



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

**Mayals Primary School
Fairwood Road
West Cross
Swansea
SA3 5JP**

Date of inspection: March 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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Context

Mayals Primary School is on the western outskirts of the city of Swansea, in the Swansea local authority. There are 244 pupils aged three to 11 years at the school, including 43 part-time children in the nursery. There are nine classes, including the nursery class. The school admits pupils to the nursery at the age of three. Nearly all pupils come from the immediate catchment area.

Around 10% of pupils are entitled to free school meals. This is significantly below the average for primary schools in Wales (21%).

The school has identified around 24% of pupils as having additional learning needs. This is slightly below the average for primary schools in Wales. Very few pupils have a statement of special educational needs. Currently, there are no pupils who are looked after by the local authority. There have been no exclusions in the last three years.

Very few pupils speak English as an additional language. No pupil speaks Welsh as a first language at home.

The last inspection was in February 2008. The current headteacher was appointed in September 2008.

The individual school budget per pupil for Mayals Primary School in 2012-2013 means that the budget is £3,172 per pupil. The maximum per pupil in the primary schools in Swansea is £15,824 and the minimum is £2,673. Mayals Primary School is 37th out of the 110 primary schools in Swansea 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 school's current performance is good because:

- in lessons and over time, most pupils make good progress from their starting points and more able pupils achieve well;
- most pupils feel happy and safe in school and are confident in the school's ability to address their concerns;
- the school provides a range of rich, varied cross-curricular learning experiences, which stimulate pupils' interest and motivate them to learn;
- the quality of teaching is effective across the school;
- all pupils and staff are valued equally; and
- the school makes good provision for pupils who need additional support.

Prospects for improvement

The school's prospects for improvement are good because:

- the headteacher has a very clear vision for the school;
- leaders have high expectations of all pupils and staff;
- the governing body supports and challenges the school effectively;
- all staff have a good understanding of the school's priorities to improve pupils' literacy and numeracy skills. This is having a positive impact on the standards pupils achieve;
- the school has an accurate picture of its strengths and the areas it needs to improve;
- effective partnerships impact positively on standards of learning and wellbeing; and
- the headteacher and the staff manage the school's resources effectively.

Recommendations

- R1 Improve pupils' standards in their use of numeracy skills across the curriculum
- R2 Improve attendance
- R3 Provide more opportunities for pupils in key stage 2 to take more responsibility for their own learning
- R4 Ensure that planned activities offer enough of a challenge for the most able pupils

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
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Standards: Good

Most pupils enter the school with skills that are similar to those expected of pupils of a similar age. In lessons and over time, most pupils make good progress from their starting points and more able pupils achieve well.

Most pupils listen well in lessons. In the Foundation Phase, most pupils talk about their experiences clearly and most answer questions using good levels of detail. By the end of key stage 2, pupils are articulate and explain their reasoning well. Most pupils are able to concentrate for long periods for their age and ability.

Most pupils in the Foundation Phase read fluently and accurately with very good expression. They talk confidently about their favourite character and make interesting predictions about what will happen next in a story. Most pupils' reading skills in key stage 2 are developing very well. They discuss the content of books using suitable detail, and express and justify their opinions of events and characters confidently. The majority use a range of reading strategies successfully to discover information. Most pupils use their reading skills well across the curriculum. Nearly all pupils enjoy reading.

Across the school, many pupils' written work is of a good standard. Pupils in the Foundation Phase make good progress in their writing skills. They spell common words accurately and have a good understanding of punctuation and grammar. A majority of pupils present their work neatly and the standard of their handwriting is developing appropriately. Most pupils in key stage 2 write confidently for a range of purposes and audiences, using a wide choice of vocabulary. Many more able pupils attain a high standard in their written work by using complex sentence structures and paragraphs correctly in their writing across the curriculum. Many pupils use different styles successfully when writing, with a few examples of extended writing of very good quality.

Most pupils in the Foundation Phase identify, order and use money confidently. By the end of the Foundation Phase, most understand tens and units, have a solid understanding of place value, basic measures and solve simple problems accurately. Most pupils' number skills develop well from an early age.

By the end of key stage 2, most pupils use a variety of methods for carrying out calculations and problem solving well. Many pupils use their understanding of place value to multiply and divide whole numbers and decimals appropriately. However, most pupils are only just beginning to apply their numeracy skills across the curriculum at a high enough level compared to their work in mathematics.

Most pupils enjoy learning Welsh, and standards are good overall. Nearly all pupils make good progress in learning Welsh in the Foundation Phase. They speak, read and write with developing accuracy, appropriate to their age and ability. Through key

stage 2, most pupils ask and answer questions clearly. They write simple sentences correctly and spell most common words accurately. Pupils are beginning to write at length and are developing their reading skills appropriately. Most pupils understand the instructions and day-to-day Welsh used by staff, but few pupils are confident enough to speak Welsh to others outside of structured lessons.

