



*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**

**Crickhowell C.P. School  
Crickhowell  
Powys  
NP8 1DH**

**Date of inspection: May 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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## Context

Crickhowell Primary School is in the town of Crickhowell, near Brecon, Powys.

The school has 243 full-time equivalent pupils on roll, aged between three and 11. There are 238 pupils in nine mainstream classes and five pupils in a specialist centre for pupils with moderate and specific learning difficulties.

Nearly all pupils come from homes where English is the first language. A few pupils speak English as an additional language and nearly all pupils' ethnicity is White British. Around 5% of pupils are entitled to free school meals. This is significantly lower than the national and local averages.

Approximately 12% of pupils have additional learning needs. This is below the national average. A few pupils across the school have a statement of special educational needs.

The school had its last inspection in May 2008. The current headteacher has been in post since January 2009.

The individual school budget per pupil for Crickhowell Primary School in 2013-2014 means that the budget is £3,497 per pupil. The maximum per pupil in the primary schools in Powys is £10,978 and the minimum is £3,102. Crickhowell Primary School is 65th out of the 88 primary schools in Powys 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:

- nearly all pupils achieve well and make good progress over time;
- standards of pupils' wellbeing contribute successfully to their social and life skills;
- teaching across the school focuses well on raising pupils' standards;
- the use and impact of support staff are a strength of the school;
- the learning environment, both indoors and outdoors, is stimulating; and
- there are beneficial partnerships with parents and the local community.

### Prospects for improvement

The school's prospects for improvement are good because:

- the senior leadership team and staff provide a clear direction for the work of the school;
- governors are very well informed and influence the school's targets for improvement effectively;
- the school has a good track record of managing improvements over time;
- the self-evaluation report accurately identifies the school's strengths and areas for improvement and it links well to the school improvement plan; and
- all of the staff are actively involved in professional development and training.

## Recommendations

R1 Improve pupils' standards of Welsh

R2 Improve pupils' attendance

R3 Improve the planning of lessons

R4 Improve provision for the development of pupils' information and communication technology (ICT) skills

R5 Ensure that pupils are challenged sufficiently in line with their abilities

### **What happens next?**

The school will draw up an action plan which shows how it is going to address the recommendations. The local authority will monitor the school's progress.

## Main findings

### Key Question 1: How good are outcomes?

Good

#### Standards: Good

During their time at the school, nearly all pupils make good progress from their starting points, which are often above average when pupils start school.

In the Foundation Phase and at key stage 2, most pupils make effective use of their literacy, language and communication skills across the curriculum. The standards of speaking, listening, reading and writing are consistently good or better.

Throughout the Foundation Phase, most pupils listen attentively and many respond sensibly to their teachers and peers when answering questions and discussing their work in groups or in pairs. In key stage 2, nearly all pupils are confident when talking to adults and other children. Many younger pupils enjoy retelling stories and recall accurately a number of details, including characters and significant incidents. Most pupils in key stage 2 use mathematical language purposefully and in the correct context. In the specialist centre, all pupils communicate effectively with adults and each other through a variety of language strategies. The pupils in the specialist centre make significant progress from starting points that are normally well below average.

Most pupils read accurately and confidently from books and their own work across the areas of learning and different subjects. Many Foundation Phase pupils learn the sounds that letters make and blend them together to read simple and more complex words effectively. They read a variety of different texts with meaning and understanding and a few pupils' discussion skills are excellent. In key stage 2, most pupils use their literacy skills well to find information in books and they apply this knowledge purposefully to create non-fiction booklets and reports on historical events. Nearly all pupils apply reading strategies effectively to explain challenging words and demanding texts. They appreciate the meaning of what they have read accurately. Many pupils infer, evaluate and appreciate the content of what they have read very well.

In both the Foundation Phase and key stage 2, many pupils write for an increasingly wide range of purposes and in a good variety of forms. Most pupils apply their knowledge of grammar, spelling and punctuation effectively when writing across the curriculum. However, pupils' handwriting and presentation are untidy at times.

