A report on

**Upper Rhymney Primary School
Oakland Terrace
Rhymney
NP22 5EP**

Date of inspection: November 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.

Publication date: 16/01/2015

Context

Upper Rhymney Primary School is in the village of Rhymney, in the Caerphilly local authority. There are 190 pupils aged three to eleven years at the school, including 22 part-time pupils in the nursery. There are eight single-age classes.

The school has identified 48% of pupils as eligible for free school meals. This is well above the national average. No pupils are looked after by the local authority. Most pupils are of white British ethnicity, with a very few pupils from minority ethnic backgrounds. No pupils speak Welsh as a first language at home.

The school has identified around 24% of pupils as having additional learning needs. This is above the average for Wales. Very few pupils have a statement of special educational needs. There have been a very few fixed-term exclusions in the last year.

The last inspection was in November 2008. The current headteacher took up her post in January 2012.

The individual school budget per pupil for Upper Rhymney Primary School in 2014-2015 means that the budget is £3,274. The maximum per pupil in the primary schools in Caerphilly is £5,106 and the minimum is £2,645. Upper Rhymney Primary School is 26th out of the 75 primary schools in Caerphilly in terms of its school budget per pupil.

Summary

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

Current performance

The current performance of the school is adequate because:

- the majority of pupils make appropriate progress as they move through the school;
- pupils have positive attitudes and are eager to learn;
- nearly all pupils' behaviour across the school is good;
- extra-curricular activities develop pupils' social and life skills well;
- the learning environment both indoors and outdoors is used effectively by Foundation Phase pupils; and
- staff provide a high level of care and support for pupils, which is having a positive impact on wellbeing.

However:

- pupils' standards of literacy are only adequate across the school;
- pupils do not use and apply their skills well enough across the curriculum, particularly their numeracy skills;
- attendance rates are low compared to those in similar schools; and
- teaching across the school varies too much in quality.

Prospects for improvement

The prospects for improvement of the school are adequate because:

- the headteacher provides purposeful leadership and a clear strategic direction for the school;
- the school's leadership over time has had a positive effect on improving the wellbeing of vulnerable groups and pupils' attitudes towards learning;
- the school's current improvement plan links well with most of the areas that need development;
- there are beneficial partnerships with parents and the community; and
- the headteacher and governors have thorough arrangements for managing the budget.

However:

- senior leaders' roles in securing improved outcomes are not fully developed;
- It is too early for new systems to have had a direct impact on pupils' standards and the quality of teaching;
- the school has not addressed the national literacy and numeracy framework fully; and
- the governors' role in promoting good attendance and healthy eating and drinking is weak.

Recommendations

R1 Improve pupils' standards of literacy across the school

R2 Improve pupils' attendance

R3 Ensure that staff purposefully plan opportunities to develop pupils' numeracy skills across the curriculum

R4   Ensure that all teachers challenge and engage all learners, particularly those who are more able

R5 Ensure that all senior leaders take full responsibility, and are accountable for, ensuring improvements in standards and the quality of provision

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 schools progress.

Main findings

Key Question 1: How good are outcomes?	Adequate

Standards: Adequate

Nearly all pupils enter the nursery with levels of skills below those expected for their age. The majority of pupils, including those with additional learning needs (ALN), make appropriate progress as they move through the school.

Across the school nearly all pupils listen well in a variety of situations. They are attentive in class and most pupils recall and apply previous learning well. They contribute enthusiastically to group and whole-class discussions. However, many pupils have a limited vocabulary and give short answers when questioned. The more able pupils in key stage 2 speak more confidently and the older pupils are beginning to justify their opinions and share their points of view confidently, for example, when discussing the regeneration of a local open-cast coalmine.

In the Foundation Phase, the majority of pupils read with developing fluency and accuracy. A very few of the more able pupils discuss books they enjoy confidently and retell stories correctly. In key stage 2, many pupils read accurately, with a suitable understanding. They discuss the main events and characters in their books appropriately. A majority of older pupils engage competently in discussion about the work of their favourite authors. They show a suitable understanding of higher-order reading skills, such as scanning for and extracting information from a range of texts.

