



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

**Cefn Cribwr Primary School
Cefn Road
Cefn Cribbwr
Bridgend
CF32 0AW**

Date of inspection: January 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.

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Publication date: 25/03/2014

Context

Cefn Cribwr Primary School is in the village of Cefn Cribwr, near Bridgend.

There are 163 pupils aged three to 11 years at the school, including 24 full-time children in the nursery. There are six mainstream classes, including the nursery class. There are a further 28 pupils aged from three to 11 years in two observation classes and a learning resource base. These pupils come from a wider geographical area within the county. Most of the pupils stay for the duration of the phase or key stage, before moving on to other, suitable provision.

Around 27% of the pupils are entitled receive free school meals, which is above the average for the local authority and Wales. A very few pupils are looked after by the local authority. Nearly all pupils come from homes where English is the main language. No pupil speaks Welsh as a first language at home.

The school has identified around 25% of pupils as having additional learning needs. This is marginally above the average for primary schools in Wales. A very few pupils have a statement of special educational needs. There have been a very few fixed term exclusions in the last three years.

The last inspection was in January 2008. The current headteacher was appointed in January 2009.

The individual school budget per pupil for Cefn Cribwr Primary School in 2012-2013 means that the budget is £4,486 per pupil. The maximum per pupil in the primary school in Bridgend is £4,608 and the minimum is £2,795. Cefn Cribwr is second out of the 50 primary schools in Bridgend 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:

- most pupils make good progress during their time at school;
- nearly all pupils feel safe and happy in the school environment;
- most pupils have a positive attitude towards school;
- teachers plan together to provide stimulating learning experiences that match the needs of all pupils;
- all teachers have good subject knowledge, and use a wide range of resources and effective teaching methods to engage pupils; and
- the school is an inclusive community that places a high priority on supporting the health and wellbeing of its pupils.

Prospects for improvement

The school's prospects for improvement are good because:

- the headteacher has a clear vision and a strong commitment to raise pupils' standards and improve the work of the school;
- all members of staff work closely together to create a supportive whole-school ethos based on good team work;
- the school is making good progress in introducing initiatives that meet local and national priorities;
- the senior management team and staff have an accurate picture and understanding of the school's strengths and weaknesses; and
- close links with parents and the wider community enrich pupils' learning experiences well.

Recommendations

- R1 Improve pupils' levels of independence, particularly in key stage 2, and increase pupils' role in decision-making
- R2 Improve attendance
- R3 Ensure that all teachers in key stage 2 provide opportunities for pupils to assess their own learning and be involved in deciding what they need to do to improve
- R4 Develop the skills of governors to enable them to act as critical friends
- R5 Ensure that the self-evaluation report places more emphasis on analysing the effect of the school's work on raising standards and provision

What happens next?

The school will draw up an action plan that 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

Most pupils make good progress during their time at school. They participate fully in classroom activities, focus well and build on their previous learning experiences effectively.

In mainstream classes most pupils make good progress in their use of communication skills. Their listening skills are good and most are eager to offer answers or comments when talking about their work. Many pupils use appropriate vocabulary and are able to express opinions in a mature way when discussing a range of topics. Most of the older pupils are able to extend their ideas effectively to support their views.

The reading skills of most pupils are developing effectively. They are interested in books and develop into independent readers. Most pupils in the Foundation Phase use reading strategies well to read unfamiliar words. By Year 2, nearly all pupils read with meaning, fluency and clarity of expression. By the end of key stage 2, most read with understanding, express opinions about books, and describe the main characters and events well. They use their reading skills effectively to gather information and present it in an interesting way.

Most pupils in the Foundation Phase make good progress in their writing skills. By the end of Year 2, most use their skills successfully to write creatively and independently across the areas of learning. The more able pupils write extended pieces of work well, in response to class topics. In key stage 2, most pupils write in a wide range of styles and genres. They use a wide vocabulary to enrich their work and demonstrate an increasing fluency. Most spell accurately and use punctuation appropriately. Across the school nearly all pupils' work is neat and presented well.

In the Foundation Phase, most pupils develop their numeracy skills well in a variety of situations. Many can gather information successfully and present the information in simple graphs. By the end of the Foundation Phase, most pupils use their numeracy skills well to solve mathematical problems in a variety of learning areas.

In key stage 2, most pupils achieve good standards in mathematics. The more able pupils achieve high standards. Most pupils use a good range of accurate calculation methods in investigations. They confidently use a range of measures appropriately in their work. Many of them make appropriate use of data across the curriculum. An example of this is the way they record and report information on the Blitz during the Second World War. However, there is little evidence of pupils using and applying a variety of numeracy skills across the curriculum.

