



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

**Porth Junior School
End Of Primrose Terrace
Llwyncelyn
Porth
Rct
CF39 9TH
United Kingdom**

Date of inspection: July 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.

Every possible care has been taken to ensure that the information in this document is accurate at the time of going to press. Any enquiries or comments regarding this document/publication should be addressed to:

Publication Section
Estyn
Anchor Court, Keen Road
Cardiff
CF24 5JW or by email to publications@estyn.gov.uk

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Context

Porth Junior School is in the town of Porth in the county of Rhondda Cynon Taf. There are 111 pupils aged seven to 11 years at the school. The school has four mixed-age classes. Around 28% of pupils are eligible for free school meals. This is well above the local and national averages.

Nearly all pupils are of white British ethnicity and come from homes where English is the main language. No pupils speak Welsh as a first language. The school identifies that around 23% of pupils have additional learning needs. Currently, no pupils have a statement of special educational needs and no pupil is looked after by the local authority.

The previous inspection of the school was in April 2008 when the school was judged to be in need of significant improvement. Estyn re-visited the school in July 2009 and judged that the school had made sufficient progress and no longer required significant improvement. The current headteacher has been in post since February 2014. Prior to this, she was acting headteacher at the school for two years.

The individual school budget per pupil for Porth Junior School in 2013-2014 means that the budget is £3,734 per pupil. The maximum per pupil in the primary schools in Rhondda Cynon Taf is £7,033 and the minimum is £2,659. Porth Junior School is 46th out of the 110 primary schools in Rhondda Cynon Taf in terms of its school budget per pupil.

Summary

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

Current performance

The current performance of the school is good because:

- most pupils make good progress during their time at the school and achieve good standards overall in their learning and wellbeing;
- many pupils make good progress in developing their literacy skills;
- nearly all pupils display positive attitudes to learning;
- standards of behaviour and participation in learning are good;
- the quality of teaching ensures that most pupils make good progress;
- there are effective systems to monitor pupils' progress; and
- the school is a caring and supportive community that values all pupils.

Prospects for improvement

The prospects for improvement are good because:

- the headteacher sets consistently high standards for herself and all staff;
- the school deploys staff well and utilises the strengths of staff well to ensure effective teaching and learning in most cases;
- there is a strong sense of team work in the school;
- the school improvement plan has clear and manageable targets for improvement with clear success criteria to measure progress;
- there is a good track record of implementing positive change within the school;
- relationships with parents and carers are a particularly strong feature of the school; and
- arrangements for the training and development of the skills of staff at all levels are effective.

Recommendations

- R1 Improve standards of mathematics and numeracy, particularly for more able pupils
- R2 Improve standards of Welsh as a second language
- R3 Ensure that the quality of teaching and assessment is consistently good in all classes
- R4 Resolve fully the safeguarding and health and safety issues identified during the inspection

What happens next?

The school will draw up an action plan, which shows how it is going to address the recommendations. The local authority will monitor the school's progress.

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

Most pupils enter the school with skills, knowledge and understanding that are around the level expected for their age. Overall, they make good progress by the end of key stage 2.

Many pupils develop good speaking and listening skills during their time at the school. They talk confidently and with enthusiasm about learning experiences, achievements and their lives at school. Older pupils use their oral skills very well within digital presentations about topics they have covered, for example in biographical work about Nelson Mandela.

By the end of key stage 2, within lessons many pupils read confidently and with fluency and good understanding, for example when reading extracts from classic poems and when identifying themes and patterns within poetry. They are familiar with a broad range of literature and talk confidently about the characteristics of the various texts they study. Younger pupils persevere with reading when they find it challenging and apply a good range of strategies when they get stuck.

In upper key stage 2, many pupils write enthusiastically and produce work of a good standard. They have a clear understanding of the purpose and intended audience of their writing. They often spell and punctuate work accurately, have a good understanding of sentence structure and organise writing into paragraphs successfully. They apply writing skills well in a variety of contexts across the curriculum.

