



*Rhagoriaeth i bawb – Excellence for all*

Arolygiaeth Ei Mawrhydi dros Addysg  
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate  
for Education and Training in Wales

**A report on**

**St Asaph V.P. Infants  
Upper Denbigh Road  
St Asaph  
Sir Ddinbych  
LL17 0RL**

**Date of inspection: June 2015**

**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
<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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## Context

St Asaph Church in Wales Voluntary-Controlled Infant School is in St Asaph in the Denbighshire local authority. The school caters for pupils between the ages of three and seven. Currently, there are 113 pupils on roll, including 28 who attend the nursery part-time. Children are taught in four mainstream classes.

The three-year average for the proportion of pupils eligible for free school meals is just under 20% and is close to the average for Wales. The school has identified about 27% of pupils as having additional learning needs, which is higher than the Wales average. Nearly all pupils are of white British ethnicity and a very few pupils have English as an additional language. No pupils speak Welsh as a first language.

The last inspection of the school was in January 2009. The headteacher took up her post in January 2009.

The individual school budget per pupil for St Asaph Infants in 2014-2015 means that the budget is £4,474 per pupil. The maximum per pupil in the primary schools in Denbighshire is £9,103 and the minimum is £2,902. St Asaph Infants is 23rd out of the 47 primary schools in Denbighshire in terms of its school budget per pupil.

## Summary

<b>The school's current performance</b>	<b>Adequate</b>
<b>The school's prospects for improvement</b>	<b>Adequate</b>

### Current performance

The current performance of the school is adequate because:

- Many pupils make good progress particularly in developing their reading and numeracy skills
- Nearly all pupils have a very positive attitude to learning, participate enthusiastically in lessons and co-operate well with other pupils
- Nearly all pupils behave well and many take on daily responsibilities with maturity
- The school provides a caring, supportive environment that meets pupils' individual needs effectively

However:

- A few pupils who are more able do not achieve as well as they could
- Older pupils do not make good progress in developing their writing skills
- Pupils do not use their literacy and numeracy skills well enough to support their work across all areas of learning
- Attendance rates consistently place the school in the lower 50% when compared to similar schools

### Prospects for improvement

The school's prospects for improvement are adequate because:

- The headteacher provides strong and effective management for the school, with a clear focus on raising standards
- The headteacher identifies clear priorities for school improvement and the school can demonstrate work in raising standards, for example in raising standards in reading
- All staff work together co-operatively and fulfil their roles efficiently
- The school has an effective partnerships with parents, the community and other local schools, and these have a positive impact on outcomes for pupils
- The school uses its resources skilfully in making best use of the experience and expertise of staff

However:

- The school does not have an effective management structure to support the sharing of leadership roles and responsibilities
- The process of self-evaluation and planning for improvement does not derive securely from the rigorous monitoring of teaching and learning
- The governing body, although supportive, does not challenge the school sufficiently and does not contribute actively enough to planning for improvement

## Recommendations

- R1 Improve the performance of pupils who are more able
- R2 Improve the presentation of pupils' written work and their ability to write independently and at length
- R3 Raise levels of attendance
- R4 Ensure that all pupils have beneficial opportunities to use their literacy and numeracy skills in all areas of learning
- R5 Develop a strong management structure with clear distribution of roles and responsibilities, and with the effective involvement of the governing body
- R6 Improve the effectiveness of procedures for selfevaluation and planning for improvement

### **What happens next?**

The school will draw up an action plan, which 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

Teacher assessments on entry to nursery show that a majority of pupils have skills that are about average for their age. During their time in school, most pupils make good progress in nearly all areas of learning. However, a few pupils who are more able do not achieve as well as they could.

Across the school, most pupils' speaking skills are developing appropriately in line with their age and stage of development. Many older pupils express themselves using a wide range of vocabulary. When speaking in front of an audience to act out the story of The Enormous Turnip, pupils of all ages speak confidently and clearly. As they move through the school, pupils' listening skills develop well. Most pupils listen attentively in lessons and respond appropriately to questions and instructions.

Nearly all pupils develop their reading skills successfully. In Years 1 and 2, most readers use a range of strategies successfully to decode unfamiliar words. Many correctly identify a range of punctuation in text, including commas, exclamation marks and the use of capital letters to emphasise text. They understand how this influences the way in which they should read aloud. Pupils who are more able read with fluency, and show a good understanding of what they have read when they predict how the story may end. Nearly all older pupils can name their favourite authors and explain their choices, and their comprehension skills are developing well.