Many pupils in the Foundation Phase produce short pieces of independent writing of an appropriate standard. Older Foundation Phase pupils are beginning to use capital letters and full stops accurately. A very few of the more able pupils are beginning to write at length and to use a variety of vocabulary to sustain the reader's interest, for example, when writing a story about a disaster on the beach. Most pupils across the school have a good understanding of a range of genres. However, the quality of spelling, punctuation and handwriting and the content of written work are not consistently of a high enough standard. A minority of key stage 2 pupils produce extended pieces of writing with evidence of drafting and redrafting across a range of different forms of writing. By the end of key stage 2, many pupils achieve appropriate standards in their writing. Overall, the recent whole-school focus on developing pupils' literacy skills is beginning to have a positive impact on the standards that pupils currently achieve.

Throughout the school, many pupils make good progress in developing specific numeracy skills. In the Foundation Phase, many pupils develop their numeracy skills well across the curriculum successfully. A majority of the older pupils are able to use co-ordinates confidently to locate a pirate ship. At the lower end of key stage 2, many pupils have a good understanding of place value. They are beginning to apply this knowledge to solve simple problems. By the end of the key stage, most pupils are able to add and subtract numbers using whole numbers and decimals confidently. However, many pupils are not applying their numeracy skills well enough across all areas of the curriculum.

In Welsh, standards in speaking and listening are appropriate. Across the school, pupils demonstrate positive attitudes to learning Welsh. Most pupils understand and respond well to a range of simple questions and instructions during lessons and generally during the day. As they move through the school, most pupils make appropriate use of their developing writing skills. However, most pupils' reading skills are less well developed.

Overtime, pupils eligible for free school meals do not perform as well as their peers at the expected and higher outcomes and levels in the Foundation Phase and key stage 2. However, these pupils are beginning to make clear gains in their learning and development through recent intervention strategies. Generally, girls outperform the boys in most areas of learning across the school. More able pupils do not achieve as well as they could at the higher-than-expected level at the end of key stage 2.

In the Foundation Phase, pupils' performance at the expected outcome 5 has generally placed the school in the higher 50% when compared with similar schools across all learning areas. Last year, pupils' performance in both literacy and mathematical development at outcome 5 placed the school in the higher 50% when compared with similar schools.

In 2014, at the higher-than-expected outcome 6, pupils' performance in literacy and mathematical development declined significantly. Pupils' performance in literacy moved the school from the top 25% to the bottom 25% when compared with similar schools. Performance in mathematical development moved the school from the top 25% to the lower 50%.

In key stage 2, over the last four years, pupils' performance at the expected level 4 has fluctuated greatly and has placed the school between the top 25% and the bottom 25% when compared with similar schools. In 2014, pupils' performance at the expected level in English and mathematics moved the school from the bottom 25% to the lower 50% in both core subjects when compared with similar schools. Performance in science moved the school from the higher 50% to the lower 50% when compared with similar schools.

Over the last four years, pupils' performance at the higher-than-expected level (level 5) placed the school between the top 25% and the bottom 25% when compared with similar schools. Pupils' performance in 2014 improved in all core subjects and placed the school in the higher 50% for mathematics and the lower 50% for English and science.

Wellbeing: Adequate

Nearly all pupils feel safe in school and have a positive attitude to participating in sport and physical exercise. They demonstrate a good understanding of healthy eating and keeping fit. Nearly all pupils behave very well. They are considerate and courteous to each other and all adults. Most pupils are engaged in their learning and work well together in pairs and groups. They enjoy their lessons and have a good understanding of their tasks.

Many pupils take on extra responsibilities and develop their roles successfully. For example, the head boy and girl are beginning to support the role of the school council and represent the pupil voice further. The school council plays a purposeful part in the school and contributes towards fundraising events. For example, members of the school council organise a school book fair to raise the awareness of the importance of reading among pupils and to enhance the resources in the school library.

Attendance levels at the school are adequate. Whole-school attendance rates for the last three years have declined and, in 2013, placed the school in the bottom 25% when compared with similar schools. However, new school strategies to improve attendance are beginning to have a positive impact and the unverified attendance rate for last year has improved notably to 93.4%. Levels of persistent absence have also declined, but remain too high. Most pupils are punctual.

Most pupils show a positive commitment to their local community. For example, many pupils take part in the annual cluster choir concert.

Key Question 2: How good is provision?	Adequate

Learning experiences: Adequate

The use of well-planned whole-school topics supports the learning of many pupils well, and they enjoy these projects. Curriculum planning ensures that pupils build well on their previous learning as they move through the school Foundation Phase to key stage 2. However, teachers do not provide pupils with enough opportunities to use and apply their literacy and numeracy skills across the curriculum. There is also a limited range of opportunities for more able pupils to carry out independent and suitably demanding tasks in all classes.

