



*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**

**Pontlliw Primary School  
Clordir Road  
Pontlliw  
Pontarddulais  
SA4 9SA**

**Date of inspection: July 2014**

**by**

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

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

**Key Question 1: How good are the outcomes?**

**Key Question 2: How good is provision?**

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

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

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

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

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

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**Publication date: 10/09/2014**

## Context

This community primary school is in the village of Pontlliw, in the Swansea local authority. It primarily serves the village of Pontlliw and the surrounding area.

There are 211 pupils between three and eleven years of age on the school register. They are taught in single aged classes in the Foundation Phase and mixed aged classes in key stage 2. The school admits pupils to the nursery on a part-time basis following their third birthday. There has been a small increase in pupil numbers during the last year.

Nearly all pupils' ethnicity is white British. A very few pupils speak English as an additional language. Three per cent of pupils speak Welsh at home.

The school has identified around 17% of pupils as having additional learning needs, and a very few pupils have a statement of special educational needs. Around 6% of pupils are eligible to receive free school meals, a figure that is well below the county and national averages.

The headteacher was appointed in September 2013.

The last inspection of the school was in May 2008.

The individual school budget per pupil for Pontlliw Primary School in 2013-2014 means that the budget is £3,326 per pupil. The maximum per pupil in the primary schools in Swansea is £15,824 and the minimum is £2,673. Pontlliw Primary School is 49th out of the 80 primary schools in Swansea 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 make appropriate progress in their learning during their time in the school;
- school performance at the expected levels compares favourably with that of similar schools;
- the quality of teaching is good overall;
- pupils behave well and show good attitudes towards learning;
- the staff provide a range of interesting learning experiences, which motivate and engage most pupils well;
- there is effective support for pupils with additional learning needs; and
- the school is an inclusive community with a caring ethos.

### Prospects for improvement

The school's prospects for improvement are good because:

- the headteacher has high expectations and offers strong leadership;
- there is a committed team of teaching and support staff;
- evaluation procedures identify appropriate areas for improvement;
- the effective implementation of the school development plan is leading to improvements in provision;
- the efficient management of staff and resources extends the learning opportunities for pupils; and
- close co-operation with the governing body, parents and other partners contributes well to the school's work.

## **Recommendations**

R1 Strengthen planning to develop pupils' skills progressively across the curriculum

R2 Provide learning experiences that consistently challenge more able pupils

R3 Improve marking and involve pupils more in assessing their own learning

R4 Improve attendance

R5 Develop the outdoor learning areas for pupils in the Foundation Phase

### **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

Most pupils start school with the range of skills normally expected for their age. Nearly all pupils make appropriate progress from their starting points.

Across the school, pupils' listening skills are good. They are attentive in class and most pupils recall and apply previous learning well. More able pupils, however, do not extend their skills consistently through their activities.

In the Foundation Phase, nearly all pupils speak readily in different situations and use a suitably wide range of vocabulary when discussing their work. In key stage 2, many pupils speak confidently and demonstrate a well-developed vocabulary. In class and group discussion, older pupils justify their opinions with well-considered points of view.

In the Foundation Phase, nearly all pupils read with developing fluency and accuracy. Many pupils use illustrations effectively to explain why they enjoy reading particular books. In key stage 2, many pupils read accurately, confidently and with good understanding. The majority of pupils discuss the main events and characters in their books appropriately. Many older pupils engage knowledgably in discussion about the work of their favourite authors. The less fluent readers make good progress and achieve their targets. Across the school, most pupils use their reading skills effectively to gather information from a range of sources.

By the end of the Foundation Phase, most pupils write independently and effectively for different purposes. Many pupils spell common words and apply punctuation rules with increasing accuracy. In their English lessons, most pupils in key stage 2 write appropriately in a variety of forms. They use their spelling and punctuation skills accurately overall. Pupils generally do not apply their skills sufficiently to write at length in other subjects. A minority of pupils' handwriting and presentation of work is untidy.

In the Foundation Phase, most pupils identify, order and use numbers accurately in their activities. They have a good knowledge of the characteristics of shapes and use correct mathematical vocabulary when discussing their work. They can calculate sums of money confidently. They collect, record and interpret data appropriately in their mathematics lessons. By the end of the Foundation Phase, many pupils record their problem solving tasks accurately in writing and explain their methods of working effectively. In key stage 2, most pupils develop a firm understanding of number facts and processes. They use different forms of measurement and correct terms when discussing and recording their work. Most pupils collect and represent data appropriately in number tasks. Across the school, pupils do not apply their numeracy skills sufficiently in other subjects.