In writing, younger pupils make good progress in developing the correct formation of letters, their knowledge of letter sounds and their use of basic punctuation. Pupils in Year 1 use drafting effectively to produce, for example, stories adapted from The Three Little Pigs. Many pupils in Year 1 use an interesting range of descriptive words when they write poetry. However, many older pupils, particularly the more able, do not make sufficient progress in developing the content and presentation of their writing. Pupils do not make sufficient use of their literacy skills to support their work in other areas of learning.

Most pupils make good progress in the development of their numeracy skills. Many younger pupils have a sound understanding of numbers to 20, and correctly add and subtract numbers to 10. Many pupils in Years 1 and 2 make good progress in identifying the differences between flat and solid shapes. They have good mental recall of number facts and they accurately identify odd and even numbers above 50. They use data confidently to create simple bar graphs and understand the concept of symmetry. However, pupils make limited use of their numeracy skills in other areas of learning.

Most pupils use Welsh during their daily routines and their oracy skills are developing appropriately. Many speak clearly with good pronunciation. The majority of pupils' writing skills in Welsh develop suitably. The majority of pupils recall their previous learning and apply it when they write in Welsh. A majority use Welsh confidently in lessons or around the school, for example when speaking to visitors and when answering oral questions in a mathematics lesson. Most pupils read simple Welsh books with confidence.

Most pupils with additional learning needs make appropriate progress in line with their ability. Current assessments show that pupils eligible for free school meals generally achieve as well as other pupils.

Over the last three years, pupils' performance at outcome 5 and outcome 6 has generally placed the school in the lower 50% or the bottom 25% when compared to similar schools.

**Wellbeing: Adequate**

Pupils have a good understanding of the importance of choosing healthy foods and drinks. They develop a sound awareness of how to stay safe and know where to go if they have any concerns. They enjoy participating in physical activities and understand that this helps them to stay healthy. Older pupils have a basic understanding of how to use the internet safely.

Nearly all pupils are enthusiastic learners who participate fully in lessons. They behave well, are courteous and work co-operatively with others, particularly when they work with a 'talking partner'. They develop their independent learning skills well and respond positively to opportunities to select their own tasks. Most pupils have a clear understanding of how well they are doing, but are less clear about what they need to do to improve. Overall, rates of attendance over the last four years have placed the school in the lower 50% when compared with similar schools. Nearly all pupils arrive at school punctually.

Pupils across the school undertake a wide range of roles and carry out their duties with pride and maturity. They develop a good understanding of their role in the local community through, for example, the strong links with the cathedral and visits to the local hospice. Members of the school council play an effective role in the life of the school. They make presentations to the governing body and school community to discuss their ideas and to report their successes.

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

The school provides a wide range of stimulating learning experiences for pupils across the curriculum. Planning ensures a good balance between structured and free choice activities using the indoor and outdoor learning environment. The school provides good opportunities for pupils to extend their learning through visits and visitors. Visits from local businesses, links with the cathedral and extra-curricular activities enrich pupils' learning well.

Staff use the national literacy and numeracy framework to plan opportunities for pupils to use their skills across the curriculum. However, this planning is at an early stage and there are insufficient opportunities for pupils to develop their literacy and numeracy skills in a range of areas of learning. In planning for pupils to use their skills, staff rely too heavily on the use of worksheets. This limits the progress that pupils make, particularly in extending their written work.

The school has recently improved the provision for information and communication technology (ICT) and this is having a positive impact on the development of pupils' ICT skills.

Provision for the teaching of Welsh is well developed. The school reflects and celebrates Welsh culture appropriately. Teachers and other adults enrich pupils' experiences by using incidental Welsh at every suitable opportunity. For example, the weekly Welsh assembly gives pupils the opportunity to enjoy Welsh through music, singing and listening to stories.

Pupils speak confidently about environmental and sustainability issues. They understand the importance of reducing waste and using fruit waste to create compost. Pupils have a good understanding of global citizenship through, for example, their involvement in European Day and a project of support for a child in Borneo.