The planning to develop pupils' Welsh language skills through lessons and activities is appropriate. School visits to local museums, parks and to a Welsh residential centre develop pupils' knowledge of the history and culture of Wales successfully. The school provides a suitable range of opportunities for pupils to take part in local and national Eisteddfod competitions. This is strength of the school.

The school provides an extensive range of extra-curricular activities and many pupils participate well in these, for example, the dance club and table tennis club. Extra-curricular visits enhance curriculum opportunities across the school.

The eco committee plays an important role in the school to promote sustainable development through a variety of activities within and beyond the school. For example, many of the pupils take part in the Rhymney Valley spring clean project, which raises the pupils' awareness of how to care for their environment. Established links with a school in Uganda promote pupils' knowledge of global citizenship successfully.

Teaching: Adequate

Teachers and support staff engage well with pupils and this has a positive impact on pupils' standards of learning and wellbeing. Staff manage behaviour well and create a positive working atmosphere in all classes.

In about half of classes where teaching is at its best, lessons have a clear learning objective. The well-planned activities ensure that all pupils are motivated and engaged effectively in their learning. There are good opportunities for pupils to work independently and collaboratively on a range of tasks linked to class themes.

In around half the classes the teaching is less effective. Teachers' expectations of pupils' work are too low and tasks planned do not consistently meet the needs of all abilities. The pace of lessons is slow and there are too few opportunities for pupils to solve problems or to be responsible for aspects of their own learning.

There are suitable procedures to monitor and track pupils' progress across the school. Staff use this information appropriately to set targets, provide support and respond to pupils' individual needs. Teachers mark pupils' work regularly and offer positive comments. However, written feedback does not always enable pupils to know how to improve their work. The majority of pupils know their targets and can discuss simply what they need to do to improve their work. Pupils are beginning to assess their own work. However, this is not consistent across the school.

Annual reports to parents are informative and they identify clear targets for improvement.

Care, support and guidance: Good

The school provides a safe and caring environment for the pupils. Nearly all pupils feel safe in school and know where to go if they are worried or upset. The pastoral care leader within the school provides very effective support for vulnerable pupils. The school promotes positive behaviour well and makes appropriate arrangements for promoting healthy eating and drinking.

The school addresses pupils' moral, social and cultural development well through topic work and whole-school assemblies. It makes effective use of volunteers to support key events. For example, older pupils and adults from the locality take part in the school's remembrance service, which contributes well to their learning. A wide range of external agencies also provides pupils with a good level of support and guidance.

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

The school has appropriate procedures and systems to identify pupils with additional learning needs which meet statutory requirements. Teachers and support staff know their pupils well and focus appropriately on supporting their individual targets when delivering their specific programmes of work. Individual educational plans have appropriate targets, and pupils with additional learning needs have full access to all areas of the curriculum. The school monitors and assesses pupils' progress appropriately. Teaching assistants provide support of good quality for pupils with additional learning needs.

Learning environment: Good

The school is an inclusive community and ensures equal opportunities for all pupils. Pupils feel valued and there are positive working relationships between pupils and

staff. This contributes successfully to the positive ethos in the school. The school places a strong emphasis on recognising, respecting and celebrating diversity and pupils' rights. Pupils respond well to this emphasis and show high levels of respect for each other.

The school's accommodation is of good quality and is sufficient for the number of pupils on roll. It provides a welcoming and vibrant learning environment for pupils. All classrooms and learning support areas are well organised and pupils have access to learning resources of good quality. Staff make imaginative and creative use of many areas, including the communal area and the outdoor learning environment in the Foundation Phase. These areas are spacious and designed specifically to meet the creative needs of pupils.

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

Leadership: Adequate

The headteacher provides purposeful leadership and a clear strategic direction for the school. She sets high expectations for securing improvement and challenges staff effectively. The school's leadership over time has had a positive effect on improving the school, particularly in improving the wellbeing of vulnerable groups and pupils' attitudes towards learning.

Leaders at all levels are developing their roles and responsibilities appropriately and have clear job descriptions. The use of data analyses by all teaching staff has led to improvements in aspects of literacy and numeracy and in identifying the need for further improvement. However, the role of leaders and managers in securing improved outcomes, is less well developed.

