



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

**Cymmer Infants School
Graigwen Road
Cymmer
Porth
RCT
CF39 9HA**

Date of inspection: October 2014

by

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

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

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

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

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

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

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

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Context

Cymmer Infant School serves the village of Porth in the Rhondda Valley. The local authority is Rhondda Cynon Taf. There are currently 113 pupils on roll. Nearly all pupils are of white ethnic background. No pupils speak Welsh as a first language.

There are currently four full-time teachers at the school. Approximately 38% of pupils are eligible for free school meals, which is significantly higher than the average for Wales (21%).

The school has identified about 12% of pupils as having additional learning needs, which is considerably lower than the average for Wales. No pupil has a statement of special educational needs.

The headteacher took up her appointment in January 2008 and the school was last inspected in October 2008.

The individual school budget per pupil for Cymmer Infants School in 2013-2014 is £4,175. The maximum per pupil in primary schools in Rhondda Cynon Taf is £7,033 and the minimum is £2,659. Cymmer Infants School is 22nd out of the 110 primary schools in Rhondda Cynon Taf in terms of the school budget per pupil.

Summary

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

Current performance

The school's current performance is good because:

- nearly all pupils achieve well and make good progress in their learning;
- the school is an inclusive and caring community where pupils feel safe;
- staff provide a good range of interesting learning experiences;
- all teaching is of good quality;
- the school has effective systems in place to track and monitor pupils' progress; and
- staff work well together as a team.

Prospects for improvement

The school's prospects for improvement are good because:

- the headteacher provides strong leadership for the school and has high expectations;
- the governing body is effective in holding the school to account;
- the school has a very good understanding of the needs of all its pupils through effective self-evaluation;
- the school improvement plan focuses well on improving pupil outcomes; and
- staff share a strong commitment for further improvement.

Recommendations

- R1 Improve outcomes for more able pupils
- R2 Improve attendance further
- R3 Provide more opportunities for pupils to develop their thinking skills across the curriculum
- R4 Ensure that teachers' written comments record what pupils need to do to improve work
- R5 Provide opportunities for all members of the senior management team to observe and evaluate each other's work

What happens next?

The school will draw up an action plan that 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

Nearly all pupils make good progress from their differing starting points as they move through the school. They are keen and enthusiastic learners. In their lessons, and when discussing their work, most pupils recall previous learning well and show a good knowledge and understanding of what they have learnt. However, more able pupils do not develop their thinking skills independently across areas of learning without the support of the teacher.

Nearly all pupils listen attentively and talk confidently to adults. As they progress through the Foundation Phase, most pupils use an increasingly wide vocabulary in a range of different contexts. Many older pupils are keen to talk about their work and experiences and many answer questions in suitable detail, for example on how people washed clothes a hundred years ago.

Most pupils make good progress in developing their reading skills. Many younger pupils use their knowledge of the sounds that letters make well in order to help them decode unfamiliar words. By the end of the Foundation Phase, most pupils read clearly and the more able read fluently and with expression. They are familiar with terms such as author and are able to discuss characters and events in their stories. They confidently retell stories correctly and link the stories to similar characters in other books. A few pupils achieve very good standards of reading.

Very early in the Foundation Phase, most pupils make steady progress in learning how to form letters and to use a pencil to write words. Many progress quickly to write simple sentences associated with the topic they are studying. By the end of the Foundation Phase, many produce appropriate pieces of writing using sound sentence structures and a range of vocabulary to good effect. Many older pupils write extended stories with an appropriately developing use of punctuation, and their spelling of familiar words is usually correct. They use their literacy skills well, when for example; they describe the work they have done on electrical circuits. By the end of Year 2, most pupils' handwriting and presentation are generally of a good standard.

By the end of the Foundation Phase, most pupils make appropriate progress in mathematics. They are beginning to apply their skills effectively across the curriculum. The majority of pupils add and subtract successfully using tens and units, count in different steps and order numbers up to 100 independently. Many apply their knowledge to solve everyday problems, including those relating to money and time. Most use standard measures of length accurately, and have a good knowledge of the properties of shape. Nearly all develop quick and efficient flexible mental strategies to solve simple calculations. Many pupils use their data handling skills well to create and interpret tables and graphs in problem solving and investigative contexts.

Overall, pupils make a good start in learning Welsh. In Year 2, many pupils understand words and phrases spoken by the class teacher and by their peers and they respond appropriately in short spoken sentences. Overall, most pupils speak with understandable pronunciation and intonation when imitating and using simple words and phrases. As they progress through the school, many pupils recognise familiar words and phrases within their experiences, such as when they talk about the food they eat. They show a good understanding of simple Welsh texts and can answer questions about the story. In Year 2, most pupils write basic sentences correctly. They use capital letters and full stops with increasing consistency and most spell simple familiar words correctly.

