



*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**

**Ysgol Bro Carmel  
Carmel Road  
Carmel  
Holywell  
Flintshire  
CH8 8NU**

**Date of inspection: February 2014**

**by**

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

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

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

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

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

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

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

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

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

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**Publication date: 08/04/2014**

## Context

Bro Carmel Primary School is in the village of Carmel, near the town of Holywell in Flintshire. There are 177 pupils aged three to 11 years at the school, including 22 children in the nursery. There are six classes in the school, four of which are mixed-age classes.

Currently, 7% of pupils are entitled to free school meals. This is significantly below average for primary schools in the local authority and in Wales.

The school has identified 20% of pupils as having additional learning needs. This is close to the average for primary schools in Wales.

Almost all pupils come from English-speaking homes. Very few are from a minority ethnic background. Very few have English as an additional language. There was one exclusion during 12 months prior to the inspection.

The last inspection was in March 2008. The headteacher was appointed in September 2007.

The individual school budget for Bro Carmel Primary School in 2013-2014 means that the budget is £3,478 per pupil. The maximum per pupil in the primary schools in Flintshire is £15,097 and the minimum is £2,912. Bro Carmel Primary School is 48th out of 72 primary schools in Flintshire 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:

- most pupils make good progress and achieve well during their time at the school;
- pupils across the school behave very well, are courteous and have a good attitude towards learning;
- stimulating learning experiences and good quality teaching ensure that pupils are motivated and engaged;
- the school is a happy, inclusive community that promotes positive attitudes to equality and diversity; and
- staff provide a high level of care, support and guidance to all pupils that has a positive effect on their standards and wellbeing.

### Prospects for improvement

The school's prospects for improvement are good because:

- the headteacher provides clear strategic direction in leading and managing the school;
- all members of staff are clear about their roles, work effectively as a team and are fully involved in school improvement activities;
- self-evaluation is accurate and identifies areas for improvement clearly;
- positive partnership arrangements contribute well to the standards and wellbeing of pupils; and
- teachers' participation in a range of professional learning communities has a positive effect on raising standards.

## **Recommendations**

- R1 Improve pupils' Welsh language skills
- R2 Extend opportunities for pupils to apply their numeracy skills across the curriculum
- R3 Ensure that pupils are involved more consistently in assessing their own progress and setting targets for improvement

### **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

During their time in school, most pupils, including those with additional learning needs and pupils that are more able, make good progress and achieve well. In lessons, most pupils recall previous learning well and they use this information effectively in order to acquire new information and skills. Most show good knowledge and understanding of what they have learnt.

Pupils' literacy skills develop well throughout the school and they use them effectively to move their learning forward. Pupils of all ages contribute effectively in lessons, often giving extended answers to questions and making relevant contributions to classroom discussions. They listen very well and respect the views of others. Most sustain their concentration well.

Standards of reading are good. Nearly all pupils have a positive attitude to reading. Most pupils in the Foundation Phase read with increasing fluency, accuracy and understanding. Nearly all use a range of strategies to read familiar and unfamiliar words well. In key stage 2, most pupils read a wide range of texts with fluency, accuracy and good expression. They talk readily about books and authors they like or dislike and have a good understanding of characters and storylines. They apply their reading skills well in different subjects and can locate and use reference books effectively. More able pupils are increasingly able to skim a passage to gain its meaning and gather information.

Nearly all pupils in the Foundation Phase make good progress with their early writing skills. By the end of Year 2, nearly all use their literacy skills effectively across the curriculum. They write in full sentences with appropriate punctuation. Most pupils in key stage 2 write well using a range of sentence structures and interesting vocabulary. Many write confidently and accurately in a variety of forms and their writing is often thoughtful and imaginative. They consolidate and extend their writing skills well to produce good quality extended pieces of writing across the curriculum, particularly in their history and geography projects.

Most pupils develop their numeracy skills systematically in mathematics lessons as they move through the school. In both key stages, most pupils have a good understanding of number and their measuring and data skills are developing appropriately. Many apply their measuring and recording skills well across a range of subjects within the curriculum, for example when collating and presenting findings from science experiments using tables and graphs. However, they do not consistently apply their numeracy skills in other areas of learning at a high enough level compared to their work in mathematics.

Pupils with additional learning needs make good progress in line with their ability. A range of support programmes for literacy and numeracy are effective in raising the standards achieved by targeted pupils.

Most pupils in the Foundation Phase make good progress in gaining skills in the Welsh language. Many respond well to instructions in other lessons. Most pupils in key stage 2 achieve well in their structured lessons. The majority use basic vocabulary and sentence patterns well, for example when discussing what they did at the weekend. Generally, their ability to read Welsh books is limited. Many write short pieces well using familiar vocabulary and sentence patterns, for example when writing a short dialogue. Few pupils use Welsh independently outside these lessons.