In the Foundation Phase, most pupils' oracy skills in Welsh are developing well. They use Welsh as part of their daily routines effectively. Many pupils respond to a range of commands and answer simple questions with good pronunciation. Many

pupils in key stage 2 use Welsh to answer a range of questions about common themes correctly and more able pupils extend their answers confidently. Few pupils use Welsh independently outside these lessons. Most pupils' writing skills are developing well, although reading skills across the school are generally limited.

Most pupils with additional learning needs, including those in the observation classes and resource base, make good progress against their targets. During class lessons, nearly all pupils show enthusiasm for the activities. They are developing good listening skills and focus appropriately. The majority of the pupils' literacy and numeracy skills are developing appropriately in line with their ability.

At the end of the Foundation Phase in 2013, the percentage of pupils who achieved the expected outcome 5 in language, literacy and communication and mathematical development placed the school in the higher 50% of similar schools. In personal and social skills, the school was in the lower 50% when compared with similar schools. Attainment at the higher outcome than expected (outcome 6) in mathematical development placed the school in the top 25% when compared with similar schools, and in the higher 50% for language, literacy and communication and personal and social skills.

At the end of key stage 2 in 2013, the percentage of pupils who gained the expected level placed the school in the lower 50% of similar schools in English, mathematics and science. Performance at the higher-than-expected level 5 placed the school in the higher 50% for English, but in the lower 50% for mathematics and science. However, in the previous year, the performance of the pupils placed it in the top 25% for English and mathematics and in the higher 50% for science.

Wellbeing: Adequate

Nearly all pupils feel safe and happy in the school environment.

Most pupils are well aware of how to develop a healthy lifestyle. They have a good understanding of the importance of eating and drinking healthily and in taking regular exercise.

Most pupils have a positive attitude towards school. They are enthusiastic learners and work well together. The behaviour of nearly all pupils within the class and around the school is very good. Nearly all pupils are courteous and polite, and demonstrate a respect for each other and to adults.

Through a variety of experiences in school, extra-curricular activities and links with the community, such as taking part in an annual memorial rugby tournament, most pupils' social skills develop well.

Members of the school council meet regularly but have a limited input in decision-making. Their role in representing the pupil voice is developing. Pupils in the Foundation Phase develop their independent learning skills appropriately, but pupils in key stage 2 make limited progress on building on this sound start.

Over the last three years, attendance figures have declined and the school is now in the bottom 25% when compared to other similar schools. The school has introduced a range of new initiatives to improve attendance and the most recent figures show that this is having a positive effect. Nearly all pupils arrive punctually in the mornings.

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

The school provides a broad and balanced curriculum that meets statutory requirements. Curriculum planning from Foundation Phase to key stage 2 is progressive and develops pupils' skills, knowledge and understanding effectively.

Teachers plan together to provide stimulating learning experiences that match the needs of all pupils. Thematic work pays good attention to developing oral, reading and writing skills well. However, there are not enough opportunities for pupils to develop their numeracy and information and communication technology (ICT) skills across the curriculum.

Educational trips and visits enrich pupils' education successfully. The older pupils visit the Swansea Bay Museum as part of their study of the Second World War. Many pupils benefit from a good range of extra-curricular activities that develop specific skills in sport, drama and gardening.

Provision for the development of pupils' Welsh oracy and writing skills in Welsh lessons is good. Pupils do not have enough opportunities to develop their speaking and listening skills outside of Welsh lessons or to develop their reading skills at an appropriate level. The curriculum pays suitable attention to developing pupils' understanding of the history and culture of Wales.

The school promotes education for sustainable development well. The eco council supported by pupils and staff, run conservation activities effectively. Most pupils are developing an appropriate understanding of global citizenship through studying China and participating in the school's international fortnight.

Teaching: Good

All teachers have good subject knowledge and use a wide range of relevant resources and effective teaching methods to engage all pupils. Teachers plan lessons well and build on pupils' prior knowledge appropriately.

The good relationship between staff and pupils ensures good behavior and creates a successful learning environment. Most teachers use skilful questioning to help pupils to understand and develop their thinking and communication skills. They share lesson objectives and refer to them frequently to ensure pupils' understanding of the task. Learning support officers contribute successfully to pupils' learning and wellbeing. However, in key stage 2, teachers do not develop pupils' independent learning skills consistently enough.

Teachers mark pupils' work regularly, their comments are supportive and they assess pupils' work accurately. In the Foundation Phase, teachers provide pupils with effective oral feedback during lessons and involve them purposefully in identifying what they need to do to improve. Older pupils in key stage 2 contribute to the written feedback by assessing their own learning and progress but this is not a consistent feature across the school.

There are effective arrangements in place for tracking pupils' progress. Teachers make good use of standardised tests to measure pupils' attainment. They use this information well to meet the needs of specific groups and individual pupils. Annual reports to parents and carers give a clear picture of their child's attainment and progress and outline appropriate targets for further development.