Over the last three years, pupil performance at the expected outcome 5 at the end of the Foundation Phase has placed the school consistently in the top 25% and higher 50% of similar schools. Performance in literacy has placed it in the top 25% for two of the past three years, with performance in mathematical development placing it in the top 25% in 2014 and in the higher 50% for the previous two years.

Over the same period, performance at the higher-than-expected outcome 6 in literacy and mathematics has placed the school in the lower 50% and bottom 25% of similar schools, with the exception of 2012 when performance in literacy placed it in the higher 50%.

Pupils eligible for free school meals perform consistently less well than their peers.

Wellbeing: Adequate

All pupils feel safe and happy in school. They are respectful of staff, visitors and each other, and are polite. They talk proudly about their achievements and experiences in school. They are confident that an adult will listen to them and help resolve any problems they may have.

Nearly all pupils have a clear understanding of how to develop a healthy lifestyle. They know that they must eat fruit and vegetables and drink water and milk. They can explain how a balanced diet contributes to healthy bones and teeth, and are aware of the dangers of, for example, too much chocolate. Most enjoy exercise and all participate enthusiastically in physical education lessons.

Most pupils have a positive attitude to their work and school life. All children develop good social skills, and understand the importance of these. For example, in an assembly to devise a 'recipe for a good friend', nearly all children participated enthusiastically and contributed valuable ideas. In lessons, almost all listen well, are eager to learn, and demonstrate good levels of concentration.

The school council takes its role seriously and has pride in what they do. Pupils understand that the role is special and that they are learning to take responsibility. They are involved in making decisions about improving the school playground, and developing school rules.

Attendance has shown a gradual increase over the last four years. However, it remains below the average when compared with that of similar schools. Attendance of pupils eligible for free school meals tends to be slightly worse than that of their peers. This has been the case for the past six years.

Key Question 2: How good is provision?

Good

Learning experiences: Good

The school provides a suitable range of learning experiences that meet the requirements of the Foundation Phase and religious education. There are good opportunities for pupils to develop their skills, knowledge and understanding as they progress through the school. Teachers plan the curriculum well around a range of interesting topics. They ensure that pupils of the same age in different classes have similar experiences and do not study the same topic again as they move through the school. The school provides well for pupils with additional needs.

Long term planning for the teaching of key skills is good. Teachers' medium and short term planning identifies regular opportunities to develop literacy, numeracy and information and communication technology skills.

There are consistently good opportunities for pupils to develop their Welsh language skills. Most teachers encourage pupils to use Welsh throughout the day. This contributes well to developing pupils' bilingual skills. The school promotes pupil understanding of Welsh culture and tradition well through studies such as Welsh castles and traditional industries.

The school acts sustainably in the way it uses its consumable resources and looks to reduce its use of water and energy. There is good provision to enable pupils to learn about global citizenship. Links with other countries such as Uganda help pupils to gain a valuable insight in to how other people live.

Teaching: Good

All teachers have a good understanding of the requirements of the Foundation Phase and provide well-structured support to groups and individual pupils to succeed in their tasks. They use a suitable range of teaching strategies and resources to support and enhance learning effectively. Learning support assistants contribute significantly to the quality of teaching. All adults manage behaviour positively, safely and effectively.

All teachers prepare lessons well and establish good working relationships with pupils. They provide interesting activities that motivate and engage pupils well. Presentations are often lively and lessons progress at a good pace. In the best practice there is effective questioning by teachers to develop pupils' independent learning skills; however, opportunities are sometimes missed for pupils to plan their own learning.

Teachers mark work regularly but the practice of writing comments on what pupils need to do to improve is not consistent, and consequently does not enable other adults to be fully aware of possible shortcomings in a pupil's learning.

The school gathers a wide range of assessment data and has a successful whole-school tracking system. All members of staff use the tracking process and the information on individual pupils to give a clear picture of all pupils' strengths and areas for development. This is particularly effective in identifying pupils who require

early support to develop their oral and reading skills. Detailed reports to parents on pupils' progress provide useful information on progress and indicate clearly how well pupils are doing. Parents feel well informed about their child's progress. Reports meet statutory requirements.

Care, support and guidance: Good

The provision for promoting pupils' general wellbeing is effective. The school has appropriate arrangements to promote healthy eating and drinking. It regularly encourages pupils to eat healthily and to take part in physical activities. There are regular opportunities for pupils to learn how to keep safe. There are effective arrangements to deal with any bullying or oppressive behaviour.

