



*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**

**St Bernadette's R.C. Primary School  
Bryn Heulog  
Off Pentwyn Drive  
Pentwyn  
Cardiff  
CF23 7JB**

**Date of inspection: November 2013**

**by**

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

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

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

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

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

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

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

<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: 10/01/2014**

## Context

St Bernadette's Roman Catholic Primary School is in Pentwyn and serves an area to the north-east of Cardiff.

There are 256 pupils aged three to 11 years at the school, including just under 50 children in the nursery. There are seven classes, as well as two nursery classes.

Around 9% of pupils are entitled to free school meals. This is well below the average for primary schools in the local authority and in Wales.

The school has identified about 22% of pupils as having additional learning needs. This is slightly above the average for primary schools in Wales. Very few pupils have a statement of special educational needs. There were no exclusions of pupils in the last 12 months.

Pupils' ethnicity is largely white British (79%). The remainder are mainly of mixed ethnicity, Asian or other ethnic groups. Just under 15% of pupils speak English as an additional language. No pupils speak Welsh as a first language at home.

The last inspection was in November 2007. The current headteacher was appointed in September 2004.

The individual school budget per pupil for St Bernadette's Roman Catholic Primary School in 2013-2014 means that the budget is £3,218 per pupil. The maximum per pupil in the primary schools in Cardiff is £7,890 and the minimum is £2,856. St Bernadette's Roman Catholic Primary School is 77th out of the 96 primary schools in Cardiff 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 current performance of the school is good because:

- pupils make good progress from generally low starting-points as they move through the school;
- results of teacher assessments of pupils at the end of the Foundation Phase and key stage 2 are well above those of similar schools;
- pupils are confident speakers and enthusiastic learners, and enjoy school life;
- pupils' behaviour and attitudes to learning are very positive;
- pupils demonstrate high levels of wellbeing;
- the overall attendance rate of pupils places it in the upper 50% when compared with similar schools; and
- pupils with additional learning needs make good progress.

### Prospects for improvement

The prospects for improvement of the school are good because:

- the headteacher and the senior management team have established a clear vision and strategic direction for the school;
- there is effective teamwork and communication at all levels;
- the school's self-evaluation procedures are very good;
- the governing body is well informed and contributes effectively to the self-evaluation process; and
- the school manages its resources well.

## **Recommendations**

- R1 Ensure progression of pupils' Welsh skills in key stage 2
- R2 Improve standards of handwriting and presentation of work throughout the school
- R3 Improve teaching and increase the level of challenge in the work for all pupils, particularly the more able

### **What happens next?**

The school will draw up an action plan that shows how it is going to address the recommendations.

## Main findings

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

Good

#### Standards: Good

Many pupils enter the school with basic and social skills that are mostly below average. However, end-of-key-stage teacher assessments show that nearly all pupils achieve good standards by the age of seven.

Throughout the school, nearly all pupils have very good listening skills. They pay close attention to what their teachers say and, when working in pairs and small groups, listen well and respect the views of others. As they progress through the school, nearly all pupils make very good progress in their speaking skills. They speak clearly, confidently and fluently in a wide range of situations to staff, to visitors and to each other.

Most pupils read appropriately for their age and have a positive attitude towards reading. They read a suitable variety of texts with confidence and understanding. In the Foundation Phase, most pupils read well and often with expression. They use their knowledge of letters and sounds confidently to help them read unfamiliar words. In key stage 2, many pupils read fluently and often with good expression. They skim and scan texts with developing confidence.

Throughout the school, pupils' writing skills develop well. Their early writing improves quickly. By the end of the Foundation Phase, many pupils use writing effectively to describe events, to write simple accounts and stories. During key stage 2, many pupils write in a wide variety of forms. Pupils use their writing skills well across the curriculum, for example when writing about Welsh saints in religious education. However, standards in handwriting and presentation through the school are generally weak.