### **Teaching: Adequate**

All teachers ensure that lessons proceed at a lively pace and engage pupils fully. They use skilful questioning that develops pupils' understanding well and handle pupils' responses sensitively. In all classes, teachers have good working relationships with pupils and use a consistent approach successfully to maintain high standards of behaviour. Classroom assistants support pupils' work well in lessons and withdrawal sessions. All teachers share the learning objective with pupils at the start of lessons and, in most cases, this gives pupils a clear focus for their learning. However, in a few lessons, the learning objectives are too complex for pupils to understand fully.

In all classes, teachers plan a range of activities to cater for pupils of different abilities. However, activities do not always provide a suitable level of challenge for those who are more able.

Staff make good use of assessment to monitor pupils' progress and to plan for the next steps in their learning. They use assessment effectively to identify any underachievement at an early stage and to plan appropriate support for pupils.

All teachers use effective strategies to develop pupils' awareness of how well they are doing. This includes involving pupils regularly in self-assessment and peer-assessment, clear verbal feedback in lessons and the use of pictorial stamps in the marking of work. However, the weekly setting of individual targets and written feedback in marking is not always effective in helping pupils to improve.

The school arranges appropriate opportunities for parents to discuss their child's progress, and provides them with annual written reports that are clear and informative. Teachers assess outcomes at the end of the Foundation Phase accurately.



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

The school is a caring, supportive community that promotes pupils' health and wellbeing successfully. Staff develop pupils' understanding of how to stay safe effectively and encourage pupils to participate in regular physical exercise. The school has the appropriate arrangements to promote healthy eating and drinking.

Staff develop pupils' spiritual, cultural, moral and social development well. Visitors and visits out of school provide worthwhile experiences that assist in pupils' social and cultural development.

The school works closely with a wide range of specialist services to provide suitable support and guidance to parents and to pupils with individual needs. Staff with specialist expertise visit school regularly, for example to support the running of a successful nurture group and a programme to build pupils' confidence and self-esteem. Specialist services, including the fire service and police officers, support the work of the school effectively in developing pupils' awareness of personal safety issues.

Staff provide well-planned support for pupils who have additional learning needs. They identify pupils' needs at an early stage and set clear targets for improvement in their individual education plans. They communicate well with parents and keep them fully informed on the progress their child is making. Teaching assistants provide very good levels of support for targeted pupils in small groups and individually.

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

## **Learning environment: Good**

The school is a very inclusive community where staff treat all pupils equally, fairly and with respect. Staff promote diversity and equal opportunities successfully and ensure that all pupils have equal access to every aspect of school life. The school's caring ethos encourages pupils to have respect and tolerance for others. Visits to the school by local footballers are particularly successful in promoting equal opportunities in sport.

The school's historic buildings are clean and well maintained. The extensive outdoor areas offer varied learning and playing opportunities for pupils. Staff make good use of outdoor resources to provide physical activities for pupils.

Classrooms and group work areas are attractive and well resourced. Around the school, colourful bilingual displays promote pupils' learning effectively. Pupils have access to a broad range of appropriate learning resources for all subject areas. The school has a good range of reading books in the classrooms and sufficient ICT resources.

**Leadership: Adequate**

The headteacher has a clear vision for the school and successfully promotes a caring ethos. She provides good leadership with appropriately high expectations of staff and pupils. All members of staff undertake their roles conscientiously, support each other and share common values effectively. They have created a positive atmosphere in school where staff value the contribution of all pupils and seek to develop the potential of all pupils.

Regular meetings for staff have a clear focus on improving standards and provision. There are good communication systems in place to keep staff fully informed about all aspects of the school's life and work. Recent staff changes have had a significant impact on the distribution of roles and responsibilities within the school. Currently, the allocation of strategic roles is not effective and results in too great a workload for the headteacher.

The governors are supportive of the school and share the headteacher's vision. Governors fulfil many of their roles effectively and meet all statutory requirements. Detailed reports provided by the headteacher keep governors well informed about many aspects of school life. However, governors are not regularly involved in monitoring standards and provision, and this limits their effectiveness in providing challenge for the school.

The school responds to local and national priorities positively, for example in providing support for vulnerable pupils. This is helping to reduce the gap in attainment between pupils eligible for free school meals and others.

**Improving quality: Adequate**

The headteacher seeks the views of all staff, governors, parents and pupils to inform the process of self-evaluation, and she takes appropriate account of their views in identifying areas for development. The headteacher conducts a rigorous analysis of data to identify areas where standards need to improve. The detailed self-evaluation report clearly identifies strengths and areas for improvement. However, staff do not use lesson observations and the scrutiny of pupils' work rigorously enough to ensure that self-evaluation identifies accurately all areas that require improvement.