The school provides worthwhile opportunities for pupils to work collaboratively and as a result, they socialise well in mixed groups. The school provides carefully planned opportunities locally and further afield to develop pupils' cultural awareness. Whole-school assemblies and circle time provide suitable opportunities for pupils to reflect upon moral and spiritual issues. These have a significant effect on raising pupils' confidence and self-esteem.

The school has a clear, well-managed system for identifying and meeting the needs of pupils with additional learning needs. Teachers and support staff use a wide range of appropriate intervention programmes to help pupils. They use pupils' individual educational plans effectively to set clear targets, and they review these regularly.

The school works effectively with a number of outside agencies, such as the hearing impaired service and the education welfare officer, to provide good quality support and guidance for pupils. For example, the plan to improve attendance is rigorous. This is beginning to help to raise attendance levels.

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

Learning environment: Good

The school's inclusive and caring family ethos is a strong feature that nurtures successfully tolerant and responsible attitudes. Pupils are openly encouraged to show respect and care and they have a good relationship with each other and with the school's staff. All members of staff have a clear understanding of pupils' individual needs.

All pupils have full access to the curriculum and boys and girls take part in all activities. The school promotes respect for diversity and racial equality very successfully through the curriculum, its links with Uganda, religious education and acts of collective worship.

There are good and plentiful resources in all areas that meet pupils' needs well. The classrooms, although not very spacious in some areas, provide a stimulating and well-maintained learning environment to support teaching and learning. Good use is made of all available space. In every class, there are attractive and well-presented displays, which celebrate and show respect for pupils' work.

The accommodation is of good quality and benefits from recent refurbishment. An additional classroom will accommodate pupils who transfer to the school in January 2015 following the closure of another local infant school.

The toilets and changing facilities are in good order and are appropriate to meet the needs of all pupils. The school makes good use of its outside areas but direct access to the outside classroom is limited except for pupils in the nursery.

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

The headteacher has a clear vision for the school, has high expectations of all staff and provides effective leadership. She communicates the vision and the philosophy very clearly to staff, governors and parents. There are effective policies and systems in place that ensure the smooth running of the school on a day-to-day basis.

There is a clear management structure within the school, with roles and responsibilities well defined and understood by all staff. All staff work effectively as a team. The senior management team supports the headteacher well and this enables the school to be an effective learning community. The school analyses a range of assessment information carefully and this gives a firm understanding of how well pupils are doing.

The governing body supports the school effectively. Governors are aware of the school's current strengths and areas that require improvement. They have a good knowledge of the priorities within the school improvement plan and hold the school to account, particularly in relation to end of Year 2 outcomes. They visit the school when possible to observe lessons and to meet members of staff linked to their particular areas of interest. This helps to raise their awareness of the school's provision and priorities.

The school responds well to local and national priorities and focuses well on tackling social disadvantage and promoting literacy and numeracy.

Improving quality: Good

The school has effective and well-established self-evaluation processes. The self-evaluation report is comprehensive and presents an accurate picture of the school's strengths and areas for development. The report makes good use of first-hand evidence, such as talking to pupils and scrutinising books. The consistent use of performance data allows the school to monitor progress and plan for improvement. However, not all members of the senior management team are involved in the practice of observing and evaluating each other's work in order to identify the very best practice. All members of staff and governors understand the purpose and effect of self-evaluation and their role in the process. The school considers carefully the views of pupils' and parents. A good example of this is the way in which the school has alleviated parents' concerns regarding the transfer of new pupils in January 2015. Leaders are clear about what they need to do to improve standards and priorities clearly reflect this. There is a close link between the

self-evaluation report's findings and the priorities in the school development plan. The plan has a realistic number of priorities and includes well-defined success criteria. It contains an appropriate range of relevant actions and identifies the members of staff who are responsible for completing them. There are specific deadlines for completing tasks and clear monitoring arrangements. As a result, this focuses the school's efforts well in bringing about continuous improvements in pupils' literacy and numeracy skills.

Partnership working: Good

Effective partnerships with parents, the local authority education services, specialist support services and the local community have a positive impact on pupils' learning and wellbeing.

Parents receive a great deal of information about the life and work of the school through newsletters, regular meetings and coffee mornings. The school creates a positive and supportive environment for parents and pupils.

Joint working with the local junior school supports pupils' successful transfer to Year 3. Arrangements include visits, and a varied range of curricular and pastoral activities such as a special leavers' concert. There are regular opportunities for teachers from both schools to work together, for example to implement an effective system for tracking of pupil progress and moderation of end of Foundation Phase assessments to ensure these are accurate.

There are close partnerships with a number of education providers, such as local colleges and other schools. These allow for improved provision and opportunities for pupils, as well as opportunities for appropriate staff development and effective dissemination of good practice. A good example of this is the more structured approach to the teaching of Welsh.