Over the last two years, performance in the Foundation Phase, at the expected outcome 5, in literacy and mathematical development has varied when compared to that of similar schools, between the lower 50% and the bottom 25%. At the higher outcome 6, performance over the last two years in literacy has risen from the bottom 25% in 2012, to the higher 50% in 2013. Performance in mathematical development has risen from the bottom 25% to the lower 50% in the last two years.

In key stage 2, performance at the expected level 4 in English has generally remained the same. The school performs in the higher 50% when compared to similar schools. In mathematics and science the school has fluctuated over the last four years between lower 50% and the higher 50%. In 2013, performance in all three subjects places the school in the higher 50% when compared to similar schools. At the higher level 5, performance in English, mathematics and science has varied, placing the school between the lower 50% and the top 25%.

Pupils with additional learning needs do well and many make rapid progress in both small groups and in class. The majority of pupils attain the expected levels consistently at the end of key stage 2.

Wellbeing: Adequate

Most pupils feel happy and safe in school and are confident in the school's ability to address their concerns.

Nearly all pupils have a good understanding of the need for regular exercise, and the importance of a healthy diet and lifestyle. They show a high level of care for each other and the school environment. Behaviour is good both in lessons and in the playground. Most pupils are polite, courteous and interact well with each other and with all adults.

In lessons all pupils show motivation and interest in what they are learning. Most pupils become confident learners. They are able to work effectively as individuals, in pairs or in groups, and respond appropriately to a task. Most pupils are beginning to influence the curriculum by identifying what they want to learn.

The school council and eco committee are effective in representing the views of pupils and take their responsibilities seriously. They make worthwhile decisions that benefit the whole school community, for example to continue to promote healthy eating and improving the school grounds.

Pupils' attendance is adequate. The school's overall attendance rate over the last four years has fluctuated, moving the school between the higher 50% and lower 50% when compared with schools with a similar proportion of pupils entitled to free school meals. Attendance figures in 2013 place the school in the lower 50%. However, the most recent data indicates that the school's initiatives to improve attendance are having a positive effect. Most pupils are punctual.

Key Question 2: How good is provision?

Good

Learning experiences: Good

The school provides a range of rich, varied cross-curricular learning experiences, which stimulate pupils' interest and motivate them to learn effectively. An example of this is pupils in the Foundation Phase caring for hatchlings to extend their knowledge of life cycles.

Staff in the Foundation Phase plan flexible learning experiences and meet pupils' needs and interests well. Planning in key stage 2 meets the requirements of the National Curriculum successfully. Teachers provide sufficient opportunities to develop pupils' independent learning and thinking skills. This is beginning to become more evident in pupils' work. Good use is made of extra-curricular clubs to enhance pupils' learning experiences. For example, the science club consolidates and extends the skills introduced in class lessons.

Planning for the development of literacy and numeracy skills is good in English and mathematics lessons. However, the curriculum does not provide enough opportunities for most pupils to develop their numeracy skills across all subjects at a suitable level.

Provision for teaching pupils' Welsh oracy and writing skills is effective. However, pupils in key stage 2 do not have enough opportunities to develop their speaking and listening skills outside of Welsh lessons. Through theme work, visitors to the school and studying the locality and beyond, pupils' understanding of the history and culture of Wales is developing well.

The school provides suitable opportunities across the curriculum for pupils to expand their knowledge and understanding of sustainable development and global citizenship. A good example of this is the annual event to celebrate food from around the world.

Teaching: Good

The quality of teaching is effective across the school. Teachers have a good understanding of the curriculum and most plan their lessons carefully with clear learning objectives. They use effective questioning techniques to extend pupils' answers and challenge their thinking. In a very few lessons the activities do not always match pupils' abilities well enough and lack sufficient challenge for more able pupils. Teaching assistants make a very good contribution to enhancing pupils' learning experiences in the classroom and in a range of other activities throughout the school. All staff use behaviour management strategies well.

The school's assessment procedures are rigorous. School leaders track pupils' progress effectively and use the information well. Teachers use a wide range of assessment procedures for teaching effectively, allowing the older pupils to reflect and correct their own work and the work of their peers. They track progress carefully at individual and group level. The process of setting targets for individual pupils has been established throughout the school and is beginning to have a positive effect on

pupils' progress. Teachers mark pupils' work regularly and in detail. However, written feedback is not always helpful to pupils in identifying their next steps to improve the quality of their work.

Annual reports to parents include clear information about each child's progress.

Care, support and guidance: Good

The school is a caring community in which all pupils and staff are valued equally. Pupils of all ages co-operate well and show concern for each other. As a result, there is a supportive ethos that ensures effective learning. Learning experiences and acts of worship successfully promote pupils' spiritual, moral, social and cultural awareness.

