



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

**Sully Primary School
Burnham Avenue
Sully
Penarth
Vale of Glamorgan
CF64 5SU**

Date of inspection: April 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

Sully Primary school in the village of Sully in the Vale of Glamorgan. The majority of pupils come from the village of Sully and the surrounding area. There are 354 full-time pupils on roll with 57 part-time nursery children, taught in 13 full-time and two part-time classes.

Around 3% of pupils receive free school meals, which is significantly below the all-Wales average of around 20%. Around 9% of pupils have additional learning needs. This is below local and national averages. No pupil has a statement of special educational needs.

Most pupils are white British and English is the predominant home language of nearly all pupils. A very few pupils speak Welsh at home.

The headteacher has taught at the school since 1996 and has been in post as headteacher since 2009.

The individual school budget per pupil for Sully Primary School in 2013-2014 means that the budget is £2,918 per pupil. The maximum per pupil in the primary schools in the Vale of Glamorgan is £7,758 and the minimum is £2,718. Sully Primary School is 46th out of the 48 primary schools in the Vale of Glamorgan in terms of its school budget per pupil.

Summary

| | |
|---|-------------|
| The school's current performance | Good |
| The school's prospects for improvement | Good |

Current performance

Current performance is good because:

- most pupils make good progress as they move through the school;
- most pupils have good oracy, reading and writing skills;
- standards of pupil wellbeing are good;
- the school's planned curriculum engages most pupils well;
- many pupils apply their thinking and problem solving skills well in a range of activities throughout the school; and
- pupils with additional learning needs make good progress towards achieving the targets set for them.

Prospects for improvement

Prospects for improvement are good because:

- all staff share and understand the school's vision;
- the senior leadership team drives and implements new initiatives effectively;
- senior leaders support colleagues well;
- leaders meet most staff's training needs through a comprehensive programme of professional development opportunities; and
- the school deploys its resources efficiently.

Recommendations

- R1 Increase the proportion of pupils achieving the higher outcome at the end of Foundation Phase
- R2 Develop more opportunities for pupils to use and improve their skills in numeracy and Welsh across the curriculum
- R3 Ensure that all teachers use assessment for learning strategies consistently and focus their marking on providing pupils with useful information on how to improve
- R4 Ensure that leaders analyse a wider range of information more robustly to identify key areas for improvement
- R5 Ensure that feedback from all monitoring activities is focused sharply on improving the quality of teaching and learning

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 begin school with language, literacy, numeracy and personal and social skills that are appropriate to, or above, those expected for their age. Most pupils make good progress as they move through the school.

In the Foundation Phase, many pupils listen well. They speak clearly and confidently to other pupils and adults. In key stage 2, most pupils have good speaking and listening skills, talk with increasing confidence and express their views and ideas clearly. For example, many older pupils use mature vocabulary to explore challenging issues, such as discrimination, sensitively.

In the Foundation Phase, most pupils read with appropriate fluency and good understanding. They enjoy reading and talk about the characters and events in their books confidently. Most pupils recognise a good range of high frequency words quickly and efficiently. In key stage 2, most pupils' reading skills are good. Many pupils read with expression and use a range of skills to decode text well. Many older pupils use higher order reading skills, such as skimming and scanning effectively to gather information from texts.

Most pupils' writing develops well as they progress through the school. By the end of Foundation Phase, many pupils write well using a good range of connectives and adjectives to structure their writing effectively. In key stage 2, most pupils write well using a comprehensive range of styles, such as recounts, reports and instructions. More able pupils use similes and metaphors skilfully to produce interesting pieces of written work. Most pupils apply their writing skills across the curriculum well.

Most pupils' number skills are good. By the end of Foundation Phase, most pupils have good recall of basic multiplication tables. They use mental strategies effectively to calculate different combinations of money to pay for items up to £1 and give the correct change. By the end of key stage 2, most pupils have a good range of number skills. They multiply two and three digit numbers by a two-digit number accurately. Most pupils understand and use simple fraction, decimal and percentage equivalences well. Many pupils use their numeracy skills well in other subjects, though not frequently enough.