There is a close link between the outcomes of self-evaluation and the priorities within the school's improvement plan. The plan identifies appropriate targets for improvement and includes suitable actions needed to bring about necessary improvements. The school has successfully addressed most of the identified priorities in the current plan. For example, there has been a significant improvement in of the standard of reading among boys. However, staff are not sufficiently rigorous in monitoring the introduction and implementation of new initiatives to ensure that they succeed in bringing about planned improvements.

## **Partnership working: Good**

The school works effectively in a partnership with parents and keeps them fully informed about school activities through regular newsletters and the school website. The parent-teacher association raises additional funds through summer and Christmas events and these have provided valuable additional resources for the school.

Staff use a wide range of services to support pupils' learning and wellbeing successfully. Many visitors and community agencies work in partnership with the school and provide, for example, the after-school soccer club that many pupils attend. Links with the cathedral, the local community and external agencies make an effective contribution to the quality of the school's provision.

The school works closely with the on-site pre-school playgroup to ensure that children settle quickly into the nursery class. There are good arrangements for transferring pupils to the junior school. These include a transition project, an induction period and visits by staff and pupils.

Teachers meet regularly with staff from nearby schools and they work together to ensure the accurate assessment of pupils' work and to exchange good practice. Staff work effectively with external advisors and act constructively on their advice in order to raise standards and improve provision.

## **Resource management: Adequate**

The school has a sufficient number of qualified teachers and teaching assistants to deliver the curriculum and to ensure the wellbeing of all pupils. The headteacher deploys staff purposefully to make the best use of their knowledge and skills. There are suitable arrangements for teachers' planning, preparation and assessment time.

The performance management system is effective and involves all staff in reviewing their work and setting targets for improvement. The headteacher links targets for staff appropriately to the school's priorities as well as to their individual professional development needs. For example, training has improved staff confidence and competence in Welsh and this has helped pupils to make sound progress.

The headteacher and governors manage the school's resources skilfully and ensure that expenditure links well to school priorities. The development of the school's grounds has ensured that pupils have access to good facilities for learning in the outdoor environment, and the recently-acquired tablets have had a positive impact on pupils' ICT skills. Staff visit other schools regularly to share ideas and to develop their own practice.

Leaders make good use of the funding the school receives and they monitor spending closely. The use of the Welsh Government's Pupil Deprivation Grant has provided support for pupils eligible for free school meals to develop their literacy skills further and to access a nurture group. The most recent data on the performance of pupils eligible for free school meals shows that nearly all these pupils in Year 2 achieve the expected outcomes.

In view of the outcomes achieved by most of the pupils and the overall quality of provision and leadership, the school provides adequate value for money.

## Appendix 1: Commentary on performance data

### 6633024 - St Asaph Infants School

Number of pupils on roll	111
Pupils eligible for free school meals (FSM) - 3 year average	19.8
FSM band	3 (16%<FSM<=24%)

#### Foundation Phase

	2012	2013	2014
<b>Number of pupils in Year 2 cohort</b>	27	29	25
<b>Achieving the Foundation Phase indicator (FPI) (%)</b>	77.8	82.8	88.0
Benchmark quartile	3	3	2
<b>Language, literacy and communication skills - English (LCE)</b>			
Number of pupils in cohort	27	29	25
Achieving outcome 5+ (%)	77.8	86.2	88.0
Benchmark quartile	4	3	3
Achieving outcome 6+ (%)	25.9	17.2	32.0
Benchmark quartile	3	4	2
<b>Language, literacy and communication skills - Welsh (LCW)</b>			
Number of pupils in cohort	*	*	*
Achieving outcome 5+ (%)	*	*	*
Benchmark quartile	*	*	*
Achieving outcome 6+ (%)	*	*	*
Benchmark quartile	*	*	*
<b>Mathematical development (MDT)</b>			
Number of pupils in cohort	27	29	25
Achieving outcome 5+ (%)	88.9	86.2	88.0
Benchmark quartile	3	3	3
Achieving outcome 6+ (%)	14.8	10.3	28.0
Benchmark quartile	3	4	3
<b>Personal and social development, wellbeing and cultural diversity (PSD)</b>			
Number of pupils in cohort	27	29	25
Achieving outcome 5+ (%)	92.6	93.1	96.0
Benchmark quartile	3	3	3
Achieving outcome 6+ (%)	40.7	31.0	36.0
Benchmark quartile	3	3	3

The Foundation Phase indicator (FPI) represents the percentage of pupils achieving outcome 5 or above in PSD, LCE/LCW, and MDT in combination.