Pupils with a range of additional learning needs make good progress. Pupils who receive additional support through intervention strategies make clear gains in their learning and development.

In Welsh, standards in speaking and listening are good. Across the school, pupils demonstrate good attitudes to learning Welsh. Most pupils understand and respond well to a range of simple questions and instructions during lessons, collective worship and generally during the day. As they move through the school, most pupils make appropriate use of their developing reading and writing skills. By the end of the key stage, the majority of pupils read Welsh texts at an appropriate level. They record their activities in lessons using basic sentence patterns and vocabulary with increasing accuracy.

In teacher assessments at the end of the Foundation Phase in 2013, the percentage of pupils who achieved the expected outcome (outcome 5) in language, literacy and communication skills, mathematical development, and personal and social development was above the average for the family of schools and the national average. When compared with similar schools, in terms of the proportion of pupils who are eligible for free school meals, the results placed the school in the top 25% for all three areas of learning.

The percentage of pupils who attained the higher outcome (outcome 6) placed the school in the top 25% of similar schools for language skills and mathematical development, and the upper 50% for personal and social development.

At the end of key stage 2, the percentage of pupils who achieve the expected level (level 4) demonstrates an upward turn over the last two years with pupil outcomes above the average for the family of schools and the national average. In comparison with similar schools in terms of the proportion of pupils who are eligible for free school meals, pupil outcomes in 2013 placed the school in the top 25% for English, the upper 50% for mathematics, and the lower 50% for science.

Over the last four years, the percentage of pupils who achieved the higher level (level 5) has fluctuated. In 2013, it was below the family averages for English, mathematics and science. In comparison with similar schools, the results placed the school in the lower 50% for all subjects.

### **Wellbeing: Adequate**

Nearly all pupils feel safe at school and are aware that they can turn to any member of staff for support and assistance when necessary. Their behaviour during lessons and play times is good. They are courteous to each other and to adults.

Most pupils have positive attitudes to keeping healthy and they understand the importance of eating healthily and taking regular exercise.

Nearly all pupils are enthusiastic learners who enjoy their learning experiences and participate fully in the tasks set. They work productively as individuals, and collaboratively within their groups.

Pupils play an active part in the life of the school and undertake additional responsibilities confidently. The school ambassadors, members of the school council and the eco committee contribute constructively to decisions about their school. They include the arrangements to purchase additional play equipment and outdoor furniture. Their role in contributing to discussions about aspects of teaching and learning is at an early stage of development.

Through their daily activities and participating in concerts, services and community events, pupils develop a range of personal and social skills that prepare them effectively for life outside the school.

Pupils' attendance levels fluctuate in comparison with figures for similar schools, but have generally placed the school in the bottom 25% and lower 50% over the past five years.

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

The school provides a variety of stimulating learning experiences, which meet the needs of most pupils. Provision meets statutory requirements. There is a good range of extra-curricular and enrichment activities that contributes effectively to pupils' learning and enjoyment of school.

The curriculum is planned around themes, which are appropriate to pupils' ages and interests. Teachers plan well to develop pupils' literacy and numeracy skills in English and mathematics sessions. Planning to incorporate the Literacy and Numeracy Framework is developing appropriately. However, current planning does not ensure sufficient opportunities for pupils to apply their writing, numeracy, and investigative skills consistently across a range of subjects.

The school provides effective personal programmes for pupils with specific needs and for those in need of additional support in aspects of their learning. Although many activities develop pupils' thinking and reasoning skills well, planning does not always ensure that tasks offer more able pupils sufficient challenge to extend their learning.

There is effective planning to develop pupils' Welsh language skills through lessons and activities that include a range of practical experiences. The links with the local community, visits to local museums and art galleries, and a study of the work of local artists develop pupils' knowledge of the history and culture of Wales successfully.

The school provides pupils with appropriate opportunities to learn about the importance of sustainability and protecting the environment. There is effective provision to develop pupils' understanding of global citizenship through the curriculum, specific projects to raise funds for overseas aid and links with other European countries.

## **Teaching: Good**

Teachers plan and structure lessons well to provide pupils with appropriate learning opportunities in a range of forms. Thorough preparation, suitable resources and interesting tasks ensure that nearly all pupils are motivated and engaged in their learning. There are good opportunities for pupils to work independently and collaboratively on a range of tasks linked to class themes. For example, pupils in upper key stage 2 use their communication skills well in group tasks to gather and share opinions on the features of popular films. Teachers are good language models and many use skilful questioning well to probe and extend pupils' understanding.