Most pupils develop their numeracy skills well across the school. As they progress through school, most pupils have a good knowledge of 2D and 3D shapes and their features. They develop a sound mathematical vocabulary and understand terms such as parallel lines, vertex, perpendicular, prism, faces and edges. Pupils apply their numeracy skills well across the curriculum, for example when collating and presenting results using tables and graphs in science and history.

Nearly all pupils make good progress and achieve well in relation to their ability. In lessons, pupils recall previous learning well and often learn new concepts quickly and effectively. They use their thinking and independent learning skills appropriately. Most pupils' information and communication technology (ICT) skills are developing well and they use them suitably for a range of purposes. However, in a few sessions, pupils make slow progress and do not achieve enough.

Pupils with special educational needs achieve appropriately in relation to their starting points, as do pupils with English as an additional language.

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 and read familiar texts independently. They write simple sentences correctly and spell common words accurately. However, pupils do not speak or write at length enough. All pupils display a positive attitude towards learning Welsh and have a growing awareness of the culture and heritage of Wales.

Overall, the performance of pupils in achieving the expected outcome 5 at the end of the Foundation Phase is good. The school is in the top 25% when compared with similar schools. However, the performance of pupils in achieving the higher-than-expected outcome 6 is weaker overall when compared with that in similar schools.

At the end of key stage 2, over the last five years, pupils have performed well in achieving the expected level 4 in all the core subjects. The school has usually been in the upper 50% during this period when compared with similar schools. However, at the higher-than-expected level 5, pupils' performance is weaker, except in science.

### **Wellbeing: Good**

Most pupils have a good understanding of what they need to do to be fit and healthy. They are happy and safe in school. Many take part in the rich variety of extra-curricular and sporting clubs on offer which enhance their wellbeing and enjoyment of school life. Most pupils take an active part in a wide range of community activities. This has a positive effect on their development as responsible individuals.

The school council is well established and members make a valuable contribution to decision-making in the school. They are proud of their achievements and take their roles seriously. However, members of the new eco council are unsure of their roles.

Behaviour around the school and in lessons is very good. Nearly all pupils participate conscientiously in lessons and are keen to learn. They demonstrate a high level of tolerance and respect towards each other. Most pupils' ability to work independently is developing effectively. As a result of well-developed thinking skills, nearly all pupils are articulate and confident learners. They exercise self-discipline and are keen to support each other.

Teachers value the views of pupils and seek their opinions and act on them regularly. They use pupils' input to inform their planning. This is a strong feature.

Attendance levels have consistently been above 94% over the last four years. This has placed the school in the upper 50% over the same period when compared with similar schools. Nearly all pupils arrive at school punctually.

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

The school provides a wide range of learning experiences that meet the needs of most pupils through a broad and balanced curriculum. This provision meets the statutory requirements of the Foundation Phase, the National Curriculum and religious education. The school is also in a good position to meet the requirements of the Literacy and Numeracy Framework.

All teachers' lesson plans include a wide range of relevant opportunities for pupils to develop and apply their literacy and numeracy and other skills across the curriculum. In the Foundation Phase pupils are given regular opportunities to choose their activities including learning in the outdoors. Teachers' planning also gives effective consideration to the needs of specific groups. Pupils with additional learning needs receive effective support, including personalised programmes where relevant. A wide variety of visits and extra-curricular activities enrich pupils' learning experiences well.

Teachers develop pupils' knowledge of the Welsh dimension effectively in topic work across the curriculum. Staff promote the Welsh language well through a good range of interesting activities. These activities including regular Welsh assemblies, the Welsh club, visits to Llangrannog, an annual Eisteddfod, the use of 'swyddogion' (officers) in Year 6 and 'Helpwr heddiw' (today's Welsh assistant) in all classes. Staff also promote Welsh effectively by displaying a good range of pupils' Welsh work around the school. Teachers provide appropriate opportunities for pupils in the Foundation Phase to develop their knowledge of Welsh systematically. However, teachers' planning does not always challenge pupils enough in order to help them to develop their skills progressively as they move through key stage 2.