Over the last two years, performance in the Foundation Phase at the expected outcome 5 has improved. Performance in literacy and communication skills has moved the school from the lower 50% to the top 25% when compared to similar schools. Performance in mathematical development has moved the school from the bottom 25% to the upper 50% of similar schools. During this time, the performance of more able pupils at outcome 6 in literacy and communication skills has declined, moving the school from the top 25% to the lower 50% of similar schools and from the top 25% to the higher 50% in mathematical development.

In key stage 2, generally, performance at the expected level 4 in English and science has placed the school in the upper 50% of similar schools over the past four years. Performance in mathematics, during this period has consistently placed the school in the top 25%. The performance of more able pupils at level 5 over the same period has fluctuated. In English, performance has varied, moving the school between the higher 50% and bottom 25% and in mathematics and science between the top 25% and the lower 50% of similar schools.

### **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 and have confidence in the ability of staff to deal effectively with any instances of negative behaviour. Many take part in the rich variety of extra-curricular and sporting clubs on offer that enhance their wellbeing and enjoyment of school life.

Nearly all pupils are enthusiastic and eager to learn. They are polite and confident with visitors. Their behaviour is consistently good in classrooms and at playtime and lunchtime. They show respect, care and concern for others. Many work well independently and co-operatively in groups. However, few pupils have a clear understanding of what they need to do to improve their work.

Attendance in 2012-2013 at 94.7% was above the average for the family of schools and for Wales. Attendance levels over the past four years have improved and have placed the school in the upper 50% of similar schools in two of the those years. Nearly all pupils arrive at school punctually.

The school and eco council take an active role in making decisions that have a positive effect on the life of the school. Members have a clear understanding of their responsibilities and believe that their views are listened to and acted upon. Many pupils contribute significantly to the life of the school by taking on additional responsibilities, for example in supporting younger pupils as lunchtime leaders and in running Café Carmel. This together with the active part many play in a range of

community activities has a positive effect on their development as responsible individuals.

<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 stimulating indoor and outdoor learning experiences, which meet the needs of learners well. The requirements of the Foundation Phase, National Curriculum and religious education are met fully through exciting contexts, which build on previous learning successfully. Pupils' learning is enhanced further through a wide range of well attended extra-curricular activities.

Provision for the development of skills is good. Teachers in the Foundation Phase plan together effectively to ensure continuity and progression in pupils' learning. Teachers in key stage 2 plan carefully for the systematic development of pupils' communication and information and communication technology (ICT) skills. However, they do not consistently provide sufficiently challenging opportunities to develop pupils' numeracy skills across the curriculum.

Provision for the Welsh dimension, to promote pupils' understanding of the culture and heritage of Wales, is good. Opportunities for Welsh language development in the Foundation Phase promote pupils' use of the language in a variety of contexts. Provision in structured lessons in key stage 2 is good; however, it does not successfully promote pupils' independent use of their bilingual skills at other times.

Teachers promote pupils' awareness of sustainability and energy conservation well. The school provides all pupils with valuable opportunities to develop their understanding of the wider world, for example through their recent study of Botswana in key stage 2.

### **Teaching: Good**

Teaching is consistently good or better. Where teaching is most effective, teachers have very high expectations of all pupils and provide outstanding levels of challenge. They probe pupils' understanding and encourage them to use their reasoning skills very effectively to answer real life problems. All teachers demonstrate up-to-date subject knowledge and use a wide range of approaches and strategies to engage and motivate pupils effectively. They plan lessons carefully and sequence activities well. They also use pair and group work successfully to extend pupils' oral skills. Teachers work very well with teaching assistants to develop pupils' ability to work independently and collaboratively across the age range.

Teachers use the outcomes of on-going assessments well to inform their planning and to set future learning goals for pupils. They give pupils positive oral feedback during lessons. All teachers mark pupils' work regularly. Comments are supportive and, in many classes, help pupils to understand how well they are doing and what they need to do to improve their work. Teachers increasingly involve pupils in reflecting on their own performance and setting targets for improvement. However, these strategies are not consistently embedded in all classes.

The school has worked successfully with other local schools to strengthen understanding of levels of attainment. As a result, end of key stage assessments are valid. The school provides parents with regular, detailed reports about their child's progress. End of year reports are informative, personal and of a very high quality.

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

The school has a caring and inclusive ethos built on positive relationships between staff and pupils. The school makes appropriate arrangements for promoting healthy eating and drinking. Good arrangements exist to encourage pupils to participate regularly in a range of physical activities. Learning experiences promote pupils' personal, spiritual, moral, social and cultural development well. All staff use effective, age appropriate strategies to encourage good behaviour consistently. The school is implementing a series of robust measures to improve attendance, which have been effective in improving attendance levels.