Many pupils have good information and communication technology (ICT) skills and use these effectively to communicate information using word processing, spreadsheets and databases.

At the end of Foundation Phase, many pupils respond to a range of simple Welsh questions and instructions. They are able to read a small range of simple words competently. In key stage 2, a majority of pupils speak using a limited range of sentence structures satisfactorily. Many older pupils are beginning to read suitable texts with acceptable pronunciation and fluency, but understand only a minority of the

words they read. Across the school, pupils do not develop their independent writing skills in Welsh well enough.

Many pupils apply their thinking and problem solving skills well in a range of activities throughout the school.

Pupils with additional learning needs make good progress towards achieving the targets set for them.

In the Foundation Phase, performance in 2013 at the expected outcome 5 is higher than in 2012 in literacy and remains at 100% in mathematical development. Over the last two years, performance has improved, placing the school in the top 25% of similar schools in both areas of learning.

In 2013, at the higher than expected outcome, pupils' performance in mathematical development improved and placed the school in the higher 50% of similar schools. Although performance in literacy improved, pupils' performance meant that the school remained in the lower 50% in 2013.

In key stage 2, pupils' performance over the past four years, at the expected level 4, has generally placed the school in the higher 50% when compared to similar schools. However, pupils' performance in 2013 placed the school in the lower 50% for English and science.

Over the last four years, pupils' performance at the higher than expected level has placed the school consistently in the higher 50% for nearly all indicators.

Wellbeing: Good

Nearly all pupils are keen to learn and behave well in classes and on the playground. Nearly all pupils show respect, care and concern for one another and are courteous towards each other and adults. In classes, most pupils co-operate well in pairs, groups and teams.

Levels of attendance are generally good, although the number of families who take holidays during term time affect attendance rates adversely. Nearly all pupils arrive punctually.

Most pupils feel safe in school. Nearly all have a good understanding of how to stay safe online. They feel confident to talk to an adult if they feel worried or upset. Nearly all pupils have a clear understanding of the importance of eating healthily and taking regular exercise. They understand why snacks such as chocolates and crisps are discouraged. A good number of pupils attend extra-curricular clubs.

Most pupils are eager to take on responsibilities within the school and volunteer to serve as monitors and members of the school council and eco-committee. Eco-committee members promote the careful use of energy and water and recycle paper and plastics enthusiastically. The school council is diligent, but relies too much on the support of adults. The council has little impact on the life of the school.

| |
|---|
| Key Question 2: How good is provision? |
|---|

| |
|-------------|
| Good |
|-------------|

Learning experiences: Good

The school's planned curriculum ensures a good range of experiences and engages most pupils well. Teachers provide good opportunities for pupils to use and develop their literacy and ICT skills. However, opportunities for pupils to apply their numeracy skills in subjects other than mathematics are limited. The school's curriculum is beginning to identify appropriate opportunities to extend the level of challenge for all pupils, especially the most able. For example, teachers in upper key stage 2 use stimulating lessons to develop pupils' higher level oracy skills through discussions about racism.

Special events, for example, the 'garden sale' and 'international café', provide opportunities for pupils' to use their skills in a real life context. This impacts positively on pupils' wellbeing and enriches the curriculum.

Provision for Welsh language is appropriate. Pupils have suitable access to a range of Welsh reading material and most pupils undertake daily sessions of Welsh. However, opportunities for pupils to develop their Welsh language skills outside of Welsh lessons are limited. The school promotes Y Cwricwlwm Cymreig competently through its curriculum and visits to places of historical and cultural interest, such as Swansea War Museum and Llancaiach Fawr.

The school's provision for promoting pupils' understanding of sustainability issues is good. The school has an active eco-committee that promotes environmental issues well. The curriculum provides suitable opportunities for older pupils to analyse the waste recycled by the school and the rubbish collected from the beach. Pupils' awareness of global issues is supported well through links with schools across Europe, such as Germany and Latvia.