Care, support and guidance: Good

The school is an inclusive community and places a high priority on supporting the health and wellbeing of its pupils. There are clear procedures to promote positive behaviour and attendance. The school makes appropriate arrangements for promoting healthy eating and drinking.

Overall, the school addresses pupils' moral, social and cultural development well through topic work and whole-school assemblies. The school has effective arrangements with specialist services and outside agencies to provide pupils with a good level of support and guidance. Regular meetings with a designated team, specific personal educational plans and full integration to all aspects of school life ensure that vulnerable pupils make good progress in their learning, attitudes and behaviour.

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

The school has effective procedures and systems to identify pupils with additional learning needs and those who require extra support. The procedures fully meet statutory requirements. Regularly reviewed individual education plans identify clear targets and next steps in learning. The specialist support provided for pupils with a variety of additional learning needs in the observation classes and learning resource base is very effective. A few pupils from the learning resource base integrate daily for literacy and numeracy lessons.

Learning environment: Good

Cefn Cribwr Primary School has a fully inclusive environment where pupils of all abilities and backgrounds are encouraged to succeed.

The school places a good emphasis on respect and ensures that all pupils are valued. Within the school community every pupil has equal access to the full curriculum. For example, the school encourages both boys and girls to participate together in all extra-curricular activities. Pupils in the observation classes and learning resource base integrate very well and the school ensures that everyone can access all areas of provision.

The well-maintained building provides a suitable environment to promote effective learning. Classrooms are well equipped with resources of good quality that match pupils' needs successfully. The staff make good use of the space and the colourful displays create an inspiring environment that celebrates pupils' work well. Creative use is made of the outdoor area for Foundation Phase pupils. The school's 'secret garden', with its bug hotels and planting areas, provides an innovative learning environment for the younger pupils.

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

The headteacher has a clear vision and a strong commitment to raise pupils' standards and improve the work of the school.

All members of staff work closely together to create a supportive whole-school ethos based on good team work. They have regular meetings to discuss planning and pupils' work and share a common understanding of the school's priorities for improvement. This creates a strong foundation, which focuses on raising standards and improving pupils' work.

An established performance management system contributes well to improvements in teaching and learning and effectively supports professional development.

The school is making good progress in introducing initiatives that meet local and national priorities. For example, the school pays good attention to developing pupils' literacy and numeracy skills. This is having a positive impact on pupils' standards of achievement.

Governors are very supportive of the school. The chairperson has a thorough understanding of the performance of pupils as well as a good knowledge of school priorities for development and school finances. As a result, their role in monitoring the school's provision and challenging the school as a 'critical' friend is not well established.

Improving quality: Good

The senior management team and staff have an accurate picture and understanding of the school's strengths and weaknesses. They make good use of a range of monitoring activities. Self-evaluation procedures draw on a range of first-hand evidence including classroom observations, performance data and scrutiny of pupils' work. Although the procedures for self-evaluation are comprehensive, the accompanying documentation lacks rigour and clarity.

The senior management team analyse data thoroughly to monitor progress and plan for improvement. Teachers use performance information effectively to identify groups of pupils who are underachieving. The implementation of effective interventions has impacted positively in raising pupils' standards and wellbeing.

The school uses the information from the self-evaluation process to determine priorities in the school development plan. The plan includes relevant success criteria, areas of responsibilities, timescales, resources and funding. The implementation of this plan is having a positive impact on improving standards. However, the annual review of past school development plans has not always been evaluative enough in relation to the impact of actions on pupils' learning and standards.

Partnership working: Good

The school has a wide range of partnerships that have a positive impact on pupils' learning and wellbeing. Partnerships with parents are strong. They feel well supported and that they can approach leaders and staff with confidence. Parents are directly and effectively involved in their children's learning, for example through the use of purposeful homework tasks. Parents raise a significant amount of funds annually to support the school and enhance pupils' learning experiences.

Close links with the community enrich pupils' learning experiences well. The involvement in projects such as designing the new War Memorial, is a sign of the well-established partnership that exists between the school and the community.

There are effective transfer arrangements between the school and the secondary school, with a range of purposeful transition activities. The focus is to develop areas of learning such as literacy and numeracy, co-operative planning between leaders and to provide opportunities for teachers to share good practice. The school works effectively with the secondary and other cluster primary schools to discuss planning for improvement and the moderation and standardisation of pupils' work. This has ensured better quality and consistency in the school's assessments.

Resource management: Good

There are sufficient qualified and experienced staff to deliver the curriculum. The school deploys learning support officers efficiently. They support teachers well and have a positive impact on pupils' attainment and wellbeing. Arrangements for teachers' planning, preparation and assessment are appropriate.