In the very few lessons where teaching is less effective, there is a lack of challenge for the more able pupils and learning lacks pace. A review of pupils' work demonstrates that at times the overuse of worksheets constrains the opportunities for pupils to write in an extended manner.

There are suitable procedures to monitor and track pupils' progress across the school. There is effective use of this information to set targets, provide support and respond to pupils' individual needs. Teachers mark pupils' work regularly and offer positive comments. However, written feedback does not always enable pupils to know how to improve their work. Most pupils know their targets and can discuss simply what they need to do to improve their work. Although there are appropriate opportunities for pupils to assess their own work, this is not a consistent feature across the school.

The school's annual reports and regular meetings keep parents well informed about their children's progress and development.

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

The school is a caring community where staff and pupils treat each other with respect. There is effective attention to developing pupils' understanding of appropriate behaviour through a range of activities, including a reward system.

The school has appropriate arrangements for promoting healthy eating and drinking. There is good attention to developing pupils' knowledge of the benefits of a healthy lifestyle, including regular exercise.

Suitable learning experiences promote pupils' spiritual, moral, social and cultural development successfully. These include activities across the curriculum, collective worship sessions and opportunities to participate in local sporting events. The school focuses well on making pupils aware of their rights but also of their responsibilities towards others.

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

The school liaises effectively with external agencies, such as social services, pupil support and education welfare officers, to obtain additional information and guidance for staff, pupils and parents when needed. There are appropriate arrangements to

improve pupils' levels of attendance and these are beginning to have a positive effect.

There are effective systems to identify and monitor pupils who require additional support. Individual educational plans include clear targets and offer an effective link between class and more focused support through withdrawal programmes. There is a clear process to review and update targets, which includes parents. The regular meetings between the additional learning needs co-ordinator, teaching and support staff monitor pupils' progress carefully and plan further provision appropriately.

### **Learning environment: Good**

The school is an inclusive community that offers all pupils a warm, caring and supportive environment. Its ethos clearly reflects its inclusive nature and ensures that all pupils are valued and treated equally.

Although the school's main building is old, a programme of improvements has developed and extended the learning facilities appropriately. The school makes full use of the building and the site. Displays celebrate pupils' work and achievements and contribute to a colourful and attractive learning environment. There are enough resources for lessons and general activities. The school has recently acquired additional ICT resources, which pupils use effectively to support their learning.

The school grounds provide suitable space for physical activities. There is no playing field on the site, but the school makes appropriate use of local facilities. In the Foundation Phase, classes have access to their own play areas and to a secure wildlife area. Nevertheless, the play areas are insufficiently developed and resourced as effective outdoor learning areas with a wide range of activities accessible to pupils throughout the sessions.

There are suitable arrangements to ensure that the school site is safe and maintained appropriately.

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

The headteacher provides strong leadership and has a clear vision that focuses on promoting high standards and providing good quality learning opportunities for all pupils. The governing body, staff and parents share these core aims. The school distributes leadership roles appropriately and leaders work together well to promote the school's agenda for improvement. There is a strong sense of teamwork across the school.

The headteacher communicates high expectations and challenges staff positively to good effect. All teaching and support staff have clearly defined roles linked to suitable job descriptions. An effective performance management system contributes purposefully to improvements in teaching and learning, and assists teachers and teaching assistants in their professional development.

The governing body is supportive and fulfils its statutory responsibilities. Members are knowledgeable about the day-to-day running of the school. By considering relevant data and holding discussions with the headteacher, they have a secure understanding of how the school is performing in comparison with similar schools. Members are developing their role in challenging the school through appropriate training, classroom visits and meetings with pupils and subject co-ordinators.

The school addresses national and local priorities appropriately, for example through the introduction of the Literacy and Numeracy Framework and the development of pupils' bilingual skills.

### **Improving quality: Good**

The school uses a range of appropriate first-hand evidence to identify strengths and areas for development. This includes listening to learners, reviewing planning, analysing data, observing lessons and evaluating pupils' work. The headteacher collates and analyses all the information acquired. She shares the outcomes of the analysis with the staff and the governing body and this forms the basis of detailed action plans. There is appropriate use of questionnaires to gather the opinions of pupils and parents to inform future planning.

All team meetings have school improvement as a focus. Senior leaders have a key role in implementing action plans linked to areas for improvement. Recent examples include effective initiatives to improve quality and standards in aspects of literacy and Welsh.