The school makes good use of specialist services, for example the Speech and Language Therapy Service, who support the school in its speech and language programme. Targeted support for vulnerable pupils, provided by teaching assistants, trained as counsellors, has led to significant improvements in their behaviour and relationships with others.

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

Provision for pupils with additional learning needs is a strong feature of the school. Staff identify pupils with additional needs at an early stage. Targets in individual education plans are specific and address each pupil's needs clearly. There is effective, targeted support for them through a wide range of intervention programmes. Well-trained teaching assistants deliver these programmes very effectively to ensure that these pupils make at least the expected, and in many cases more than expected, progress. Efficient systems are in place to monitor and assess pupils' progress.

### **Learning environment: Good**

The school is a happy, welcoming and inclusive community where staff place a high emphasis on the wellbeing of their pupils. The school recognises and celebrates well the contributions that all pupils make to its life and work. As a consequence, pupils feel that they are valued as equal members of the school's community. The school has a wide range of appropriate policies and procedures that ensure fair treatment for all pupils and staff.

Accommodation is of good quality and is sufficient for the number of pupils. It is secure and well maintained. It provides a very well-ordered environment that supports learning well. Resources are of a good quality and meet the needs of all pupils. The classrooms are colourful and interesting displays throughout the school reflect pupils' skills and achievements. The grounds are spacious. Staff have developed these very effectively to provide stimulating and attractive areas for

physical activity, play and learning. Staff make good use of the nearby woodland to provide stimulating adventurous activities for pupils.

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

The headteacher provides clear strategic direction in leading and managing the school. The deputy headteacher provides very good support. They communicate a strong commitment to raising standards and ensuring pupils' wellbeing. All staff share the school's vision for continuous school development and have a real sense of purpose to their work. They have well-defined responsibilities, which they carry out effectively. Regular leadership, staff and key stage meetings, and thorough performance management procedures ensure continuous improvements in teaching and learning. This has a very positive effect on pupil outcomes.

Leaders in the school manage initiatives very effectively to meet national and local priorities. For example, the school has implemented successfully strategies for dealing with pupil deprivation, and for improving comprehension skills in reading in the Foundation Phase.

The governing body is very supportive. Its strategic use of sub-committees that focus on specific aspects of the school's work enables governors to understand provision and pupil outcomes better. The headteacher provides governors with comprehensive reports on the school's performance. Governors are developing a growing competence in analysing performance data, and this results in a more robust focus on standards. They act as a critical friend to the headteacher.

### **Improving quality: Good**

The self-evaluation report presents a clear picture of the school's performance, its strengths and areas for development. It is succinct, and provides sound and accurate judgements about performance data.

The school has a well-established cycle of self-evaluation and improvement planning. Leaders monitor provision and the standards of pupils' work effectively by means of lesson observation, book scrutiny and talking to learners. The links between the outcomes of self-evaluation and the priorities in the school development plans are apparent, and staff and governors understand them well. They make a valued contribution to the self-evaluation report. The school takes good account of the views of parents and pupils through regular questionnaires. Pre-school groups, which meet on site, contribute effectively to a community view of the school.

The school development plan identifies relevant priorities, and staff implement the plan well. Targets are challenging and have measurable success criteria. Teachers draw up action plans, which define realistic steps for implementation. The deputy headteacher monitors these stages regularly and consistently, and all staff work together effectively to evaluate their effectiveness. This is particularly evident in the improvements in boys' literacy skills.

The school has dealt successfully with the recommendations of the last inspection.

### **Partnership working: Good**

The school has an extensive range of effective partnerships. The parents association engages actively in fund-raising to improve the school's resources. The school invites parents to benefit from funding for training as teaching assistants in exchange for voluntary work as support staff. Both this arrangement and the family learning initiative have a very positive effect on pupils' learning and progress.

There is good communication between school staff and the pre-school playgroup and toddlers' group, which meet on the school site. This helps pupils to settle quickly in the Foundation Phase nursery class. Teachers meet regularly with colleagues in cluster schools to ensure a secure moderation of pupils' work in English, mathematics and science, and to develop a portfolio of standardised work in Welsh. The wide range of transition activities with local secondary schools ensures that pupils move into Year 7 with confidence. The school plans a range of projects with other schools in the consortium to support pupils' wellbeing effectively and to improve curriculum provision.

The school uses services provided by the local authority purposefully to support pupils, particularly those with additional learning needs.

