



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

**Victoria Primary School
Lower Harpers Road
Abersychan
Pontypool
Torfaen
NP4 8PW**

Date of inspection: May 2014

by

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

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

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

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

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

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

Victoria Primary School is in Abersychan, just to the north of Pontypool in Torfaen. It is a maintained primary school for pupils aged four to 11 years. There are 210 pupils on roll at present. This is slightly less than the number when the school was last inspected in 2008. The school has eight classes and eight full-time teachers.

Currently about 20% of pupils are entitled to free school meals. This is slightly below the average in Torfaen and Wales. The school has identified about 21% of its pupils as having additional learning needs. A very few pupils have a statement of special educational needs.

All children come from English-speaking homes and no pupils speak English as an additional language. A very few pupils are looked after by the local authority. There have been two fixed term exclusions of pupils over the last 12 months.

The previous inspection of the school was in June 2008. The present headteacher was appointed in September 2004.

The individual school budget of per pupils for Victoria Primary School in 2013-2014 means that the budget is £3,287. The maximum per pupil in the primary schools in Torfaen is £5,481 and the minimum is £2,854. Victoria Primary School is 18th out of the 29 primary schools in Torfaen in terms of its budget per pupil.

Summary

The school's current performance	Adequate
The school's prospects for improvement	Adequate

Current performance

The school's current performance is adequate because:

- most pupils speak clearly and confidently;
- nearly all pupils behave very well in lessons and around the school;
- most pupils make good progress;
- pupils in key stage 2 write for a wide range of purposes;
- the curriculum meets the needs of most pupils;
- teaching is generally good;
- pupils who need additional needs generally receive good quality support;
- most pupils learn to play a musical instrument and many take part in musical performances;
- the school provides a very good variety of healthy food that pupils enjoy; and
- the school makes good use of the accommodation and learning resources.

However:

- many pupils, especially in key stage 2, have underdeveloped reading skills;
- many pupils' written work is poorly presented with frequent errors in spelling, punctuation and grammar;
- teachers do not consistently provide pupils with clear guidance about what they need to do to improve the standard of their work; and
- pupils' attendance does not compare well with that of similar schools.

Prospects for improvement

The school's prospects for improvement are adequate because:

- the headteacher has a clear vision for the school;
- all teachers carry out their responsibilities conscientiously;
- there is a strong, mutually supportive ethos amongst all staff;
- the school has appropriate systems to manage staff performance and uses them suitably;
- staff have good opportunities to take part in professional development activities;
- school governors understand their role and give good support to the school; and
- the school manages its budget effectively.

However:

- the leadership team is unsettled;

- governors are not aware enough of weaknesses in the standards of pupils' work to be able to challenge the school's leaders; and
- the school development plan does not provide the school with a clear way forward to bring about improvement in the short-term.

Recommendations

- R1 Improve the standard of pupils' written work especially spelling, grammar, punctuation and presentation
- R2 Widen the range of opportunities for pupils to become better and more independent readers
- R3 Improve attendance
- R4 Improve marking of pupils' written work to make sure that it focuses more on what pupils need to do to improve the standard of their work
- R5 Establish stable leadership in the school
- R6 Ensure that self-evaluation processes are consistent and effective and link closely with well-defined and clear priorities for improvement

What happens next?

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

Main findings

Key Question 1: How good are outcomes?

Adequate

Standards: Adequate

On entry to the school the majority of pupils have the skills around those expected for their age. During their time in the school most pupils make suitable progress.

Nearly all pupils in the Foundation Phase develop their listening and speaking skills well and make good progress in developing their knowledge of letters and sounds. As pupils progress through the school they improve their listening skills well and most contribute readily to class and small group discussions. Most pupils develop confidence in expressing their views and can explain in detail, to fellow pupils, how they have solved mathematical problems.