The school's self-evaluation report reviews key aspects of school life appropriately. There is a clear link between the priorities of the current school development plan and the outcomes of the self-evaluation report.

The school development plan, which includes relevant targets, timescales, lead responsibilities and financial information, offers the school a clear agenda for improvement. The document, however, does not always prioritise sufficiently. The school has made good progress in addressing current targets, which has a positive effect on standards and provision.

### **Partnership working: Good**

The school works well with a suitable range of partners, which has a positive effect on pupils' wellbeing and attainment.

There are strong links with the parents and the community. The school shares information well with parents through the school website, emails and a regular newsletter. Parents, in return, are supportive of the school and work diligently to raise funds to improve resources.

The productive links with a range of local businesses, groups and individuals place the school at the heart of the community. The school participates fully in sporting, cultural and fund raising activities. Due to limited on site resources, it uses local facilities, such as the local park, community hall and local chapel, to hold school

events and services. Visitors, such as local clergy and an artist in residence, enrich pupils' learning experiences.

The school works well in partnership with local authority officers and agencies. The links with the school inclusion officer, pupil support services, health and social services benefit the school and its pupils.

There are effective links with the local family of schools. Staff work together appropriately to moderate pupils' work to ensure the accuracy of assessments.

The good links with parents ensure that new pupils settle quickly at school. The oldest pupils at the school receive effective opportunities to work with the local secondary school, which promotes smooth transition to the next stage in their education.

### **Resource management: Good**

The school manages its resources well. There are sufficient well-qualified staff to teach all aspects of the curriculum. There is effective use of learning support assistants who make a valuable contribution to pupils' learning experiences. There are appropriate arrangements in place for teachers' planning, preparation and assessment time.

Performance management targets identify appropriate opportunities for the development and training of all staff. They are linked closely to the school development plan. The school makes effective use of in-house and external training opportunities, which has a positive impact on the quality of teaching and learning.

There is a good working relationship with local schools. The teachers' involvement in networks of professional practice contributes effectively to improving aspects of provision, for example extending pupils' problem solving and writing skills.

Overall, the school makes effective use of its accommodation and resources to support the teaching and learning.

The headteacher and governors manage and monitor the school's budget effectively. Spending links carefully to plans for improvement and takes good account of national and local priorities.

In view of the quality of provision and the standards reached by pupils, the school provides good value for money.

## Appendix 1

### Commentary on performance data

In teacher assessments at the end of the Foundation Phase in 2013, the percentage of seven-year-old pupils who achieved the expected outcome (outcome 5) in language, literacy and communication skills, mathematical development, and personal and social development was above the average for the family of similar schools and the national average. This was an improvement from the previous year. In comparison with similar schools, in terms of the proportion of pupils who are eligible for free school meals, the results placed the school in the top 25% for all assessed areas of learning.

The percentage of pupils who attained the higher outcome (outcome 6) was above the family of school's averages and placed the school in the top 25% of similar schools for language, literacy and communication skills and mathematical development, and in the upper 50% for personal and social development.

At the end of key stage 2, the percentage of pupils who achieve the expected level (level 4) demonstrates an upward turn in the last two years with outcomes above the family of schools' averages and the national averages. In comparison with similar schools in terms of the proportion of pupils who are eligible for free school meals, pupil outcomes placed the school in the top 25% for English, the upper 50% for mathematics and the lower 50% for science.

Over the last four years, the percentage of pupils who achieved the higher level (level 5) has fluctuated. In 2013, it was below the family averages for English, mathematics and science. In comparison with similar schools, the results placed the school in the lower 50% for all subjects.

There is no consistent pattern in the difference between boys and girls' results. Pupils who have additional learning needs make good progress and achieve their targets. Pupils eligible for free school meals achieve well overall.