The process of performance management for all staff is well established and supports the professional development of staff effectively.

The school has paid only adequate attention to meeting local and national priorities. It is addressing the effect of social deprivation more concertedly, for example, by improving literacy and numeracy provision for disadvantaged pupils. It is too soon to measure the full impact of these interventions on pupil outcomes.

The governing body fulfils its regulatory duties appropriately and members know the school and the community it serves well. Governors have a sound understanding of the school's financial position and are effective in challenging the school to make the best use of available funding. However, the governors' role in promoting good attendance and healthy eating and drinking is less effective.

Improving quality: Adequate

The school has recently developed a systematic approach for gathering evidence to support whole-school self-evaluation. Self-evaluation procedures draw on a suitable range of first-hand evidence, including the quality of teaching and learning and scrutiny of pupils' books. The governing body, parents and pupils are beginning to contribute towards the self-evaluation process.

The senior management team analyses test results and end of key stage data appropriately to monitor and plan for improvement. Teachers use performance information sufficiently to identify groups of pupils who are underachieving. The implementations of interventions are beginning to have a positive impact on raising pupils' standards and wellbeing.

Overall, the link between self-evaluation and the school improvement plan is clear. The current school improvement plan has a manageable number of challenging priorities, clear success criteria, and the school allocates suitable resources to deliver the plan. However, the individual subject plans that supplement the improvement plan lead to an unmanageable number of priorities. These additional targets have little impact on improving outcomes.

Partnership working: Good

Partnerships with parents are positive. They feel well supported and appreciate the way they can approach leaders and staff easily and with confidence. Parents are directly and effectively involved in their children's learning, for example, there are a number of activity afternoons which enable parents to join their children in a variety of activities during the school day.

Close links with the local community and volunteers support pupils' learning well. Volunteers come to the school regularly to listen to readers, to support classroom activities and to share their expertise, for example in preparing pupils for the Eisteddfod competitions. The school also takes part in local projects which broaden pupils' experiences beyond the school environment.

There are good links between the local nursery provision and the school. Pupils have an opportunity to familiarise themselves with the school before they begin in the nursery class. This helps them to settle in quickly when they start school.

There are suitable arrangements between the school and the local secondary school, with an appropriate range of transition activities. The school works well with local schools to arrange joint training events. Standardisation and moderation activities among local schools help to support the validity and consistency of assessment at the end of the Foundation Phase and key stage 2.

Resource management: Adequate

The school has a sufficient number of experienced staff to deliver the curriculum appropriately. It manages its resources well. Teaching assistants provide effective support to staff and pupils. The school has suitable arrangements in place for providing preparation, planning and assessment time for teachers.

Teachers and support staff participate in a good range of in-service training, which links clearly to whole-school priorities and performance management targets. The most recent whole-school priority has had a positive impact on pupils' behaviour. Nearly all pupils' behaviour observed in lessons and around the school is consistently good.

The school is developing appropriately as a learning community and staff work well together to share examples of good practice. Teachers' recent involvement in observing each other's lessons is having a positive effect on their professional development.

The headteacher and governors have thorough arrangements in place for managing the budget, and expenditure links well with the school's plans for improvement. The school is beginning to make good use of the pupil deprivation grant to improve provision and outcomes for targeted pupils. Leaders have introduced a pastoral care leader within the school to provide specific support for the more vulnerable pupils' and their families. The school also makes effective use of the grant to enhance curriculum opportunities for disadvantaged pupils, for example through the provision of extra-curricular activities and music tuition.

As the standards that pupils' achieve and many aspects of provision are judged as adequate, the school provides adequate value for money.

Appendix 1: Commentary on performance data

6762307 - UPPER RHYMNEY PRIMARY SCHOOL

Number of pupils on roll	202
Pupils eligible for free school meals (FSM) - 3 year average	48.4
FSM band	5 (32%<FSM)