In the Foundation Phase, most pupils develop their reading skills appropriately. The most able pupils make good progress and by the end of the Foundation Phase can read confidently and fluently and use a good range of strategies for decoding unfamiliar words. They speak enthusiastically about the features common to books that they enjoy and can describe their favourite characters using a wide range of vocabulary. However, less able pupils read reluctantly and often do not have good enough skills to decode common words. Pupils' skills in reading develop at a varied pace during key stage 2. Pupils who read widely at home and at school discuss their reasons for choosing books to read for pleasure. Pupils who do not have opportunities to read as widely or who lack enthusiasm often have a more limited range of reading strategies. This impedes their progress. Overall, pupils' reading skills are underdeveloped.

More able pupils develop good writing skills as they progress through the Foundation Phase and a few write full sentences and structure paragraphs appropriately. However, while all pupils throughout the school write for a wide range of purposes, there are not enough opportunities for them to write at length. As pupils progress through key stage 2, their writing skills show improvement but many do not use a wide enough range of vocabulary in their creative writing. Many pupils spell common words incorrectly and make frequent grammatical errors in their work in English and across the curriculum. Overall, pupils do not present their work well enough.

Pupils in the Foundation Phase gain a sound knowledge of numeracy skills and most pupils develop a thorough understanding of tens and units and understand and use number bonds confidently. However, many pupils reverse numbers frequently. During key stage 2, pupils develop an increasing understanding of numerical concepts and occasionally can apply these appropriately in different contexts, for example in calculating the weekly wages of child mine workers in the Victorian era. However, they do not always consistently use their mathematical skills well enough across the curriculum. Most pupils convert fractions to decimals and percentages accurately.

Standards of Welsh are generally satisfactory and pupils in the Foundation Phase develop an increasingly wide vocabulary. As they progress to key stage 2 they learn to write phrases and sentences and a few respond well in Welsh to teachers' questions in mathematics lessons. However, many lack the confidence to respond in Welsh on a regular basis.

Overall, pupils achieve reasonably well in comparison with those in similar schools in teacher assessments at the end of the Foundation Phase and key stage 2.

At the end of the Foundation Phase, in 2013, the performance of pupils at the expected outcome 5 places the school in the top 25% for literacy and in the higher 50% for the Foundation Phase indicator and for mathematical development when compared with similar schools. In 2013, at the higher outcome 6 pupils' performance places the school in the lower 50% for literacy and the bottom 25% for mathematical development.

At the end of key stage 2, in 2013, the performance of pupils at the expected level 4 in mathematics places the school in the top 25% and in the higher 50% for English and science when compared with similar schools. At the higher level, pupils' performance places the school in the upper 50% for English and the bottom 25% for mathematics and science. In the two previous years, pupils' performance at the higher level placed the school in either the top 25% or the upper 50% for all subjects.

Wellbeing: Adequate

Almost all pupils feel safe, enjoy school and relate well to each other and to adults. Nearly all pupils behave well throughout the school and during lessons.

All pupils have a good understanding of the need to eat healthily and take regular exercise, often through the extra-curricular activities offered. They enjoy the wide and healthy variety of choices for school lunch.

More than a quarter of the pupils play in the school band and many others sing and take part in performances in a wide range of external venues. This high level of participation in musical events has a positive impact on pupils' wellbeing.

The school council provides pupils with positions of responsibility and is a valued part of school life. Elected council members take part enthusiastically in a wide range of activities around the school such as reorganising the school library and fundraising successfully for a number of charitable causes. Older pupils also act as 'playground pals' to support friendship when playing.

Attendance for four out of the last five years has placed the school in the bottom 25% when compared with similar schools. The overall attendance last year was 92.8%. Most pupils arrive at school and lessons punctually.

Key Question 2: How good is provision?

Good

Learning experiences: Good

The school provides a broad and balanced curriculum, which meets most pupils' needs well. Teachers have recently reviewed and adapted their planning to ensure that it now provides good opportunities to develop pupils' skills progressively across the curriculum in all areas of learning.