The school acts sustainably by recycling and encouraging pupils to grow and harvest their own vegetables. However, pupils have a limited understanding of the reasons why they should act sustainably.

### **Teaching: Good**

All teachers plan in detail and include clear objectives for each lesson that children can understand. Lessons are interesting and use good resources that encourage children to explore a broad range of topics. Most teachers use the electronic white boards as an effective teaching resource. This captures pupils' attention and makes learning more interesting. Nearly all teachers use an effective range of teaching approaches that enable pupils to develop a wide range of skills across the curriculum. They sequence activities well and ask effective questions that encourage pupils to think carefully and creatively. They also use pair and group work successfully to extend pupils' oral skills. Teachers work well with classroom assistants in order to ensure that nearly all pupils remain on task during learning sessions. In most lessons teachers move pupils' learning forward at an appropriate pace and set challenges that stimulate and stretch them. However, teachers do not always have high enough expectations about what pupils can achieve, particularly in relation to more able pupils. The pace in a very few lessons is too slow.

All teachers mark pupils' work regularly and they track pupils' progress appropriately against clear targets. They give pupils regular feedback on their work, although pupils do not always have an opportunity to make improvements based on these

comments. Teachers use this information well to inform their short-term and long-term planning and to set individual pupil targets. They use assessment for learning techniques successfully in most classes.

The school has clear assessment and tracking procedures which enable staff to identify any pupils who are underperforming and to help plan the next steps for them. A system of moderation involving all teachers ensures that assessments are accurate at the end of the Foundation Phase and key stage 2.

The school provides parents with regular, detailed reports about pupils' progress.

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

Provision for pupils with additional learning needs is effective. The school has clear and detailed systems in place to identify, support and monitor the progress of pupils across the school. Individual education plans identify clear targets and specific activities to support the progress of pupils. Parents are well informed and involved in reviewing their child's individual education plan. External agencies and specialist services work effectively with the school to meet the needs of pupils.

The school has a positive, supportive ethos that benefits pupils. It develops pupils' spiritual awareness effectively. Pupils often lead collective worship of high quality, which often includes prayers in Welsh. This is a particular strength of the school. Pupils worship with reverence and respect. The school promotes the values of friendship, tolerance and respect successfully and, as a result, pupils behave very well and develop sound values.

The school's provision for personal and social education encourages pupils to think about their feelings and those of others. As a result, pupils develop empathy well and take particular pride in supporting their peers. There is strong provision for cultural development through the use of creative weeks to promote pupils' artistic and musical skills. The school has appropriate arrangements to promote healthy eating and drinking. The links with external organisations, such as the police and educational agencies, are effective in supporting pupils' health and wellbeing.

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

### **Learning environment: Good**

The school is a happy and supportive Christian community. There is a clear focus on inclusion and staff regularly seek the views of pupils on how well the school's provision meets their needs. All staff place a strong emphasis on recognising and celebrating diversity. They encourage pupils to take pride in their own culture. The school's accommodation is well maintained and of good quality. There are attractive and stimulating outdoor learning areas for younger pupils. Throughout the school, the colourful displays celebrate pupils' work well, particularly their creative skills. All classrooms have a good range of resources to support pupils' learning. The school makes good use of its limited internal space, but a few classrooms for older pupils are too small and can only be accessed through other classrooms.

<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 deputy headteacher create a very positive ethos across the school, based on the school's clear mission statement. They share a strong vision for the school with the staff, pupils and governors successfully. Senior and middle managers work well together and have a strong understanding of their roles and their responsibility for improving all aspects of the work of the school. Subject co-ordinators lead their areas effectively.

The senior leadership team has high expectations and identifies clearly the school's strengths and areas that need developing effectively. All members of staff have clear roles and responsibilities to ensure that the school is a happy and effective learning community. All feel valued.