Performance management arrangements identify valuable opportunities for the development and training of all staff. This helps to improve the quality of teaching, support and learning.

The school is developing as a learning community and has initiated networks of professional practice, which have had a positive effect on pupils' learning and experiences such as numeracy and literacy.

The headteacher and governors manage their resources appropriately. The school's finance officer and finance committee of the governing body manage the budget effectively. The current surplus earmarked for an additional member of staff will ensure the recommended staffing ratio in the nursery class.

Considering its good standards, the school provides good value for money.

Appendix 1

Commentary on performance data

In 2013, the percentage of pupils who achieved the expected outcome 5 at the end of the Foundation Phase was above the average of the family in the Foundation Phase indicator, language, literacy and communication and mathematical development. However, it was below the family average for personal and social skills.

When compared with schools with a similar proportion of pupils entitled to free school meals, pupils' performance placed the school in the higher 50% for the Foundation Phase indicator, language, literacy and communication and mathematical development. In personal and social skills, the school was in the bottom 25%.

The percentage of pupils who achieved the higher-than-expected level significantly improved in 2013, and was above the family average for literacy, language and communication, mathematical development and personal social skills. Compared to schools with similar proportion of pupils entitled to free school meals, the school was in the top 25% for mathematical development and higher 50% for language, literacy and communication and personal and social skills.

Generally, boys perform better than girls in the Foundation Phase at both the expected level and the higher-than-expected outcomes. However, girls perform consistently better than boys at the higher-than-expected level at the end of key stage 2.

In 2013, the percentage of pupils who gained the expected level at the end of key stage 2, was below the average for the family in English, mathematics, science and the core subject indicator.

When compared with schools with a similar proportion of pupils entitled to receive free school meals, the proportion of pupils who achieved level 4 placed the school in the higher 50% for the core subject indicator and the lower 50% for English, mathematics and science.

The proportion of pupils who achieved the higher-than-expected level in English was above the family average, but below the average in mathematics and science. The school's performance placed it in the higher 50% for English and the lower 50% for mathematics and science when compared with schools with a similar proportion of pupils entitled to receive free school meals. However, in the previous year, the performance of pupils placed the school in the top 25% for English and mathematics and in the higher 50% for science.

In the Foundation Phase, pupils entitled to free school meals perform less well than their peers and the family average. In key stage 2, generally, there is no obvious difference between the performance levels of these two groups.

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.	65		63 97%	2 3%	Rwy'n teimlo'n ddiogel yn fy ysgol.
			98%	2%	
The school deals well with any bullying.	65		60 92%	5 8%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			92%	8%	
I know who to talk to if I am worried or upset.	66		58 88%	8 12%	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	64		61 95%	3 5%	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.	65		62 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	66		62 94%	4 6%	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.	65		65 100%	0 0%	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.	65		62 95%	3 5%	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.	65		59 91%	6 9%	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.	65		64 98%	1 2%	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.	62		42 68%	20 32%	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	66		53 80%	13 20%	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.	27	21 78%	6 22%	0 0%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	27	23 85%	4 15%	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	24 89%	3 11%	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	22 81%	5 19%	0 0%	0 0%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	0%		
Pupils behave well in school.	26	14 54%	11 42%	0 0%	0 0%	1	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	46%	4%	1%		
Teaching is good.	27	23 85%	4 15%	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.	27	19 70%	8 30%	0 0%	0 0%	0	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.	27	15 56%	10 37%	0 0%	0 0%	2	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	21 78%	5 19%	0 0%	0 0%	1	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		58%	34%	3%	1%		
My child is encouraged to be healthy and to take regular exercise.	27	17 63%	9 33%	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.	26	23 88%	3 12%	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	17 65%	7 27%	0 0%	0 0%	2	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	17 63%	9 33%	1 4%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynydd fy mhentyn.
		49%	40%	8%	1%		
I feel comfortable about approaching the school with questions, suggestions or a problem.	27	21 78%	5 19%	1 4%	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	17 63%	9 33%	0 0%	0 0%	1	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	20 74%	7 26%	0 0%	0 0%	0	Mae'r ysgol yn helpu fy mhentyn 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.	23	11 48%	8 35%	0 0%	1 4%	3	Mae fy mhentyn 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.	27	16 59%	11 41%	0 0%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	38%	5%	1%		
The school is well run.	26	18 69%	7 27%	0 0%	0 0%	1	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	33%	3%	1%		

Appendix 3

The inspection team

Eleri Anwen Hurley	Reporting Inspector
Hazel Hughes	Team Inspector
Edward Tipper	Lay Inspector
Margery Brown	Peer Inspector
Stephen Howells	School 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.