Foundation Phase

	2012	2013	2014
Number of pupils in Year 2 cohort	22	22	25
Achieving the Foundation Phase indicator (FPI) (%)	81.8	77.3	88.0
Benchmark quartile	1	2	1
Language, literacy and communication skills - English (LCE)			
Number of pupils in cohort	22	22	25
Achieving outcome 5+ (%)	81.8	77.3	88.0
Benchmark quartile	2	3	2
Achieving outcome 6+ (%)	40.9	36.4	16.0
Benchmark quartile	1	1	4
Language, literacy and communication skills - Welsh (LCW)			
Number of pupils in cohort	*	*	*
Achieving outcome 5+ (%)	*	*	*
Benchmark quartile	*	*	*
Achieving outcome 6+ (%)	*	*	*
Benchmark quartile	*	*	*
Mathematical development (MDT)			
Number of pupils in cohort	22	22	25
Achieving outcome 5+ (%)	95.5	86.4	88.0
Benchmark quartile	1	2	2
Achieving outcome 6+ (%)	27.3	45.5	20.0
Benchmark quartile	1	1	3
Personal and social development, wellbeing and cultural diversity (PSD)			
Number of pupils in cohort	22	22	25
Achieving outcome 5+ (%)	100.0	95.5	96.0
Benchmark quartile	1	2	2
Achieving outcome 6+ (%)	40.9	45.5	36.0
Benchmark quartile	1	2	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.

6762307 - UPPER RHYMNEY PRIMARY SCHOOL

Number of pupils on roll	202
Pupils eligible for free school meals (FSM) - 3 year average	48.4
FSM band	5 (32%<FSM)

Key stage 2

	2011	2012	2013	2014
Number of pupils in Year 6 cohort	19	23	18	20
Achieving the core subject indicator (CSI) (%)	78.9	87.0	61.1	80.0
Benchmark quartile	1	1	4	2
English				
Number of pupils in cohort	19	23	18	20
Achieving level 4+ (%)	78.9	87.0	72.2	80.0
Benchmark quartile	2	1	4	3
Achieving level 5+ (%)	15.8	34.8	5.6	25.0
Benchmark quartile	3	1	4	3
Welsh first language				
Number of pupils in cohort	*	*	*	*
Achieving level 4+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematics				
Number of pupils in cohort	19	23	18	20
Achieving level 4+ (%)	78.9	91.3	72.2	80.0
Benchmark quartile	2	1	4	3
Achieving level 5+ (%)	26.3	26.1	22.2	30.0
Benchmark quartile	2	2	3	2
Science				
Number of pupils in cohort	19	23	18	20
Achieving level 4+ (%)	78.9	91.3	83.3	80.0
Benchmark quartile	3	1	2	3
Achieving level 5+ (%)	21.1	30.4	5.6	25.0
Benchmark quartile	2	2	4	3

The core subject indicator (CSI) represents the percentage of pupils achieving level 4 or above in english or welsh (first language), mathematics and science 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.

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

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.	84		84	0		Rwy'n teimlo'n ddiogel yn fy ysgol.
			100%	0%		
			98%	2%		
The school deals well with any bullying.	85		84	1		Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			99%	1%		
			92%	8%		
I know who to talk to if I am worried or upset.	85		82	3		Rwy'n gwybod pwy i siarad ag ef/â hi os ydw I'n poeni neu'n gofidio.
			96%	4%		
			97%	3%		
The school teaches me how to keep healthy	84		83	1		Mae'r ysgol yn fy nysgu i sut i aros yn iach.
			99%	1%		
			97%	3%		
There are lots of chances at school for me to get regular exercise.	85		83	2		Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			98%	2%		
			96%	4%		
I am doing well at school	85		84	1		Rwy'n gwneud yn dda yn yr ysgol.
			99%	1%		
			96%	4%		
The teachers and other adults in the school help me to learn and make progress.	85		85	0		Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddysgu a gwneud cynnydd.
			100%	0%		
			99%	1%		
I know what to do and who to ask if I find my work hard.	85		84	1		Rwy'n gwybod beth I'w wneud a gyda phwy i siarad os ydw I'n gweld fy ngwaith yn anodd.
			99%	1%		
			98%	2%		
My homework helps me to understand and improve my work in school.	85		83	2		Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol.
			98%	2%		
			91%	9%		
I have enough books, equipment, and computers to do my work.	83		79	4		Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
			95%	5%		
			95%	5%		
Other children behave well and I can get my work done.	85		45	40		Mae plant eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
			53%	47%		
			77%	23%		
Nearly all children behave well at playtime and lunch time	85		70	15		Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
			82%	18%		
			84%	16%		

Responses to parent questionnaires

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

Appendix 3

The inspection team

Eleri Hurley	Reporting Inspector
Rhian Jones	Team Inspector
Andrea Davies	Lay Inspector
Julie Davies	Peer Inspector
Samantha King	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.