## Appendix 2

### Stakeholder satisfaction report

#### Responses to learner questionnaires

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

	Number of responses Nifer o ymatebion	Agree Cytuno	Disagree Anghytuno	
I feel safe in my school.	85	85 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	81	63 78%	18 22%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	85	79 93%	6 7%	Rwy'n gwybod pwy i siarad ag ef/â hi os ydw I'n poeni neu'n gofidio.
		96%	4%	
The school teaches me how to keep healthy	84	74 88%	10 12%	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
		97%	3%	
There are lots of chances at school for me to get regular exercise.	84	80 95%	4 5%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	82	76 93%	6 7%	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.	84	83 99%	1 1%	Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddysgu a gwneud cynnydd.
		99%	1%	
I know what to do and who to ask if I find my work hard.	85	78 92%	7 8%	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.	82	61 74%	21 26%	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.	85	79 93%	6 7%	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.	82	37 45%	45 55%	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.	78	42 54%	36 46%	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.	50	40 80%	10 20%	0 0%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	50	42 84%	7 14%	1 2%	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.	50	36 72%	12 24%	2 4%	0 0%	0	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		72%	26%	1%	0%		
My child is making good progress at school.	50	35 70%	14 28%	1 2%	0 0%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	50	30 60%	17 34%	1 2%	0 0%	2	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	46%	4%	1%		
Teaching is good.	50	35 70%	15 30%	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.	50	34 68%	14 28%	1 2%	0 0%	1	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		63%	33%	1%	0%		
The homework that is given builds well on what my child learns in school.	50	22 44%	19 38%	4 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%	2%		
Staff treat all children fairly and with respect.	50	34 68%	14 28%	1 2%	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.	50	38 76%	10 20%	1 2%	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.	50	37 74%	13 26%	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'.	48	26 54%	11 23%	4 8%	0 0%	7	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.	50	25 50%	21 42%	3 6%	0 0%	1	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		49%	40%	8%	2%		
I feel comfortable about approaching the school with questions, suggestions or a problem.	50	34 68%	16 32%	0 0%	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.	50	29 58%	19 38%	0 0%	0 0%	2	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		44%	39%	7%	2%		
The school helps my child to become more mature and take on responsibility.	50	32 64%	15 30%	2 4%	0 0%	1	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.	46	20 43%	11 24%	1 2%	0 0%	14	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.	50	16 32%	28 56%	3 6%	0 0%	3	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	38%	5%	1%		
The school is well run.	50	35 70%	14 28%	1 2%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	32%	3%	2%		

## Appendix 3

### The inspection team

Dorothy Morris	Reporting Inspector
Aileen Brindley	Team Inspector
Michaela Leyshon	Lay Inspector
Nick Allen	Peer Inspector
Alison Norman	Nominee

## Copies of the report

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

### Year groups, the Foundation Phase and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years of age. This system emphasises the importance of continuity and eases communication among schools, governing bodies, parents and local authorities.

The following table sets out the age ranges relevant to each year group. For example, Year 1 refers to the group of pupils who reach the age of six and Year 13 is the year group who reach the age of 18 during the academic year.

Primary phase:

Year	N	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	3-4	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The Foundation Phase and key stages cover the following year groups:

Foundation Phase	Nursery, Reception, Year 1 and Year 2
Key stage 2	Year 3 to Year 6
Key stage 3	Year 7 to Year 9
Key stage 4	Year 10 and Year 11

## **Glossary of terms – Primary**

### **Foundation Phase indicator (FPI)**

Progress in learning through the Foundation Phase is indicated by outcomes (from outcome 1 to outcome 6).

The Foundation Phase indicator (FPI) relates to the expected performance in three areas of learning in the Foundation Phase:

- literacy, language and communication in English or Welsh first language;
- mathematical development; and
- personal and social development, wellbeing and cultural diversity.

By the end of the Foundation Phase, at the age of seven, pupils are expected to reach outcome 5 and the more able to reach outcome 6.

Pupils must achieve the expected outcome (outcome 5) in the three areas above to gain the Foundation Phase indicator.

### **The core subject indicator (CSI)**

Progress in learning through key stage 2 is indicated by levels (level 1 to level 5).

The core subject indicator in key stage 2 relates to the expected performance in the core subjects of the National Curriculum:

- English or Welsh first language;
- mathematics; and
- science.

By the end of the key stage 2, at the age of 11, pupils are expected to reach level 4 and more able pupils to reach level 5.

Pupils must gain at least the expected level (level 4) in the three core subjects to gain the core subject indicator.

### **All-Wales Core Data sets**

Inspection reports may refer to a school's performance relative to a family of schools or to schools with a broadly similar proportion of pupils entitled to free school meals.

In relation to free school meals, schools are placed into one of five bands according to the three-year trend in the proportion of pupils entitled to free school meals in the school. The school's performance is then placed into quartiles (from the top 25% to the bottom 25%) in relation to how well it is doing compared with other schools in the same free school meal band.

The Welsh Government created the families of schools (typically a group of 11 schools) to enable schools to compare their performance with that of similar schools across Wales. The composition of the families draws on a number of factors. These include the proportion of pupils entitled to free school meals and the proportion living in the 20% most deprived areas of Wales. They also draw on the proportion of pupils with special education needs at school action plus or with a statement of special educational needs, and pupils with English as an additional language.