Younger pupils in the Foundation Phase can count, order and sort numbers to ten correctly. Older pupils bond numbers well to 20 and use money sensibly. By the end of key stage 2, many pupils can calculate fractions, decimals and percentages well and they have a good knowledge of place value. A few pupils' problem solving strategies are outstanding. They use calculators efficiently to check their working out of number problems. They use electronic equipment and other apparatus accurately to test their theories in practical work in science. Many pupils have a good understanding of the different types of graphs and charts used to present different

data. Most pupils apply their numeracy skills well across the curriculum. Nearly all pupils' ICT skills observed in lessons are good, but the available evidence of pupils' work in ICT in both the Foundation Phase and key stage 2 is limited.

Most pupils' standards in Welsh are appropriate. A few pupils throughout the school use incidental Welsh naturally and most make adequate progress in gaining skills in the Welsh language. They achieve satisfactorily in lessons, listening appropriately and responding occasionally to different situations.

From the evidence in pupils' work, lesson observations and in talking to pupils, the standards in classes are good. The pupils' work matches the outcomes reported in the Foundation Phase and in key stage 2 assessments in 2013.

In 2012 and 2013, the percentage of pupils who attained the expected outcome (outcome 5) at the end of the Foundation Phase placed the school in the lower 50% for literacy and the bottom 25% for mathematical development when compared with similar schools. At the higher-than-expected outcome 6, performance placed the school in the top 25% for literacy and in the higher 50% for mathematical development.

At the end of key stage 2, results in English, mathematics and science at the expected level 4 over the past five years generally place the school in the lower 50% or bottom 25%. However, the school has been in the bottom 25% of similar schools in these subjects for the past two years. At the higher-than-expected level 5, pupils' performance over the last five years places the school in the higher 50% or lower 50% in English, the higher 50% or bottom 25% in mathematics, and the higher 50% in science compared with similar schools.

### **Wellbeing: Adequate**

Nearly all pupils are aware of the importance of health and fitness and achieve well in their personal and social development. They feel safe in school and know how they can keep healthy by eating sensibly and exercising their bodies in lessons, outdoors and in physical activities.

Most pupils enjoy their lessons and give sensible opinions about what they are learning. They are knowledgeable when discussing the need to care for the environment and the diverse world in which they live. Behaviour is good. Nearly all pupils are very polite and respond respectfully to adults and their peers. They understand that they have rights as individuals and this is evident across the school.

Members of the school council and the eco committee take an active part in school life and make sensible decisions, for example in the development of the outdoor play and environmental areas. Most pupils show a positive commitment to their local community.

Pupils' attendance rate, at around 94% is improving. Over the last five years, pupils' overall attendance rate tends to be below the local and national averages and places the school generally in the lower 50% when compared with similar schools. New school strategies have improved pupils' attendance, but the trend of relatively low

performance over time is a significant shortcoming. Nearly all pupils are punctual.

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

The school provides a wide range of relevant and interesting learning experiences for pupils. The curriculum meets statutory requirements for the National Curriculum, the Foundation Phase and religious education. Enrichment activities and educational trips enhance pupils' learning experiences effectively.

Teachers deliver broad and balanced experiences for all pupils, with a positive focus on developing pupils' literacy and numeracy skills. However, across the school, the day-to-day planning of lessons is inconsistent. It does not focus well enough on developing the areas of learning, the range of the National Curriculum and the progression of skills as pupils move through the school.

Extra support for pupils in literacy and numeracy is planned well and enables these pupils to make good progress. Regular homework builds appropriately on what pupils are learning in class. Teachers do not provide pupils with enough opportunities to develop their ICT skills.

The provision for pupils' Welsh language development is evident across the school and most staff use Welsh incidentally and regularly with pupils. However, this does not impact well enough on pupils' standards. There are systematic and effective opportunities for pupils to learn about their locality, the history and culture of Wales.

The school promotes sustainable development and global citizenship positively across the curriculum. It has a well-established eco-committee, which has undertaken effective improvements, for example in recycling, picking up litter and saving energy.