The school makes appropriate arrangements for promoting healthy eating and drinking.

The school has very effective links with specialist services, particularly the educational psychologist. These partnerships are highly successful and contribute to improved outcomes for pupils with social, emotional and academic needs.

The support for pupils who have additional learning needs is comprehensive. The additional learning needs co-ordinator liaises effectively with staff, pupils, parents and a wide range of other key agencies to ensure early identification. Targets in individual education plans are clear and specific and there are rigorous procedures to monitor and assess their progress. As a result, the majority of pupils make significant progress in a short period. Support staff in school deliver a range of support programmes effectively, which improve pupils' learning and enable them to achieve their targets successfully.

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

Learning environment: Good

The school is an inclusive community that offers a safe, secure and welcoming environment for all pupils. There is a clear emphasis placed on recognising and celebrating diversity through a variety of curriculum initiatives and displays around the school. All pupils have equal access to all areas of the curriculum and extra-curricular provision. The Children's Rights Committee play an active part, making other pupils aware of children's rights not just within the school but also in the wider community.

The outdoor environment provides many stimulating, attractive and inspiring areas for learning and recreation. All pupils in the Foundation Phase benefit from effectively developed and resourced grounds. The accommodation is well looked after and in good condition. Informative displays of a good quality encourage and support pupils' learning. Staff and pupils make full use of the wide range of good quality resources that effectively match the needs of all pupils, particularly in information, communication technology.

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

Leadership: Good

The headteacher has a very clear vision for the school, which he shares successfully with staff, pupils, governors and parents. He has high expectations of all staff and pupils that ensure continuous improvement and the maintenance of the good standards that are evident in the school. The headteacher has the firm support of all the staff and this creates an effective team ethos.

The school has well-defined leadership roles. An established performance management system contributes well to improvements in teaching and learning and effectively supports professional development. Leaders have a good understanding of the school's priorities to improve most pupils' literacy and numeracy skills. Staff meetings focus well on school improvement issues and developments.

The school responds to local and national priorities well. It has implemented the principles of the Foundation Phase effectively and there is an appropriate emphasis on planning for and delivering the National Literacy and Numeracy Framework.

The governing body supports and challenges the school effectively. Governors have a clear understanding of the school's work and pupils' outcomes. They visit the school frequently, provide a suitable level of challenge and monitor the school's progress in relation to improving standards well. The governing body takes an active role in the self-evaluation process and setting challenging targets for the school.

Improving quality: Good

The school has an accurate picture of its strengths and the areas that it needs to improve. The process of self-evaluation has been well established as part of the school's continuous activities. Throughout the year, staff conduct a wide range of programmes that include learning and teaching observations, scrutiny of work and analysing data. The school also gives good consideration to the opinions of the governors, parents and pupils.

There is a clear link between the outcomes of the self-evaluation process and the priorities in the school development plan. All staff have a good understanding of the priorities and are aware of their responsibilities in implementing them. The school monitors progress against on-going targets effectively. Actions resulting from self-evaluation activities have led to improved pupil performance in important skills, such as reading. The introduction of specific phonic activities has, for example, improved the pupils' ability, in the Foundation Phase, to develop letter recognition and reading skills earlier.

Partnership working: Good

The school has many useful partnerships that have a beneficial impact on pupils' learning and wellbeing.

There is a very positive relationship between the school and parents. The school benefits from financial contributions and the commitment to improve resources. Parents receive a great deal of information about the life and work of the school through regular newsletters. They are directly involved in their children's learning, for example through the use of purposeful homework tasks.

The Nursery staff work very closely with the established play group in the school. The guidelines for preparing new pupils to settle in quickly when they start school are very effective.

Well-established transition arrangements with the local secondary school ensure that pupils are confident to move on to the next stage in their education. The school works effectively with other local schools on a range of activities, including moderation and assessment to support teachers in the levelling of pupils' work.

There are many links with the wider community which has a positive influence on pupils' learning experiences. For example, the local community police officer supports the provision for personal and social education, through a variety of planned lessons such as promoting pupils' understanding of internet safety.

Resource management: Good

The school deploys teachers and support staff effectively and makes the best use of their experience and expertise. Teachers and support staff work together well to ensure successful provision for pupils. Planning, preparation and assessment time is organised effectively. Staff use resources efficiently to support learning and to improve pupils' achievements.

Members of both teaching and support staff participate in a good range of in-service training clearly linked to the targets identified in the school development plan or to personal targets from their performance management. This has a positive impact on the quality of teaching and learning.

The school meets the requirements of the national workload agreement. The staff collaborate effectively within the school and with other educational establishments across the authority. The school is beginning to work with a cluster of schools in order to become a part of a learning community on appropriate strategies for improving provision for literacy. Other professional learning communities are not fully developed.

