in the self-evaluation process and lack a sense of responsibility or ownership for any initiatives. There is no clear evidence that initiatives undertaken by the school are making a significant difference to raising pupil's standards.

The school has not fully met all the recommendations of the last inspection report.

Partnership working: Good

The school has a good range of effective partnerships with the local community. For example, the police liaison officer visits the school regularly to deliver a series of workshops. The session on internet safety supports the development of pupils' awareness of how to keep safe while using the internet very well. The work with other local schools on provision for sport provides a wide range of additional sporting opportunities. This enhances pupils' self-esteem and sense of teamwork.

The parents' fund raising group makes a substantial contribution to school funds each year, which has helped improve resources for pupils.

The school has strong links with the local high school. For example, older pupils use the swimming pool facilities and staff regularly visit to take lessons and share classroom resources. This ensures a smooth transition for pupils.

Leaders and managers are beginning to develop joint working practices. For example, their involvement in a working party of local head teachers has resulted in the production of a useful planning document in order to support the implementation of the Literacy and Numeracy Framework across the curriculum.

Resource management: Unsatisfactory

The school generally deploys teachers and teaching assistants well in order to meet the needs of the majority of pupils and to deliver the curriculum effectively. Staff have received appropriate support to develop their Welsh language skills. However, the school has not provided enough professional development opportunities in order to develop their skills and expertise. They are not regularly involved in any observation or sharing of good practice within or beyond the school. As a result, their ability to evaluate the impact of training or school initiatives on their pupil's learning and wellbeing is weak.

Leaders and managers generally link financial resources appropriately to priorities, but do not monitor the school's spending effectively in order to plan to improve standards or provision. They do not use resources well enough to address shortcomings in the standards of accommodation.

In view of the satisfactory progress made by many pupils and important shortcomings in resource management and leadership, the school provides unsatisfactory value for money.

Appendix 1

Commentary on performance data

Due to the small number of pupils at the end of both key stages, the results of pupil assessments have to be treated with care. This is because one pupil's results can have a significant impact on overall school performance.

Compared to similar schools in 2013, pupils' performance at the end of the Foundation Phase for the expected outcome is in the lower half of similar schools for the Foundation Phase indicator and mathematical development, and in the bottom 25% for pupils' literacy and personal and social development. For the higher outcome, results are all in the bottom 25% of similar schools. These results are below those for 2012.

Pupils' attainment at the expected outcome is around the average for the school's family for literacy and mathematical development. It is significantly below those of its family for pupils' personal and social development at the expected outcome and all results at the higher outcome.

In key stage 2, for the previous four years there was a downward trend at the expected level. Results were mainly in the lower 50% or bottom 25% of similar schools. However, performance improved slightly in 2013, but English, mathematics and the core subject indicator remain in the lower 50% although science was in the top 25% of similar schools. Outcomes for more able pupils were in the top 25% of similar schools for mathematics, the upper 50% for science and the lower 50% for English. Trends at the higher level are generally upwards.

The school is in the lower half of its family for the expected level except for science where it is equal first. For the higher level, outcomes are in the upper half of the family for mathematics and science but in the lower half for English. Overall, trends generally remain below those of the family.

Appendix 2

Stakeholder satisfaction report

Responses to learner questionnaires

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

	Number of responses Nifer o ymatebion	Agree Cytuno	Disagree Anghytuno	
I feel safe in my school.	56	56 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	56	56 100%	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.	56	55 98%	1 2%	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	56	56 100%	0 0%	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
		98%	2%	
There are lots of chances at school for me to get regular exercise.	56	53 95%	3 5%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	54	52 96%	2 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.	55	55 100%	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.	56	56 100%	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.	54	54 100%	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.	53	46 87%	7 13%	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.	55	53 96%	2 4%	Mae plant eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
		78%	22%	
Nearly all children behave well at playtime and lunch time	56	56 100%	0 0%	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.	28	13 46%	14 50%	1 4%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	28	25 89%	3 11%	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.	28	17 61%	10 36%	1 4%	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.	28	17 61%	9 32%	2 7%	0 0%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	0%		
Pupils behave well in school.	28	14 50%	13 46%	0 0%	0 0%	1	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	46%	4%	1%		
Teaching is good.	27	12 44%	14 52%	1 4%	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.	28	14 50%	14 50%	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	11 41%	14 52%	2 7%	0 0%	0	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhentyn yn ei ddysgu yn yr ysgol.
		47%	40%	6%	1%		
Staff treat all children fairly and with respect.	28	13 46%	14 50%	1 4%	0 0%	0	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.	28	15 54%	13 46%	0 0%	0 0%	0	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		60%	36%	2%	0%		
My child is safe at school.	28	13 46%	13 46%	1 4%	0 0%	1	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'.	22	11 50%	7 32%	1 5%	0 0%	3	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		50%	35%	4%	1%		
I am kept well informed about my child's progress.	28	7 25%	15 54%	6 21%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		49%	41%	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.	28	15 54%	8 29%	3 11%	2 7%	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.	28	9 32%	11 39%	5 18%	1 4%	2	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	14 52%	13 48%	0 0%	0 0%	0	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		55%	39%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	22	9 41%	9 41%	0 0%	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.	28	13 46%	12 43%	2 7%	1 4%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	38%	5%	1%		
The school is well run.	28	11 39%	14 50%	1 4%	1 4%	1	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	32%	3%	1%		

Appendix 3

The inspection team

Richard Hawkley	Reporting Inspector
Sue Davies	Team Inspector
Peter Duncan Haworth	Lay Inspector
Julia Buckley-jones	Peer Inspector
Susan Williams	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.