### **Teaching: Good**

Teachers and support staff work well to ensure that pupils are motivated and engaged in their activities. Adults create a purposeful working atmosphere within the classroom and outdoors. They manage behaviour well through clear expectations of what is appropriate. Lessons are well organised and progress at a good pace. Teachers deploy support staff well and they make a significant contribution to the learning experiences and progress of pupils. Teachers share learning objectives effectively with pupils. They use a range of stimulating resources thoughtfully. However, tasks planned for many pupils do not always offer them enough challenge.

Teachers use assessment successfully to identify pupils who need additional support. An effective digital system tracks pupils' progress well and allows teachers to identify pupils quickly who require further support. Teachers provide regular opportunities for pupils to assess their own and their peers' work. Marking is good, but, at times, it does not set out the next steps in pupils' learning in enough detail.

Reports to parents are detailed and informative and include pupils' self-assessments of their own progress. They identify clear targets for improvement and include opportunities for parents to comment.

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

The school provides a safe and respectful environment for pupils. Staff know their pupils well. The support and guidance offered to pupils results in nearly all of them feeling safe in school and knowing where to go if they are worried or upset. Nearly all pupils support their peers sensibly both in classes and outdoors at playtimes. The school has the appropriate arrangements to promote healthy eating and drinking.

The school sets out clear expectations of pupils' behaviour and staff promote these consistently in all classes. It effectively promotes pupils' spiritual, moral, social and cultural development, particularly through collective worship and an extensive range of visits and visitors.

The provision for pupils with additional learning needs is a strong feature of the school. It is well planned and co-ordinated efficiently in both the specialist centre and mainstream classes. The school has developed an effective system to identify pupils' learning needs and produces child-friendly individual education plans. It provides a well-structured programme of support for pupils' needs. The pupils in the specialist centre integrate successfully into the day-to-day life of the school. All pupils mix well in both formal and informal activities. The quality of provision in the specialist centre is effective.

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

### **Learning environment: Good**

The school is a welcoming community and it respects and values all its pupils. It provides equal opportunities and is wholly inclusive. Staff encourage pupils to consider and appreciate their various backgrounds, whatever their gender, race or religion. The school meets its statutory duties well, including an effective strategic equality plan.

A wide range of resources of high quality is available to staff and pupils in all classes. The buildings and the grounds provide a stimulating working environment. The school uses all its facilities purposefully and maintains them very well.

The outdoor areas and equipment enrich pupils' learning effectively. Pupils use the well-established outdoor garden area regularly. Investment in an outdoor classroom to further enhance the provision for outdoor learning is a positive feature of the learning environment. Indoor displays are of a good standard and celebrate pupils' work and achievements successfully.

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

The headteacher and staff work closely together to raise pupils' standards and to promote inclusion. The senior leadership team has implemented a number of effective strategies to raise pupils' standards, for example by successfully addressing the underperformance of boys.

Regular meetings and whole-day training events support the staff's professional development well and move the school forward effectively. Staff, including support staff, work purposefully together in curriculum teams in order to improve their professional practices and pupils' standards.

The performance management system is thorough and there are appropriate arrangements in place to monitor and evaluate formally the quality of teaching in all classes.

The school responds well to national and local priorities, for example in providing good opportunities for pupils to develop healthy lifestyles through regular physical exercise. The school has implemented the Foundation Phase effectively across all classes and teachers are beginning to address the Literacy and Numeracy Framework in their planning.

The governors undertake their roles rigorously and they have a very keen interest in the day-to-day life of the school. They have a very good understanding of the way in which the school performs by listening to staff and visiting classes. They attend training regularly and challenge the school consistently as critical friends. They are very aware of the school's performance data and understand their role in working with the school to create improvements.

### **Improving quality: Good**

The school's self-evaluation processes are systematic and lead efficiently to the identification of specific areas for development in the school's improvement plan. Effective procedures for self-evaluation, including book scrutiny, lesson observations, subject leaders' evaluations and rigorous analysis of data give the school an accurate picture of its strengths and areas for development. It provides sound and reliable information upon which to form clear judgements. The improvement plan targets areas for development and uses detailed performance data thoroughly to track pupils' progress in order to raise standards.