Teaching: Adequate

In many classes, teachers plan lessons that build on pupils' prior learning successfully. They use a wide range of approaches to engage pupils, including the effective use of ICT, and skilful questioning to help pupils learn and improve their understanding.

Many teachers conduct sessions at a suitably brisk pace, have good subject knowledge and use positive reinforcement to encourage pupils well. Learning support staff make a valuable contribution to pupils' learning.

However, in a minority of lessons, teachers do not match activities well enough to pupils' abilities. In a few lessons, learning objectives are not clear and teachers do not challenge pupils to achieve highly enough.

Most teachers provide useful oral feedback to pupils during lessons. They mark pupils' work regularly and use positive comments to encourage pupils. However, in too many cases, teachers' marking does not provide pupils with useful feedback about how they can improve their work. Many teachers do not use assessment for

learning strategies consistently and in particular do not provide pupils with enough opportunities to evaluate their own work and that of their peers.

The school tracks pupils' progress consistently across all core subjects and areas of learning. Teachers use this information to monitor the progress of groups of pupils appropriately. However, teachers do not evaluate pupils' progress in lessons sufficiently well to inform future planning.

The school provides parents with suitable written reports and regular opportunities to discuss pupils' achievements and progress.

Care, support and guidance: Good

The school has effective arrangements to support pupils' health and wellbeing. Regular acts of collective worship make an appropriate contribution to pupils' spiritual and moral development. The school makes appropriate arrangements for promoting healthy eating and drinking. A good range of trips and visits promotes pupils' social and cultural awareness well.

The school's arrangements for safeguarding pupils meet requirements in nearly all respects. A few minor issues came to the attention of the inspection team, but the school is taking appropriate actions to resolve these satisfactorily.

The school makes good use of specialist support to improve provision for pupils. For example, training from a local special school provided support staff with skills to help identify and provide for pupils with specific additional needs.

Provision for pupils with additional learning needs is good. The school meets pupils' needs effectively through its early identification processes. Focused interventions from learning support assistants ensure that almost all pupils who receive this provision make good progress. Targeted support for pupils with social and emotional needs is effective and enables them to access the full curriculum.

Learning environment: Good

The school has an inclusive ethos. All pupils receive equal treatment, regardless of gender, background or ethnicity. All areas of the school are fully accessible to pupils or adults with a disability. The school promotes cultural diversity well through its curriculum and celebrations of festivals such as Diwali and Chinese New Year.

The buildings and grounds are secure. The recently installed security gate and intercom system have enhanced the security of the site well. The school's accommodation is clean, in good order and provides sufficient space for the number of pupils on roll. Classrooms are bright and colourful, with displays that promote pupils' learning. Teachers have established a good outdoor learning area for pupils in the lower Foundation Phase, which staff have resourced creatively. However, the school has not yet developed outdoor provision for older pupils in the Foundation Phase well enough.

| |
|--|
| Key Question 3: How good are leadership and management? |
|--|

| |
|-------------|
| Good |
|-------------|

Leadership: Good

The headteacher has established a clear vision, which all staff share and understand. Leaders delegate roles and responsibilities effectively and all staff have clear and relevant job descriptions. The senior leadership team drives and implements many policies and new initiatives effectively, including those that meet national and local priorities. For example, it has completed a thorough analysis of the results of the Welsh Government's literacy and numeracy tests. Leaders used this analysis well to address identified shortcomings in provision. However, leaders' wider analysis of the school's data is not sufficiently robust. For instance, although the school uses a comprehensive electronic tracking system to monitor pupils' progress, leaders have not yet evaluated clearly the reasons behind the recent difference in girls' and boys' performance at the end of key stage 2.

Governors are supportive of the school. Their policies and documentation meet statutory requirements. They have a good understanding of the school's comparative data and celebrate the school's many successes. They monitor the school's funding effectively. The recent formation of a curriculum committee has helped to provide detail for the governing body on the school's core purpose of teaching and learning. Nevertheless, governors rely too heavily on the headteacher for information, and gather too little first-hand evidence about the school's provision to be able to challenge the school's leaders effectively as a critical friend.