The school has an effective system of monitoring that focuses appropriately on the performance of teachers. The headteacher and other senior staff observe all classes regularly. All teachers with a management responsibility monitor and report on the standards of pupils' work systematically. The use of an electronic system for tracking pupils' progress develops managers' knowledge of the standard of pupils' work. The governing body is well informed and fulfils its role very well. It receives useful information from the headteacher about performance data, along with detailed analysis of trends, strengths and areas for development. As a result, governors have a very clear understanding of how well the school performs compared with other schools.

The school meets local and national priorities well. It has established the Foundation Phase appropriately and has suitable plans to implement the Literacy and Numeracy Framework.

**Improving quality: Good**

The school has a good track record of successful self-improvement. There are clear and robust procedures that include lesson observation, scrutiny of books, pupil interviews and questionnaires. The school also seeks the views of parents through regular questionnaires. School leaders give thorough consideration to all evidence and opinions and have a good record of acting on suggestions and ideas for improvement. This is a very good feature of the school.

School leaders analyse and interpret pupil performance data well. They use this information effectively to identify and to target appropriate support for any pupils who need it.

The school has strong, sustainable procedures to monitor its own effectiveness. All staff and governors are fully involved in self-evaluation. The senior management team analyses the information gathered through the self-evaluation process to identify relevant priorities for development and to inform the self-evaluation report. The report highlights relevant strengths and areas for development effectively, based on clear, quantifiable evidence from a wide evidence base.

The school improvement plan is a detailed, practical document that includes clear objectives, success criteria and specific outcomes. It includes many measurable targets in relation to standards and provision, and it makes good use of data to identify priorities. However, the targets and success criteria are not always quantifiable enough with regard to pupil outcomes.

### **Partnership working: Good**

The school actively seeks out new partners and takes a leading role in using collaborative projects to improve standards. Partnerships with parents, the local community and the partner secondary school are well developed.

Well-established transition arrangements with the partner secondary school ensure that pupils are confident and well placed to move on to the next stage in their education. Teachers meet regularly with their colleagues in cluster primary schools to ensure accurate standardisation and moderation of pupils' work.

Extensive links with churches and local businesses in the community have a positive effect on pupils' learning experiences. Visiting experts also add to the curriculum well. The school works closely with the local consortium Music Service and has become a beacon school for the ukulele.

The school has developed a positive partnership with the consortium of education authorities and has benefitted from their support. There are good links with the local authority for meeting the needs of pupils with additional needs.

### **Resource management: Good**

The school employs an appropriate number of suitably qualified teachers, with a good range of subject expertise to teach the curriculum effectively. The school deploys them well, including the learning support assistants, who make a positive contribution in supporting and promoting pupils' learning and progress.

Performance management, including for the learning support assistants, is well established and contributes effectively to staff development. It works well to identify the training needs of individual staff and the programme of training activities links well to whole-school initiatives and school improvement priorities.

The school manages training for its teachers appropriately. It places particular emphasis on developing whole-school approaches to self-evaluation and monitoring, and supporting initiatives linked to thinking skills, assessment for learning and, more recently, literacy and numeracy. Teachers benefit from well-managed lesson observations by senior leaders not only as part of monitoring and evaluation, but as a means of sharing good practice, particularly involving newer members of staff. The school works closely with other local feeder primary schools to strengthen cluster assessment and moderation.

The school uses the space available for learning and teaching well, and all subject areas have enough resources which teachers and pupils use well.

School leaders monitor the school budget very effectively, and manage financial resources efficiently to meet the needs of the school improvement plan. In terms of the provision and standards achieved by pupils, the school provides good value for money.

## Appendix 1

### Commentary on performance data

In 2013, the performance of pupils in achieving the expected outcome 5 (the expected level for seven-year-olds) at the end of the Foundation Phase was well above the average for other schools in the same family in relation to language, literacy and communication skills, mathematical development, and personal and social skills. The school's performance in all these areas of learning also placed the school in the top 25% of similar schools (schools with similar proportions of pupils entitled to free school meals). In addition, outcomes were well above the average for Wales. The performance of boys and girls is consistently high. In language, literacy and communication skills, boys outperformed girls. Boys and girls match each other in mathematical development and in personal and social skills.