Most pupils develop their mathematical skills appropriately as they move through the school. Overall, they have a sound understanding of number, shape, measure and data handling. In Year 6, a majority of pupils are able to select and apply the correct mathematical operations when organising a camping trip within a specified budget. However, pupils' investigative and problem-solving skills when working on their own are relatively weak. Many pupils apply their numeracy skills suitably in topic work, for example to record data on a study of the River Rhondda or when applying their knowledge of angles and tessellation to interpret the art work of Kandinsky. However, they do not apply number skills in the curriculum at a suitable level often enough.

Most pupils make limited progress in developing Welsh language skills. They respond appropriately to questions using basic sentence patterns and vocabulary. A majority make good attempts at pronunciation when reading and have a reasonable understanding of the text. By the end of key stage 2, many produce short pieces of basic written work. Overall, the standards of Welsh as a second language are not strong enough.

Overall, most pupils who need extra support make consistently good progress. Pupils eligible for free school meals usually achieve well in relation to their individual learning goals and make good progress.

In 2013, pupils' performance at the end of key stage 2 in English, mathematics and science in combination, at the expected level 4, placed the school in the higher 50% of similar schools. However, in the previous two years, the school was in the lower 50%. At the higher-than-expected level 5, pupils' performance over the last three years usually places the school in the lower 50% or bottom 25% of similar schools in all three subjects. However, performance in English for 2013 placed the school in the higher 50% of similar schools.

Wellbeing: Good

Nearly all pupils display positive attitudes to learning. The quality of pupils' behaviour in classrooms and around the school is very good. They co-operate well with teachers, learning support assistants and each other in learning activities and at play. Most sustain concentration well in lessons for suitable periods of time and display good levels of perseverance. They have a good understanding of how well they are doing at school and what they need to do to improve. Nearly all pupils feel safe, and are confident in approaching adults for help when they face difficulties. They use the resources in the classroom respectfully for their intended purpose.

Nearly all pupils have a sound understanding of how to keep active and healthy. They speak confidently about making the right food choices and about the benefits of exercise. Many pupils buy fruit regularly from the fruit tuck shop and participate enthusiastically in enrichment activities, such as rugby, games and choir.

The school council and eco committee (Eco Warriors) meet regularly and have a fairly positive impact on school life. However, these committees are often led by adults and, as a result, pupils do not have enough opportunities to undertake leadership roles. All pupils have a voice within the school. They suggest improvements to the school's curriculum and provision and they nominate other pupils or staff who they feel have shown kindness or made special contributions to school life for special awards. Nearly all pupils feel that staff listen well to their views well and take them seriously.

The overall rates of pupil attendance over the last two years have placed the school in the higher 50% when compared with similar schools. Nearly all pupils arrive punctually at the start of the school day.

Key Question 2: How good is provision?	Good
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Learning experiences: Good

The school provides a wide range of stimulating learning experiences to meet the needs of learners and the requirements of the National Curriculum. Detailed planning ensures that teachers usually challenge learners at an appropriate level for their ability. Staff evaluate most planning well to ensure effective progression in pupils' learning. The school's arrangements for grouping pupils in classes are

appropriate, and well-organised withdrawal groups meet the needs of identified learners well.

Overall, the school has made good progress in implementing the Literacy and Numeracy Framework. Clear plans are in place to ensure that there are many opportunities for pupils to develop their skills in an interesting range of topic work. Teachers' planning for the development of pupils' literacy skills across the curriculum is effective and has a positive impact on the standards of work. However, planned provision for numeracy skills does not always provide pupils with enough opportunities to apply their number skills at an appropriate level.

The school has appropriate plans to develop pupils' Welsh language skills, but, overall, pupils do not make enough progress in Welsh. Teachers enhance the Welsh dimension well, for example by means of a visit to Cardiff that contributed to an art project focused on the work of the Davies sisters. Older pupils have also studied a local Welsh author as a key text. Annual St David's Day celebrations and residential visits to Langrannog provide valuable additional opportunities for developing pupils' appreciation of Welsh culture and heritage.