The headteacher and governors manage resources very efficiently and they monitor the school's finances and spending thoroughly. Expenditure links well to the school's objectives, targets and improvement plan.

The quality of provision and the standards reached by pupils demonstrate that the school provides good value for money.

Appendix 1

Commentary on performance data

Compared to similar schools in 2013, pupils' performance at the end of the Foundation Phase for the expected outcome 5 places the school in the bottom 25% for language, literacy and communication and mathematical development. However, it is in the top 25% for personal social development. In 2013, performance at outcome 5 is below the family average for language, literacy and communication and mathematical development and above for personal and social development. This shows a downward trend in two of the areas of learning and an upward trend in personal and social development compared to outcomes in 2012.

Over the last two years, attainment at the higher outcome 6 has meant that the school has remained in the top 25% of similar schools for personal and social development. Over the same period, the school has moved from the bottom 25% for language, literacy and communication to the higher 50% and to the lower 50% for mathematical development. In 2013, performance in language, literacy and communication, mathematical development and personal and social development is above the family average

In key stage 2, performance in English, over the last four years, at the expected level 4, has generally remained the same, with the school performing mostly in the top 25% of similar schools. However, performance in mathematics and science has fluctuated, placing the school between the top 25% and the bottom 25%. In 2013, the school is in the higher 50% for all three subjects and its performance is above the family average.

In 2013, for the higher than expected level 5, attainment places the school in the higher 50% for English and science and in the lower 50% for mathematics. The school has performed above the family average for English and science but below for mathematics. Standards at level 5 have fluctuated over the last four years, with the school generally performing in the higher 50% when compared to similar schools.

Pupils entitled to free school meals make good progress in the Foundation Phase and key stage 2.

The relative performance of girls and boys is inconsistent in the Foundation Phase. Boys' performance at the expected outcome 5 compares well to girls' in all three areas of learning. However, at the higher than expected outcome 6, boys outperform girls in mathematical development.

In key stage 2, boys perform better than girls at the higher-than-expected levels. Generally, the difference in their performance is less than the average difference for the family of schools.

Appendix 2

Stakeholder satisfaction report – responses to learner questionnaires

Primary Questionnaire (Overall)

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

	Number of responses Nifer o ymatebion		Agree Cytuno	Disagree Anghytuno	
I feel safe in my school.	109		104 95%	5 5%	Rwy'n teimlo'n ddiogel yn fy ysgol.
			98%	2%	
The school deals well with any bullying.	109		97 89%	12 11%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			92%	8%	
I know who to talk to if I am worried or upset.	109		106 97%	3 3%	Rwy'n gwybod pwy i siarad ag ef/â hi os ydw I'n poeni neu'n gofidio.
			97%	3%	
The school teaches me how to keep healthy	109		105 96%	4 4%	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.	109		106 97%	3 3%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			96%	4%	
I am doing well at school	109		98 90%	11 10%	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.	109		107 98%	2 2%	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.	109		107 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%	2%	
My homework helps me to understand and improve my work in school.	109		87 80%	22 20%	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.	109		104 95%	5 5%	Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
			95%	5%	
Other children behave well and I can get my work done.	109		44 40%	65 60%	Mae plant eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
			77%	23%	
Nearly all children behave well at playtime and lunch time	109		91 83%	18 17%	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.	20	16 80%	3 15%	1 5%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	20	16 80%	4 20%	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.	20	17 85%	3 15%	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.	20	14 70%	4 20%	1 5%	0 0%	1	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	19	13 68%	5 26%	0 0%	1 5%	0	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	46%	4%	1%		
Teaching is good.	20	14 70%	5 25%	0 0%	0 0%	1	Mae'r addysgu yn dda.
		60%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	20	16 80%	4 20%	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.	19	11 58%	5 26%	0 0%	1 5%	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.	20	14 70%	3 15%	2 10%	0 0%	1	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.	20	14 70%	4 20%	2 10%	0 0%	0	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		59%	36%	2%	0%		
My child is safe at school.	20	16 80%	3 15%	0 0%	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'.	19	11 58%	5 26%	1 5%	0 0%	2	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.	20	15 75%	4 20%	0 0%	1 5%	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.	20	16 80%	3 15%	1 5%	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.	20	8 40%	10 50%	1 5%	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.	20	16 80%	1 5%	1 5%	0 0%	2	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.	17	9 53%	4 24%	1 6%	1 6%	2	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.	20	14 70%	6 30%	0 0%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	39%	5%	1%		
The school is well run.	20	17 85%	2 10%	0 0%	0 0%	1	Mae'r ysgol yn cael ei rhedeg yn dda.
		60%	33%	3%	2%		

Appendix 3

The inspection team

Eleri Hurley	Reporting Inspector
Clive Evans	Team Inspector
Justine Barlow	Lay Inspector
Barbara Miller	Peer Inspector
Damien Beech	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.