Improving quality: Adequate

The school's self-evaluation document is generally a descriptive, rather than evaluative, account of the school. Self-evaluation procedures include sufficient opportunities for parents and pupils to contribute their views. All staff contribute towards the school's self-evaluation procedures, which include an appropriate range of monitoring activities. However, these activities do not identify shortcomings robustly enough.

Senior leaders monitor teachers' planning diligently. They support colleagues well, for example, to develop teacher confidence and embed new schemes and ways of working. However, first hand observations of teaching are often informal and feedback is not focused sharply enough on improving the quality of teaching and learning. In addition, the school does not have coherent systems to collate the information it gathers. As a result, leaders do not have a clear and accurate picture of the quality of teaching and learning across the school. This means that leaders do not always focus well enough on key areas for improvement. The school improvement plan identifies the school's main priorities in a concise document, although a minority of the actions do not have measureable success criteria, appropriate milestones or an accurate cost analysis. Subject leaders have associated individual action plans, which they use to bring about relevant improvements to areas of the school's provision. However, the school's leaders and governors do not formally review or evaluate the ongoing progress or success of school improvement actions, as the plan evolves.

Partnership working: Good

The school provides a good range of opportunities for parents to be involved in the wider life of the school. An effective range of volunteers impact positively on pupils' enthusiasm for learning. For example, weekly paired reading sessions encourage parents and grandparents to work alongside pupils, improving their confidence in reading.

The school has appropriate links with the local community. For example, pupils sing and read poetry at a local hospice and pupils perform in a local community hall. A local business provides opportunities for pupils to learn about the world of work and also provides the school with valuable additional finance.

The PTA is proactive in raising funds to provide resources that support pupils' learning. For example, it helps to purchase tablet computers that contribute to developing pupils' wider ICT skills.

A range of well-planned opportunities supports effective transition arrangements between the primary and secondary schools. Visits to the local secondary school also provide pupils with opportunities to develop creative skills, such as music and drama.

Resource management: Good

The school deploys its resources efficiently. There are enough qualified teachers and learning support assistants to deliver the curriculum and support pupils. The arrangements to manage the performance of teachers are appropriate and meet statutory requirements. Leaders meet most staff's training needs through a comprehensive programme of professional development opportunities.

The school is developing as a professional learning community, although opportunities for staff to share good practice and ensure consistently good teaching across the school are limited. The school has benefited from working with a number of schools across south Wales to produce a booklet that supports teachers in providing extended writing opportunities across the curriculum.

Oversight of financial arrangements is good and reserves are within the recommended levels. The school makes efficient use of its income, including grants and donations from the parent teacher association.

In view of the progress and standards achieved by most pupils, the school gives good value for money.

Appendix 1

Commentary on performance data

In 2013, the percentage of pupils who achieved the expected outcome 5 at the end of the Foundation Phase was above the average for the family of similar schools in all assessed areas of learning. However, at the higher outcome 6, it was below the average for the family of similar schools in all assessed areas.

In the Foundation Phase, performance in 2013 at the expected outcome 5 was higher than in 2012 in literacy and remained at 100% mathematical development. Over the last two years, performance has improved and the school is now in the top 25% of similar schools in both areas of learning.

In 2013, at the higher than expected outcome, pupils' performance in mathematical development improved and placed the school in the higher 50% of similar schools. Although performance in literacy improved, pupils' performance meant that the school remained in the lower 50% in 2013.

In the Foundation Phase 2013, the performance of boys at the higher level was significantly better than that of girls in mathematical development.

In 2013, the percentage of key stage 2 pupils who achieved the expected level 4 was above the family average in mathematics and science, but below in English. The percentage of pupils who achieved the higher level 5 was above the family average in all subject areas.

In key stage 2, performance at the expected level 4 has placed the school mostly in the higher 50% of similar schools over the last four years. However, performance in 2013 placed the school in the lower 50% for English and science.