Most teachers plan carefully to develop pupils' skills in literacy and numeracy. However, the school does not do enough to make sure that pupils have enough opportunities to develop their reading skills well as they progress through the school. The arrangements for pupils to read regularly both in school and at home are too varied. Homework tasks are not consistently challenging enough.

Planning and provision for pupils' Welsh language development are appropriate. Curriculum topics and school events promote pupils' understanding of Welsh culture and heritage well. For example, pupils have a very good understanding of the history of the mining and iron industries in the local area and the impact of this on the local community. Most teachers use incidental Welsh regularly.

The school provides an extensive range of extra-curricular activities and many pupils participate well in these. A very strong feature of the school is the opportunity for all pupils to learn to play a musical instrument and participate in musical performances.

The school encourages sustainability of resources through recycling materials and promoting energy conservation. The purposeful eco committee reinforces these ideas effectively, for example by collecting rainwater for the school garden. There are good opportunities for pupils to learn about their role in the wider world, for example through a well-established link with an orphanage in Uganda.

Teaching: Adequate

Across the school, most teachers plan learning activities well to meet the needs of pupils and the curriculum. The majority of lessons are lively and the range of activities and the pace of the lessons ensure that nearly all pupils keep on task. Most teachers use clear success criteria so that pupils know what they have to do to succeed. All teachers manage pupils' behaviour very well. A few teachers ask questions that challenge pupils' understanding and higher order thinking skills.

Most teachers plan activities that match the range of abilities of pupils well. However, in a few classes, teachers do not meet the need of pupils successfully. In less effective lessons, the lesson loses pace, teachers talk for too long and, as a result, pupils lose interest and do not have enough time to complete the task set.

The school uses tracking schemes well to assess and monitor pupils' progress and to identify those pupils who are not making the expected progress. Teachers use this information effectively to identify any pupils who are not making expected progress and to plan appropriate intervention. All pupils have targets for improvement.

However, the individual targets for improvement in pupils' books are often too general and not easily measurable or understood by pupils.

All work in pupils' books is marked promptly. The marking of work often includes self-assessment and peer assessment by pupils using agreed success criteria. However, the quality of marking is too varied. Teachers are good at providing positive written feedback but not so good at pointing out what pupils need to do to improve the standard of their work. They do not require pupils to redraft their work often enough.

Reports to parents are detailed and provide them with useful information about pupils' progress across all aspects of their work and their contribution to the life of the school.

Care, support and guidance: Good

The school is a caring community. All staff have high expectations of pupils' behaviour. All pupils are valued as individuals and supported in their social and emotional development. For example, the opportunities given to participating and enjoying music and performance contribute well to pupils' cultural development. The school makes suitable arrangements for promoting healthy eating and drinking.

There are effective arrangements for identifying pupils with additional learning needs. Child-friendly individual education plans provide pupils who need additional support with clear targets for improving their learning. Teachers regularly evaluate and update these plans in consultation with parents. The school makes very good use of the support and advice it receives from a range of external agencies. The family learning and parent support groups provide effective support for all pupils' health and wellbeing. The school also has effective links with counselling services to support pupils with emotional needs and those who have suffered bereavement.

The school has many procedures in place to monitor and promote attendance. However, these have not yet had enough impact to bring about consistent improvement.

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

Learning environment: Good

The school provides a welcoming and inclusive environment, where staff and pupils are treated fairly and with respect. All pupils have equal access to the curriculum and extra-curricular activities. The school complies particularly well with disability access and there are appropriate equality practices in place.

The school buildings are well maintained given the age of the school and the limitations of the accommodation. Classrooms are a sufficient size for the number of pupils on roll. The school makes good use of the available space in a building more than a century old. There is a particularly good range of information and

communication technology (ICT) equipment including interactive whiteboards, laptops and tablet computers.

The site is safe overall and generally secured well, although inspectors brought one health and safety matter to the attention of the headteacher and governing body.