There is broad provision of extra-curricular clubs and varied enrichment activities that supplement the taught curriculum well. These benefit all pupils and are a strength of the school. The school provides a valuable range of visits to support the teaching of topic work, for example to the Rhondda Heritage Park.

The school provides stimulating opportunities for all pupils to learn about global citizenship through whole-school cultural weeks. Links with children in Uganda have inspired learning about diversity and link well to work on the Rights of the Child. Pupils gain a suitable understanding of sustainability issues through their role as Eco Warriors and recycling activities.

Teaching: Good

In many lessons, teachers demonstrate up-to-date professional knowledge and skills and apply a suitable range of strategies and approaches to engage and to motivate pupils successfully. The quality of teaching is strongest in upper key stage 2. In these classes, the use of effective questioning techniques is particularly helpful in enabling pupils to draw on their prior learning and to develop their thinking skills. As a result, most pupils apply previously learnt skills and knowledge purposefully in lessons, achieve well and make good progress. However, across the school, the level of challenge does not always ensure that enough pupils make the progress they are capable of in mathematics and numeracy activities.

There is a sensible whole-school approach to setting learning objectives for pupils at the beginning of each lesson. In upper key stage 2, these learning objectives always relate well to individual pupils' learning goals. All teachers mark pupils' work regularly in a way that helps pupils to understand how well they have done. However, in a minority of classes, teachers' written comments do not help pupils to improve their work or lead to improvements often enough. Pupils receive many opportunities to reflect on their own work and the work of their peers. By the end of

key stage 2, many pupils are skilful at identifying what they and others have done well.

The school has effective systems to monitor pupils' progress. Teachers use information from the monitoring system well to match provision to pupils' needs, for example for those who require additional support or challenge. There are appropriate arrangements in place to moderate and standardise pupils' work. The assessment of pupils' work is usually accurate.

Parents and carers receive valuable information about their child's progress, achievement and wellbeing through regular parents' meetings and annual reports.

Care, support and guidance: Adequate

The school promotes healthy living well, for example through the curriculum and a range of extra-curricular activities. The school makes appropriate provision for promoting healthy eating and drinking.

The spiritual, moral, social and cultural development of pupils is a significant strength of the school. The wellbeing of pupils is clearly a priority for staff, and the whole school community actively promotes and maintains high standards of emotional health for all. There is considerable emphasis on developing pupils' values and this supports the school's behaviour management system and ethos well. As a result, there are very few instances of poor behaviour by pupils. There are good opportunities for pupils to learn about different faiths and cultures.

Strong links with a range of specialist services contribute to the effective support provided for pupils across the range of abilities. The provision for pupils with additional learning needs is effective. Staff identify additional needs early and put intervention programmes in place quickly to ensure that pupils make good progress. Well-trained staff deliver precisely-targeted support to individuals and groups of learners. Staff monitor the impact of intervention strategies carefully to ensure that pupils make good progress. A nurture group has made a significant impact on helping pupils to manage their behaviour and emotions effectively.

The school has effective arrangements for ensuring good rates of attendance. The school's arrangements for safeguarding pupils do not meet requirements and give serious cause for concern. The issues relate to the security of the school site. The school grounds are not safe nor secure enough to ensure consistently high standards of health and safety for pupils.

Learning environment: Good

The school is a caring and supportive community that values all pupils. It develops pupils' understanding of diversity well. There is a strong emphasis on developing pupils' values. Pupils and staff show a clear pride in their school and demonstrate care and respect for one another. This results from the clear leadership and pastoral support of the headteacher and a good understanding of the individual needs of pupils.

The school building provides an attractive, bright and stimulating learning environment. Good measures are in place to maximise the use of the building and to create a variety of useful spaces for intervention groups and quiet areas. Classrooms are well-planned and well-resourced areas that support learning effectively. Information and communication technology resources are good and provide pupils with suitable opportunities to support and to extend their learning, for example through their use of recently-purchased tablet devices in lessons. Throughout the school, there are attractive and informative displays of pupils' work that set a positive tone and celebrate pupils' achievement.