At the higher than expected outcome 6, performance was well above the average for other schools in the same family, but placed the school in the lower 50% of similar schools for language, literacy and communication skills, mathematical development and personal and social skills. Boys outperformed girls in language, literacy and communication skills, but girls achieved better than boys at this level in the other two areas of learning.

In 2012, pupils who were entitled to free school meals performed better than those not entitled to free school meals at the end of the Foundation Phase.

In key stage 2, over the last four years, there has been an upward trend in the school's performance. Performance in English, mathematics and science at the expected level 4 has been above the family of schools' averages and above the all-Wales average for the last four years. Performance in all three subjects has consistently placed the school in the upper 50% of similar schools over this period. At the higher than expected level 5, only the results in science have been consistently above the average for other schools in the family, and have placed the school in the upper 50% of similar schools. In English and mathematics, performance has generally placed the school in the lower 50%.

In key stage 2, boys perform better than girls in mathematics and science at the expected level 4, but girls perform marginally better than boys in English. Similarly, at the higher than expected level 5, girls perform significantly better than boys in English, but boys perform considerably better than girls at this level in mathematics and science.

For three of the last four years, pupils not entitled to free school meals have performed significantly better than pupils who are entitled to free school meals at the end of key stage 2.

## 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.	119	119 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	119	118 99%	1 1%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	119	119 100%	0 0%	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	119	119 100%	0 0%	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
		98%	2%	
There are lots of chances at school for me to get regular exercise.	119	118 99%	1 1%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	119	119 100%	0 0%	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.	119	119 100%	0 0%	Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddsygu a gwneud cynnydd.
		99%	1%	
I know what to do and who to ask if I find my work hard.	119	118 99%	1 1%	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.	119	117 98%	2 2%	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.	119	119 100%	0 0%	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.	119	114 96%	5 4%	Mae plant eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
		78%	22%	
Nearly all children behave well at playtime and lunch time	119	118 99%	1 1%	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.	41	31 76%	10 24%	0 0%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	41	31 76%	10 24%	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.	41	30 73%	11 27%	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.	41	25 61%	12 29%	0 0%	0 0%	4	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	0%		
Pupils behave well in school.	41	14 34%	23 56%	0 0%	0 0%	4	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	46%	4%	1%		
Teaching is good.	41	27 66%	13 32%	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.	41	28 68%	10 24%	0 0%	0 0%	3	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.	41	25 61%	9 22%	0 0%	0 0%	7	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.	41	26 63%	11 27%	0 0%	0 0%	4	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.	41	21 51%	19 46%	1 2%	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.	41	27 66%	11 27%	1 2%	0 0%	2	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.	39	16 41%	16 41%	0 0%	0 0%	7	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		50%	34%	4%	1%		
I am kept well informed about my child's progress.	41	21 51%	11 27%	3 7%	0 0%	6	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.	41	26 63%	14 34%	0 0%	0 0%	1	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.	41	17 41%	13 32%	2 5%	0 0%	9	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.	40	22 55%	15 38%	0 0%	0 0%	3	Mae'r ysgol yn helpu fy mhentyn 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.	38	20 53%	8 21%	0 0%	0 0%	10	Mae fy mhentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		42%	34%	4%	1%		
There is a good range of activities including trips or visits.	41	19 46%	18 44%	1 2%	0 0%	3	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	38%	5%	1%		
The school is well run.	41	25 61%	16 39%	0 0%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	33%	3%	1%		

## Appendix 3

### The inspection team

Ann Jones	Reporting Inspector
Terwyn Tomos	Team Inspector
Rebecca Lawton	Team Inspector
Deirdre Mary Emberson	Lay Inspector
Carol Bassett	Peer Inspector
Karen Ash	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.