Over the last four years, performance at the higher level 5 has placed the school consistently in the higher 50% for nearly all indicators, when compared to similar schools.

At key stage 2, in 2013, there was no significant gender difference at the expected level 4. At the higher than expected level 5, boys significantly outperformed girls in all areas of learning. At the higher than expected level 5, pupils in receipt of free school meals did less well than those who were not in English and science.

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. | 47 | 45 96% | 2 4% | Rwy'n teimlo'n ddiogel yn fy ysgol. |
| | | 98% | 2% | |
| The school deals well with any bullying. | 47 | 46 98% | 1 2% | Mae'r ysgol yn delio'n dda ag unrhyw fwlio. |
| | | 92% | 8% | |
| I know who to talk to if I am worried or upset. | 47 | 46 98% | 1 2% | 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 | 47 | 47 100% | 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. | 47 | 45 96% | 2 4% | Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd. |
| | | 96% | 4% | |
| I am doing well at school | 47 | 46 98% | 1 2% | 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. | 47 | 47 100% | 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. | 47 | 46 98% | 1 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. | 47 | 42 89% | 5 11% | 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. | 47 | 47 100% | 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. | 45 | 39 87% | 6 13% | 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 | 46 | 42 91% | 4 9% | 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. | 112 | 78 70% | 32 29% | 2 2% | 0 0% | 0 | Rwy'n fodlon â'r ysgol yn gyffredinol. |
| | | 63% | 33% | 3% | 1% | | |
| My child likes this school. | 112 | 90 80% | 21 19% | 0 0% | 1 1% | 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. | 109 | 83 76% | 25 23% | 1 1% | 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. | 112 | 69 62% | 41 37% | 2 2% | 0 0% | 0 | Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol. |
| | | 61% | 34% | 3% | 1% | | |
| Pupils behave well in school. | 111 | 63 57% | 43 39% | 4 4% | 0 0% | 1 | Mae disgyblion yn ymddwyn yn dda yn yr ysgol. |
| | | 45% | 46% | 4% | 1% | | |
| Teaching is good. | 111 | 70 63% | 40 36% | 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. | 111 | 75 68% | 36 32% | 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. | 108 | 39 36% | 47 44% | 13 12% | 0 0% | 9 | 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. | 112 | 62 55% | 38 34% | 6 5% | 2 2% | 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. | 112 | 66 59% | 39 35% | 1 1% | 2 2% | 4 | Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd. |
| | | 59% | 36% | 2% | 0% | | |
| My child is safe at school. | 112 | 82 73% | 27 24% | 2 2% | 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. | 102 | 50 49% | 37 36% | 3 3% | 0 0% | 12 | 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. | 110 | 57 52% | 48 44% | 5 5% | 0 0% | 0 | Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn. |
| | | 49% | 41% | 8% | 2% | | |
| I feel comfortable about approaching the school with questions, suggestions or a problem. | 111 | 66 59% | 33 30% | 7 6% | 5 5% | 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. | 112 | 46 41% | 44 39% | 7 6% | 1 1% | 14 | 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. | 109 | 57 52% | 51 47% | 1 1% | 0 0% | 0 | 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. | 98 | 35 36% | 40 41% | 3 3% | 0 0% | 20 | 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. | 109 | 52 48% | 45 41% | 8 7% | 0 0% | 4 | Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau. |
| | | 53% | 38% | 5% | 1% | | |
| The school is well run. | 110 | 67 61% | 34 31% | 0 0% | 4 4% | 5 | Mae'r ysgol yn cael ei rhedeg yn dda. |
| | | 61% | 32% | 3% | 2% | | |

Appendix 3

The inspection team

| | |
|----------------------------|---------------------|
| Mr Andrew Thorne | Reporting Inspector |
| Ms Fiona Arnison | Team Inspector |
| Helen Brigid Potts | Lay Inspector |
| Catherine Place | Peer Inspector |
| Kathryn Hart (Headteacher) | 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.