\* This item may disclose information on individuals, or it is not sufficiently robust for publication, not applicable or is otherwise unavailable.

The benchmark quartile compares the performance of one school against others who have similar levels of pupils with free school meals (FSM). FSM is used as a proxy of social deprivation in schools. This allows a comparison of the performance of a school against others who are in the same FSM category, and who might therefore have a similar intake of pupils from deprived backgrounds.

A school in benchmark quartile 1 is in the highest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are higher than many other schools with similar levels of pupils from deprived backgrounds. A school in benchmark quartile 4 is in the lowest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are lower than many other schools with similar levels of pupils from deprived backgrounds.

There are very small cohorts in many of the years of key stage 2 performance data available for this school. Where this is the case, we do not include a table of performance data.

Further information is available from the Welsh Government My Local School website at the link below.  
<http://mylocalschool.wales.gov.uk/index.html?lang=eng>

## Appendix 2

### Stakeholder satisfaction report

#### Responses to learner questionnaires

The number of responses received were fewer than 10. No data will be shown.

#### 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.	19	3 16%	14 74%	1 5%	1 5%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	19	8 42%	10 53%	1 5%	0 0%	0	Mae fy mhlentyn yn hoffi'r ysgol hon.
		73%	25%	1%	0%		
My child was helped to settle in well when he or she started at the school.	19	5 26%	12 63%	1 5%	1 5%	0	Cafodd fy mhlentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		72%	25%	1%	0%		
My child is making good progress at school.	19	8 42%	6 32%	1 5%	0 0%	4	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
		61%	33%	3%	1%		
Pupils behave well in school.	19	4 21%	10 53%	1 5%	0 0%	4	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		46%	45%	4%	1%		
Teaching is good.	19	5 26%	10 53%	2 11%	0 0%	2	Mae'r addysgu yn dda.
		60%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	19	6 32%	11 58%	0 0%	0 0%	2	Mae'r staff yn disgwyl i fy mhlentyn weithio'n galed ac i wneud ei orau.
		64%	33%	1%	0%		
The homework that is given builds well on what my child learns in school.	16	3 19%	8 50%	2 12%	0 0%	3	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhlentyn yn ei ddysgu yn yr ysgol.
		47%	40%	6%	1%		
Staff treat all children fairly and with respect.	19	3 16%	6 32%	3 16%	0 0%	7	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		58%	33%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	19	4 21%	10 53%	3 16%	0 0%	2	Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		59%	36%	2%	0%		

	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	
My child is safe at school.	19	6 32%	8 42%	1 5%	1 5%	3	Mae fy mhlentyn yn ddiogel yn yr ysgol.
		66%	31%	1%	0%		
My child receives appropriate additional support in relation to any particular individual needs'.	19	3 16%	8 42%	0 0%	0 0%	8	Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		50%	34%	4%	1%		
I am kept well informed about my child's progress.	19	2 11%	8 42%	7 37%	2 11%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		49%	40%	8%	2%		
I feel comfortable about approaching the school with questions, suggestions or a problem.	19	5 26%	7 37%	4 21%	3 16%	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.	19	3 16%	7 37%	6 32%	3 16%	0	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		45%	38%	7%	2%		
The school helps my child to become more mature and take on responsibility.	19	4 21%	7 37%	0 0%	0 0%	8	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		56%	38%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	17	4 24%	4 24%	3 18%	0 0%	6	Mae fy mhlentyn wedi'i barato'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		43%	33%	4%	1%		
There is a good range of activities including trips or visits.	19	3 16%	9 47%	4 21%	1 5%	2	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		54%	38%	5%	1%		
The school is well run.	19	6 32%	7 37%	1 5%	2 11%	3	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	32%	3%	2%		

## Appendix 3

### The inspection team

Mrs Linda Jane Williams	Reporting Inspector
Mr David Kenneth Davies	Team Inspector
Mrs Sarah Botterill	Lay Inspector
Mr Thomas Peter Davies	Peer Inspector
Mrs Nicola Blythin (Headteacher)	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
- 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
- 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 eligible for 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 eligible for 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 eligible for 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.