Key Question 3: How good are leadership and management?	Adequate
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Leadership: Adequate

The school has undergone changes of senior staff in the last year. Although the headteacher has a clear vision for the school, leadership has been unsettled and this has impacted on the school's progress in making improvements. The school has recently put in place a temporary senior management team, but it is too early to judge the impact of its work.

All teachers have responsibility for overseeing at least one subject area of the curriculum. They carry out these roles seriously and effectively. Teachers take on roles of responsibility and this enables them to enable them to share effectively in the management of the school. There is a strong mutually supportive team ethos among staff. They meet together regularly and formally as a team to discuss both day-to-day matters and issues concerning school improvement and are beginning to address these more consistently. Staff create a positive learning environment for the pupils and have high expectations of pupils' behaviour.

There is an appropriate system to manage staff performance. Senior managers carry out regular, formal lesson observations and identify appropriate developmental objectives for individuals. Staff receive evaluative feedback on their work and have good opportunities to attend professional training courses to improve their skills.

The school has a range of appropriate policies that have all been reviewed recently. There is a clear commitment to addressing local and national priorities such as improving standards of literacy and numeracy.

School governors understand their roles and responsibilities well and give good support to the school. They receive detailed information about provision and standards, which helps them to develop as critical friends. However, they are not always aware enough of weaknesses in pupil performance to be able to offer enough challenge.

Improving quality: Adequate

There is an established culture of self-evaluation in the school that takes appropriate account of the views of staff, parents and pupils. Staff collect and analyse a range of information about pupil performance in detail. They identify appropriate areas for improvement but do not always consider the impact of the processes that the school already has in place well enough.

Curriculum co-ordinators carry out useful audits of their subjects and identify areas of strength clearly as well as areas where there is need for improvement. The school

provided a detailed self-evaluation report that included many of these issues. However, these are not prioritised well enough in the school development plan. This document is too complex and does not provide the school with realistic and achievable short-term objectives for improvement.

The school has made satisfactory progress in meeting the recommendations of the last inspection report. In particular, staff work more closely together and have better opportunities for involvement in planning for improvement. The school is continuing its work to improve standards of pupils' key skills and to raise the attainment of more able pupils.

Partnership working: Good

The school undertakes many successful partnership activities. Parents have good opportunities to join family learning sessions to increase their knowledge of the school curriculum. This enables them to support their children's education more effectively. In addition, the school has established a parents' forum and invites parents to discuss any general issues and share their views informally.

The family outreach teacher offers support to families, for example by making home visits to encourage pupils' attendance and assisting parents with bureaucracy. This support is valued by parents. As part of her role, the outreach teacher reinforces the school's links with both the feeder nursery and local comprehensive school to help pupils with smooth transition into and from the school.

Staff benefit from the school's links with the local university that provides useful access to training and opportunities for sharing good practice.

Resource management: Adequate

The school manages its staffing and financial resources effectively and efficiently. There are enough suitably qualified and experienced teachers who are deployed appropriately. The enthusiastic team of learning support assistants provide good support for pupils. There are suitable arrangements for staff development and to provide preparation, planning and assessment time for teachers. Staff have good opportunities to share their knowledge and expertise through links with local schools and the university. There are informal arrangements for staff to observe each other teach within the school.

The budget is managed well to ensure that there are sufficient reserves to meet the school's needs and priorities. In view of the adequate standards achieved by pupils, the school provides adequate value for money.

Appendix 1

Commentary on performance data

At the end of the Foundation Phase in 2013, the performance of pupils at the expected outcome 5 in literacy places the school in the top 25% when compared with similar schools. Pupils' performance places the school in the higher 50% for the Foundation Phase indicator and for mathematical development, but in the bottom 25% for personal and social skills. In the previous year pupils' performance placed the school in the top 25% for literacy skills, the higher 50% for personal and social skills and the bottom 25% for mathematical development. In 2013 pupils' performance at the expected outcome places the school above the average for its family of schools and for Wales in literacy, mathematical development and the Foundation Phase indicator, but below both averages in personal and social skills. In 2013, at the higher outcome 6 pupils' performance places the school in the lower 50% for literacy and the bottom 25% for mathematical development and personal and social skills. In the previous year, pupils' performance placed the school in the higher 50% for personal and social skills and the top 50% for literacy and mathematical development.