The school grounds are less spacious and of limited quality overall. Consequently, staff seldom use these areas to support lessons effectively.

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

The headteacher sets consistently high standards for herself and all staff. She works very effectively with pupils, parents, staff and governors to establish a clear vision for the school and stresses models of professional behaviour that support the school ethos effectively. The roles and responsibilities of staff are clearly defined. The headteacher has distributed leadership roles among staff well and there is a strong sense of team work in the school

There are strategic plans in place to secure improvements in key areas, such as assessment, monitoring and planning in order to improve standards. The senior management team focuses appropriately on taking forward the priorities in the school development plan. Suitable systems are in place for the performance management of all staff.

All governors have received training in interpreting data and those with particular responsibilities have undertaken appropriate extra training. As a result, they have a sound grasp of the school's performance relative to that of other similar schools. They use this information suitably to challenge the school to improve standards. Governors are developing an appropriate knowledge of the curriculum, for example through assigning link governors for different curriculum areas. They have a good understanding of the school's priorities for improvement and support the school in implementing change well.

Improving quality: Good

All staff, governors, parents and pupils take part in the self-evaluation of the school. Leaders gather a good range of first-hand evidence to inform improvement planning. All teachers collect data and track pupil progress in order to identify significant needs or strengths. School leaders carry out paired lesson observations with the consortium systems' leader. They use these sessions to focus on improving teaching and learning in the school. Teachers receive clear written feedback with an appropriate focus on actions for improvement.

The school's self-evaluation report contains a wide range of evidence and identifies appropriate areas for improvement. However, it does not always evaluate well enough how the school's initiatives have improved standards of teaching and learning.

The school improvement plan has clear and manageable targets for improvement with clear success criteria to measure progress. As a result, the school has improved significantly in recent years in important areas, such as literacy.

Improvement plans contain appropriate time scales and identify clearly those responsible for ensuring the implementation of action plans and targets. The school examines progress against previous targets effectively and uses this information appropriately to inform future school improvement plans. There is appropriate funding allocated to meet the school's priorities, and improvement plans focus well on taking forward local and national initiatives. Overall, the school has a good understanding of its current strengths and good systems to identify and bring about further improvements.

Partnership working: Good

Relationships with parents and carers are a particularly strong feature of the school. Parents feel welcome to visit the school and many attend parent evenings and open mornings. The school collaborates effectively with other relevant agencies, such as behaviour support and educational psychology services to improve the achievement of pupils who face more challenging personal circumstances.

The school invites parents into the school for informative practical cookery sessions to improve the health and wellbeing of pupils. Visits from the local police give parents advice about keeping their children safe. Parents value these opportunities.

Pupils enjoy wider links with the community through ventures such as 'The Intergenerational Project', which enables pupils to engage purposefully with older people. This is a very successful project and pupils appreciate the mutual value of these links with the wider community.

The school has worked closely with a network of local schools, for example in creating effective arrangements to ensure consistency of end of key stage assessment. Transition arrangements with other schools are appropriate. The school has worked effectively with the consortium system's leader, for example to implement the Literacy Framework and improve standards in English.

The school's 'Enrichment Activities' programme makes effective use of visitors to the school. For example, a fashion designer comes in to work with the pupils, and elderly neighbours and friends share their wartime experiences as part of the World War History project. These events have a positive impact on the skills, knowledge and understanding of many pupils.

Resource management: Good

The school deploys teaching staff and support staff appropriately to make the best use of their experience and expertise. They receive appropriate training to meet their individual needs and to support the strategic priorities of the school.

Staff share information received on training with their colleagues well in order to improve the standards, teaching and wellbeing in the school. The observation of teaching and learning by senior managers is beginning to have a significant impact on raising standards.

The headteacher and governors have turned around a deficit budget. The governors' finance sub-committee keeps an appropriate overview of spending decisions and ensures that the school uses all available funds well to help meet priorities in the school improvement plan. The school has allocated money from this year's budget to benefit the learning provision and to carry out urgent building improvements.

Pupils make good progress as they move through the school. As a result, the school provides good value for money.