Extensive links with churches and groups in the local community enrich pupils' learning experiences, and many local clubs and associations use the school premises for their activities.

### **Resource management: Good**

The school manages its resources well, and there are good levels of efficiency and cost-effectiveness. Procedures to ensure that the allocation of financial resources meets identified priorities are well established. The headteacher and governors plan and monitor expenditure purposefully.

There are enough qualified and experienced teachers to deliver the curriculum, and the headteacher deploys them strategically to make the best use of their knowledge and skills. Teachers use the time for planning, preparation and assessment effectively. There is a well-planned programme for the continuous professional development of staff, which secures a good quality of educational provision. Teachers make a valuable contribution to a range of professional learning communities. These have a positive effect on the raising of standards, particularly in the improvement of reading and comprehension in the Foundation Phase and in boys' literacy in key stage 2. Teaching assistants support pupils' learning very effectively in every year group.

In view of the good progress that pupils make, and the standards they achieve, the school provides good value for money.

## Appendix 1

### Commentary on performance data

In 2013, the percentage of Foundation Phase pupils who achieved the expected outcomes (outcome 5) in language literacy and communication, mathematical development and personal and social skills is the highest in the family of schools. When compared with the performance of similar schools, the school's performance, at the expected outcome (outcome 5), is in the top 25% in language literacy and communication and personal and social skills and in the upper 50% in mathematical development.

The percentage of pupils who achieved the higher outcome (outcome 6) is below the average for the family of schools in language literacy and communication and in personal and social development. It is above average in mathematical development. When compared with the performance of similar schools, the school's performance at the higher outcome is in the lower 50% for language literacy and communication and in the upper 50% for mathematical development and personal and social development.

In 2013, the percentage of key stage 2 pupils who achieved the expected level 4 in the English, mathematics and science is above the average for the family of schools. The proportion of pupils achieving the expected level 4 in all three subjects has been above the average for schools in the same family for the past three years. Generally, the school's performance over the past four years in English and science has placed it in the higher 50% of similar schools. During this period, the school's performance in mathematics has consistently placed it among the top 25%.

In 2013, the percentage of key stage 2 pupils who achieved the higher level 5 in the English, mathematics and science is above the average for the family of schools. Over the past four years, the proportion of pupils achieving the higher level in all three subjects has fluctuated. The school's performance in 2013 at this level in English and science places it in the higher 50% of similar schools. In mathematics, it is placed in the top 25%. Over the past four years, the school's performance at level 5 in English has fluctuated, placing the school between the upper 50% and the bottom 25% when compared to similar schools. Performance in mathematics and science has fluctuated, placing the school between the top 25% and the lower 50% during this period.

There has been no significant difference between the achievement of boys and girls or between the performance of pupils entitled to free school meals and other pupils during recent years.

## 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.	93	93 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	93	92 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.	93	91 98%	2 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	93	92 99%	1 1%	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.	93	90 97%	3 3%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	93	91 98%	2 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.	92	92 100%	0 0%	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.	93	92 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.	91	80 88%	11 12%	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.	93	88 95%	5 5%	Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
		95%	5%	
Other children behave well and I can get my work done.	93	89 96%	4 4%	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	92	90 98%	2 2%	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.	40	36 90%	4 10%	0 0%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	40	34 85%	6 15%	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.	40	36 90%	4 10%	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.	40	31 78%	8 20%	1 2%	0 0%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	40	26 65%	13 32%	1 2%	0 0%	0	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	46%	4%	1%		
Teaching is good.	40	29 72%	11 28%	0 0%	0 0%	0	Mae'r addysgu yn dda.
		60%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	40	27 68%	13 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.	39	26 67%	12 31%	1 3%	0 0%	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.	40	30 75%	10 25%	0 0%	0 0%	0	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.	40	26 65%	13 32%	0 0%	0 0%	1	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		59%	36%	2%	0%		
My child is safe at school.	39	28 72%	10 26%	1 3%	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'.	34	23 68%	8 24%	0 0%	0 0%	3	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.	39	25 64%	12 31%	1 3%	0 0%	1	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.	40	27 68%	12 30%	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.	40	28 70%	12 30%	0 0%	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.	40	27 68%	12 30%	1 2%	0 0%	0	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		55%	39%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	32	16 50%	8 25%	0 0%	0 0%	8	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.	39	27 69%	11 28%	1 3%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	38%	5%	1%		
The school is well run.	39	34 87%	4 10%	1 3%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		60%	33%	3%	2%		

## Appendix 3

### The inspection team

Edward Goronwy Morris	Reporting Inspector
Rhiannon Harris	Team Inspector
Susan Elizabeth Roden	Lay Inspector
Judith Davies	Peer Inspector
Joanne Garbutt	School 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.