At the end of key stage 2 in 2013, the performance of pupils at the expected level 4 in mathematics places the school in the top 25% and the higher 50% for English and science when compared to similar schools. In previous years, the performance of pupils at the expected level has fluctuated considerably when compared to levels in similar schools. Between 2010 and 2013, pupils' performance in achieving the expected level placed the school above the average for its family of schools and for primary schools in Wales for all of the core subjects in every year. At the higher level, pupils' performance in 2013 places the school in the upper 50% for English and the bottom 25% for mathematics and science. Generally, pupils' performance in most subjects at the higher level has been above its family and all-Wales averages. In 2013 pupils' performance in mathematics and science is well below the average. In previous years, pupils' performance placed the school in either the top 25% or the upper 50% of similar schools for all subjects.

At the end of the Foundation Phase, in 2013, the difference between the performance of pupils entitled to free school meals when compared with their peers is less than all-Wales and local authority averages. The difference between the performance of boys and girls is close to the family average.

In key stage 2, in the last three years, pupils entitled to free school meals have performed much less well than their peers in comparison with the averages in the local authority and Wales, although in the previous two years pupils entitled to free school meals outperformed their peers. In 2013, boys' performance at the end of key stage 2 is well below that of girls.

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.	83	81 98%	2 2%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	78	69 88%	9 12%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	84	79 94%	5 6%	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	80	73 91%	7 9%	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.	80	71 89%	9 11%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	82	77 94%	5 6%	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.	82	81 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.	82	80 98%	2 2%	Rwy'n gwybod beth I'w wneud a gyda phwy i siarad os ydw I'n gweld fy ngwaith yn anodd.
		98%	2%	
My homework helps me to understand and improve my work in school.	81	72 89%	9 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.	84	83 99%	1 1%	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.	80	58 72%	22 28%	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	81	52 64%	29 36%	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.	14	3 21%	7 50%	2 14%	2 14%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	14	7 50%	5 36%	1 7%	1 7%	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.	14	8 57%	6 43%	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.	14	4 29%	5 36%	4 29%	1 7%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	14	4 29%	8 57%	0 0%	1 7%	1	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	46%	4%	1%		
Teaching is good.	14	3 21%	6 43%	1 7%	3 21%	1	Mae'r addysgu yn dda.
		60%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	14	4 29%	5 36%	2 14%	2 14%	1	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		63%	34%	1%	0%		
The homework that is given builds well on what my child learns in school.	14	2 14%	5 36%	3 21%	4 29%	0	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.	14	5 36%	7 50%	0 0%	1 7%	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.	14	3 21%	9 64%	1 7%	1 7%	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.	14	6 43%	8 57%	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'.	13	2 15%	7 54%	2 15%	2 15%	0	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.	14	3 21%	7 50%	2 14%	2 14%	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.	14	5 36%	5 36%	1 7%	2 14%	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.	14	4 29%	8 57%	2 14%	0 0%	0	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.	14	3 21%	8 57%	3 21%	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.	13	4 31%	3 23%	4 31%	0 0%	2	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		42%	34%	4%	1%		
There is a good range of activities including trips or visits.	14	5 36%	5 36%	4 29%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	38%	5%	1%		
The school is well run.	14	3 21%	6 43%	1 7%	3 21%	1	Mae'r ysgol yn cael ei rhedeg yn dda.
		60%	33%	3%	2%		

Appendix 3

The inspection team

Ms Eleanor Davies	Reporting Inspector
Mrs Rosemary Lait	Team Inspector
Mrs Justine Elaine Barlow	Lay Inspector
Mrs Susan Mary Evans	Peer Inspector
Mrs Joy Dando	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.