Appendix 1

Commentary on performance data

In 2013, the percentage of pupils who attained the expected level 4 in English, mathematics and science was very close to the average for the family of schools. The proportion of pupils who achieved the higher-than-expected level 5 was significantly below the family average for mathematics and science and slightly below the family average for English.

At the end of key stage 2 in 2013, the performance of pupils at the expected level placed the school in the higher 50% for mathematics and science, but in the lower 50% for English when compared with similar schools. However, in the previous two years, the school was in the lower 50% or bottom 25% of similar schools for performance in all subjects. In 2013, pupils' performance at the higher-than-expected level placed the school in the higher 50% for English, the lower 50% for mathematics and the bottom 25% for science. In previous years, the school has usually been in the lower 50% or bottom 25% of similar schools for performance in all subjects.

At the end of key stage 2, the performance of girls is usually better than that of boys. However, boys' performance is usually considerably better than girls' at the higher-than-expected level. Pupils eligible for free school meals tend not to perform as well as other pupils at either the expected or higher-than-expected levels.

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.	101	96 95%	5 5%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	101	96 95%	5 5%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	100	97 97%	3 3%	Rwy'n gwybod pwy i siarad ag ef/â hi os ydw I'n poeni neu'n gofidio.
		96%	4%	
The school teaches me how to keep healthy	100	99 99%	1 1%	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
		97%	3%	
There are lots of chances at school for me to get regular exercise.	100	93 93%	7 7%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	101	98 97%	3 3%	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.	100	99 99%	1 1%	Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddsygu a gwneud cynnydd.
		99%	1%	
I know what to do and who to ask if I find my work hard.	101	99 98%	2 2%	Rwy'n gwybod beth I'w wneud a gyda phwy i siarad os ydw I'n gweld fy ngwaith yn anodd.
		98%	2%	
My homework helps me to understand and improve my work in school.	101	96 95%	5 5%	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.	101	97 96%	4 4%	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.	99	88 89%	11 11%	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	98	95 97%	3 3%	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.	24	15 62%	6 25%	3 12%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	24	16 67%	8 33%	0 0%	0 0%	0	Mae fy mhentyn yn hoffi'r ysgol hon.
		73%	26%	1%	0%		
My child was helped to settle in well when he or she started at the school.	24	18 75%	6 25%	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.	24	13 54%	9 38%	1 4%	0 0%	1	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	23	9 39%	9 39%	1 4%	1 4%	3	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	46%	4%	1%		
Teaching is good.	24	15 62%	6 25%	1 4%	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.	24	15 62%	7 29%	2 8%	0 0%	0	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		63%	33%	1%	0%		
The homework that is given builds well on what my child learns in school.	24	12 50%	7 29%	3 12%	2 8%	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.	24	15 62%	6 25%	1 4%	1 4%	1	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		58%	34%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	24	14 58%	7 29%	2 8%	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.	24	15 62%	9 38%	0 0%	0 0%	0	Mae fy mhentyn yn ddiogel yn yr ysgol.
		66%	31%	1%	0%		
My child receives appropriate additional support in relation to any particular individual needs'.	24	14 58%	4 17%	1 4%	1 4%	4	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.	24	14 58%	5 21%	4 17%	1 4%	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.	24	14 58%	8 33%	1 4%	1 4%	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.	24	13 54%	6 25%	1 4%	0 0%	4	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.	23	14 61%	4 17%	2 9%	1 4%	2	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		56%	39%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	24	11 46%	7 29%	3 12%	1 4%	2	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		42%	34%	4%	1%		
There is a good range of activities including trips or visits.	24	14 58%	9 38%	1 4%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	38%	5%	1%		
The school is well run.	23	15 65%	6 26%	1 4%	1 4%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	32%	3%	2%		

Appendix 3

The inspection team

Richard Lloyd	Reporting Inspector
Elizabeth Ann Dackevych	Team Inspector
Catherine Mary Jenkins	Lay Inspector
Justine Baldwin	Peer Inspector
Nicola Griffiths	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.