There are effective arrangements to gather the views of pupils, parents, staff and governors. The current range of information provided for parents is an example of the school responding well to parents' views.

All staff are aware of the purpose and impact of effective self-evaluation. The headteacher and senior management team have a good understanding of how to improve the school. They focus specifically on raising pupils' standards and developing the quality of the provision. This has resulted in improvements, especially

in literacy and provision for the more able pupils. Progress against the school improvement plan is monitored thoroughly. Regular reviews are used well to evaluate the success of initiatives and to set additional targets to raise standards even further.

### **Partnership working: Good**

The school works effectively with its partners in supporting pupils' learning and wellbeing. Partnerships with parents, the community and others are effective. Parents contribute well towards raising the profile of the school in the community through a range of fund raising activities and grant applications. As a result, the school has purchased outdoor equipment, including an outdoor classroom. These resources successfully enrich and enhance pupils' learning experiences and wellbeing.

The use and support of outside agencies with the specialist centre is very effective. Recent developments for outdoor physical learning, linked to the local area, are beneficial to all pupils. The partnership with the local secondary school is particularly strong and has a positive effect on pupils' learning as well as enabling older pupils to transfer smoothly to the next stage of their education. There are close links with the local cluster of schools. Staff work together successfully to moderate pupils' work and to ensure the accuracy of their assessments.

Regular visits to the community and visitors from the local area make positive contributions to enriching pupils' experiences, and the school has an effective open-door policy. The school promotes pupils' understanding of other cultures well through the curriculum and links with local groups, such as the church. The school supports appropriate charities and this raises pupils' awareness of other people's needs effectively.

### **Resource management: Good**

The school manages its staffing, resources and funding well. Teachers have good up-to-date subject knowledge. Support staff work very effectively alongside teachers to improve pupils' achievements in the classroom and when undertaking other duties throughout the day. The school uses the expertise of specialist staff, such as music and Welsh teachers, effectively. Staff take part regularly in effective training and development opportunities.

The use and impact of the outdoor areas are very beneficial for the academic and social development of all pupils.

The school links its expenditure clearly with priorities in the school improvement plan and leaders monitor and manage expenditure well. However, it currently has a deficit in its budget. The governing body is aware of this situation and has an action plan to ensure a balanced budget by the end of the year.

The school challenges itself consistently to improve through well-focused leadership, good provision and well-planned use of resources. As a result, nearly all pupils achieve good standards. Overall, the school provides good value for money.

## Appendix 1

### Commentary on performance data

In 2012 and 2013, the percentage of pupils who attained the expected level (outcome 5) at the end of the Foundation Phase in literacy placed the school in the lower 50% when compared with similar schools. In 2013, the pupils performed below the average for the family, but above national averages.

The percentage of pupils who attained the expected level at the end of the Foundation Phase in mathematical development placed the school in the bottom 25% when compared with similar schools. This was down from 2012, when school performance placed it in the higher 50%. In 2013, the pupils performed below the average for the family, but above national averages.

In personal and social development, the school moved from the lower 50% of similar schools, in 2012 to the top 25% in 2013. In 2013, pupils' performance in personal and social development at the expected level was above the family and national averages.

The proportion of more able pupils attaining outcome 6 in the Foundation Phase in 2012 and 2013 in literacy, placed the school in the top 25% compared with similar schools and was above the family and national averages.

In mathematical development and personal and social development, pupils' attainment placed the school in the higher 50% compared with similar schools. This was above the family and national averages in 2013. This showed an improvement in mathematical development from 2012, when the school was placed in the lower 50%.

Performance at key stage 2 has meant that the school has remained in the bottom 25% of similar schools in English and science for the past three years. During this time in mathematics and the core subject indicator, the school has remained in the bottom 25% or lower 50%.