The school liaises successfully with the community, local businesses, sporting organisations and arts projects to broaden and enhance the learning experiences for pupils. Links with a school in Africa have a positive effect on pupils' understanding of the wider world, and they talk knowledgeably and with interest about this partnership.

Resource management: Good

The school has an appropriate level of staff and uses their expertise effectively to enrich teaching and learning and to deliver the Foundation Phase areas of learning appropriately. The practice of using the expertise of the teacher in music, art and physical education is a good example of this. Learning support assistants' involvement in the delivery of intervention programmes and in supporting individual pupils or groups of pupils is very effective in improving their early reading skills. There are appropriate arrangements for teachers' planning, preparation and assessment time. The arrangements for the performance management of the headteacher and teaching staff are robust, and link very well to the school's priorities for improvement, particularly those associated with the continuous improvement in pupils' literacy and numeracy skills.

The school supports the continuous professional development of teachers very well. All teachers take part in networks of professional practice within the school and beyond, and many have had a positive impact on the quality of provision within the school. For example, teachers' involvement with other schools to explore different methods of teaching mathematics means improved pupil performance in mental skills.

The school ensures the effective and appropriate allocation of funds in order to address the priorities in the development plan. It uses specific grants like the pupil deprivation grant very effectively to provide additional teaching time to support intervention groups, particularly to improve younger pupils' oral skills. The headteacher and governors monitor the school's expenditure regularly and review the effect of resources on learning outcomes and provision.

The school provides good value for money in terms of pupils' outcomes, the quality of provision and the careful management of the budget.

Appendix 1: Commentary on performance data

6742096 - Cymmer Infants School

Number of pupils on roll	103
Pupils eligible for free school meals (FSM) - 3 year average	37.1
FSM band	5 (32%<FSM)

Foundation Phase

	2012	2013	2014
Number of pupils in Year 2 cohort	21	24	18
Achieving the Foundation Phase indicator (FPI) (%)	85.7	83.3	94.4
Benchmark quartile	1	1	1
Language, literacy and communication skills - English (LCE)			
Number of pupils in cohort	21	24	18
Achieving outcome 5+ (%)	85.7	83.3	94.4
Benchmark quartile	1	2	1
Achieving outcome 6+ (%)	19.0	8.3	22.2
Benchmark quartile	2	4	3
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	21	24	18
Achieving outcome 5+ (%)	85.7	87.5	94.4
Benchmark quartile	2	2	1
Achieving outcome 6+ (%)	4.8	8.3	16.7
Benchmark quartile	4	4	3
Personal and social development, wellbeing and cultural diversity (PSD)			
Number of pupils in cohort	21	24	18
Achieving outcome 5+ (%)	90.5	91.7	100.0
Benchmark quartile	2	2	1
Achieving outcome 6+ (%)	33.3	45.8	27.8
Benchmark quartile	2	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.

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

Primary Questionnaire (Overall)

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.	13	11 85%	2 15%	0 0%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	13	11 85%	2 15%	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.	13	11 85%	2 15%	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.	13	11 85%	2 15%	0 0%	0 0%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	13	8 62%	5 38%	0 0%	0 0%	0	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	46%	4%	1%		
Teaching is good.	13	10 77%	3 23%	0 0%	0 0%	0	Mae'r addysgu yn dda.
		60%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	13	9 69%	3 23%	0 0%	0 0%	1	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.	13	8 62%	3 23%	1 8%	0 0%	1	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.	13	10 77%	3 23%	0 0%	0 0%	0	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		58%	33%	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	
My child is encouraged to be healthy and to take regular exercise.	13	11 85%	2 15%	0 0%	0 0%	0	Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		59%	36%	2%	0%		
My child is safe at school.	13	11 85%	2 15%	0 0%	0 0%	0	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'.	13	7 54%	5 38%	0 0%	0 0%	1	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.	13	8 62%	5 38%	0 0%	0 0%	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.	13	10 77%	2 15%	1 8%	0 0%	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.	13	7 54%	5 38%	0 0%	0 0%	1	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		45%	39%	7%	2%		
The school helps my child to become more mature and take on responsibility.	13	8 62%	4 31%	0 0%	0 0%	1	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.	13	5 38%	5 38%	0 0%	0 0%	3	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		42%	33%	4%	1%		
There is a good range of activities including trips or visits.	13	8 62%	5 38%	0 0%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	38%	5%	1%		
The school is well run.	13	10 77%	2 15%	1 8%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	32%	3%	2%		

Appendix 3

The inspection team

Mr Mervyn Lloyd Jones	Reporting Inspector
Ms Helen Elizabeth Lewis	Team Inspector
Mrs Rhiannon Mary Boardman	Lay Inspector
Ms Dawn Brown	Peer Inspector
Mrs Marion Cage (Headteacher)	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.