At the higher than expected levels (level 5) over the past five years, the school has generally fluctuated between the lower 50% and higher 50% compared with similar schools in relation to pupils' performance in English. In mathematics, performance has fluctuated, moving the school between the higher 50% and bottom 25%. During this time, science has placed the school consistently in the higher 50% of similar schools. In 2013, pupils' attainment was above the family and national averages in science, below these averages in mathematics and below the family but above national averages in English.

Over time, boys as a group consistently perform better than girls, and pupils entitled to free school meals perform less well than their peers. The numbers of pupils in the specialist centre affect the school's overall performance in end of key stage assessments significantly in comparison with national benchmarks from one year to the next.

## 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.	99	98 99%	1 1%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98% 99%	2% 1%	
The school deals well with any bullying.	99	97 98%	2 2%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92% 98%	8% 2%	
I know who to talk to if I am worried or upset.	99	98 99%	1 1%	Rwy'n gwybod pwy i siarad ag ef/â hi os ydw I'n poeni neu'n gofidio.
		97% 99%	3% 1%	
The school teaches me how to keep healthy	99	97 98%	2 2%	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
		97% 98%	3% 2%	
There are lots of chances at school for me to get regular exercise.	99	99 100%	0 0%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96% 100%	4% 0%	
I am doing well at school	99	97 98%	2 2%	Rwy'n gwneud yn dda yn yr ysgol.
		96% 98%	4% 2%	
The teachers and other adults in the school help me to learn and make progress.	99	99 100%	0 0%	Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddysgu a gwneud cynnydd.
		99% 100%	1% 0%	
I know what to do and who to ask if I find my work hard.	99	97 98%	2 2%	Rwy'n gwybod beth I'w wneud a gyda phwy i siarad os ydw I'n gweld fy ngwaith yn anodd.
		98% 98%	2% 2%	
My homework helps me to understand and improve my work in school.	99	84 85%	15 15%	Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol.
		91% 85%	9% 15%	
I have enough books, equipment, and computers to do my work.	99	95 96%	4 4%	Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
		95% 96%	5% 4%	
Other children behave well and I can get my work done.	99	80 81%	19 19%	Mae plant eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
		77% 81%	23% 19%	
Nearly all children behave well at playtime and lunch time	99	89 90%	10 10%	Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
		84% 90%	16% 10%	

## 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.	67	44 66%	21 31%	1 1%	0 0%	1	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	67	48 72%	18 27%	1 1%	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.	66	46 70%	17 26%	0 0%	0 0%	3	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.	67	39 58%	24 36%	2 3%	0 0%	2	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	67	28 42%	36 54%	1 1%	0 0%	2	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	46%	4%	1%		
Teaching is good.	67	35 52%	31 46%	1 1%	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.	66	33 50%	30 45%	2 3%	0 0%	1	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.	63	27 43%	26 41%	5 8%	0 0%	5	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.	66	39 59%	22 33%	2 3%	0 0%	3	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.	63	34 54%	20 32%	5 8%	0 0%	4	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.	66	43 65%	22 33%	1 2%	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'.	63	25 40%	26 41%	1 2%	0 0%	11	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.	65	29 45%	31 48%	5 8%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		49%	41%	8%	2%		
I feel comfortable about approaching the school with questions, suggestions or a problem.	67	39 58%	25 37%	3 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.	67	20 30%	32 48%	9 13%	0 0%	6	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.	64	33 52%	28 44%	1 2%	0 0%	2	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		56%	39%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	61	24 39%	24 39%	0 0%	0 0%	13	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.	66	37 56%	26 39%	3 5%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	38%	5%	1%		
The school is well run.	67	39 58%	25 37%	1 1%	1 1%	1	Mae'r ysgol yn cael ei rhedeg yn dda.
		60%	33%	3%	2%		

## Appendix 3

### The inspection team

Mr Nicholas Jones	Reporting Inspector
Mrs Mary Elspeth Dyas	Team Inspector
Mrs Julie Ann Price	Lay Inspector
Helen Bird	Peer Inspector
Jon Wright	Enwebai

## 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.