



Rhagoriaeth i bawb – Excellence for all

Arolygiaeth Ei Mawrhydi dros Addysg
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate
for Education and Training in Wales

A report on

**St Josephs Catholic Primary School
Pontardawe Road
Clydach
Swansea
SA6 5NX**

Date of inspection: April 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

St Joseph's Catholic Primary School is in the village of Clydach, in the Swansea local authority.

There are 231 pupils aged three to 11 years at the school, including 29 part-time children in the nursery. There are eight mainstream classes, including the nursery class.

Around 5% of the pupils are entitled receive free school meals, which is significantly below the average for Wales (21%). A very few pupils are looked after by the local authority. Many pupils are of white British ethnicity, with a few pupils from minority ethnic backgrounds. A very few pupils speaks Welsh as a first language at home.

The school has identified around 18% of pupils as having additional learning needs. This is marginally above the average for primary schools in Wales. A very few pupils have a statement of special educational needs. There have been no fixed term exclusions in the last three years.

The last inspection was in February 2008. The current headteacher was appointed in January 2013 and the deputy headteacher in June 2013.

The individual school budget per pupil for St Joseph's Catholic Primary School in 2012-2013 means that the budget is £3,214 per pupil. The maximum per pupil in the primary school in Swansea is £15,824 and the minimum is £2,673. St Joseph's Catholic Primary School is fifty seventh out of the 80 primary schools in Swansea 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 school's current performance is good because:

- nearly all pupils make good progress as they move through the school;
- nearly all pupils have a positive attitude to learning, and feel well supported in all aspects of school life;
- the school provides a broad range of learning experiences, which meet the needs of most pupils well;
- most of the teaching across the school is engaging and supports pupils' progress well;
- the school is very effective in developing pupils' wellbeing; and
- the school has a positive, caring and inclusive ethos.

Prospects for improvement

The school's prospects for improvement is good because:

- the headteacher has successfully created an open collaborative culture with a strong team ethos;
- the whole staff work purposefully to create an effective learning environment;
- the governors are very knowledgeable about the school's performance and provide sufficient challenge;
- the school has a strong partnership with parents which supports pupils' attainment and wellbeing effectively; and
- there are successful arrangements for planning, preparation and assessment time for teachers that have a positive effect on pupils' progress.

Recommendations

- R1 Improve attendance
- R2 Provide more challenging learning experiences for more able pupils
- R3 Ensure consistency in marking in order that pupils have a better understanding of what it is they need to improve
- R4 Refine the school's self-evaluation process and ensure the targets in the school development plan focus more on raising pupils' standards

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

Many pupils begin school with skills that are appropriate to, or above, those expected for their age. Nearly all pupils make good progress as they move through the school.

Standards of most pupils' key skills in the Foundation Phase are very good. In lessons, most pupils recall previous learning well and they use this information effectively to acquire new information and skills. Many show good knowledge and understanding of what they have learnt. Throughout the school, many pupils speak confidently in a wide range of situations to staff, visitors and each other. Foundation Phase pupils discuss their learning enthusiastically. They use well-constructed sentences and use a wide-ranging vocabulary. Older pupils enjoy explaining the impact of their actions, for example as 'young ambassadors', sports 'ambassadors' or members of the school council or eco committee. Nearly all pupils listen well and respect the views of others. Most are able to sustain their concentration for appropriate lengths of time in lessons.

Almost all pupils become confident readers and, by the end of the Foundation Phase, the most able pupils read fluently, accurately and with very good expression. They make good use of their knowledge of the sounds that letters make to work out new words. They speak confidently about books they have enjoyed. In key stage 2, most pupils' reading skills are developing very well. Many pupils discuss the content of books intelligently, and express and justify their opinions on events and favourite characters confidently. They enjoy discussing their authors and comparing the features of different novels.

Across the school, most pupils' written work is of a high standard. Many pupils write effectively in a range of different genres. In Year 2, pupils use their early writing skills to create a character based on a famous one and more able pupils write at length, for example writing an emotional letter as an evacuee. By the end of key stage 2, many pupils are able to write creatively and at length for a range of purposes and audiences, using a wide choice of vocabulary. Some more able pupils attain very good standards in their written work, for example, by using similes and personification creatively to compose poetry on shoes.

Standards are good in numeracy in the Foundation Phase and key stage 2. By the end of the Foundation Phase, most pupils correctly add and subtract two-digit numbers to 50, measure using standard units, tell the time appropriately and recognise basic shapes. They understand odd and even numbers.

In key stage 2, nearly all pupils develop their numeracy skills well. They apply their skills confidently in areas such as number, measuring and data handling to solve problems. Pupils apply their numeracy skills appropriately across the curriculum, for example when collating and presenting results using tables and graphs in history.

Most pupils' Welsh skills are developing well in the Foundation Phase. Pupils listen and respond readily to Welsh songs and rhymes. By the end of the Foundation Phase, most pupils respond enthusiastically to a range of simple instructions, greetings and questions in Welsh. By the end of key stage 2, most pupils can talk about themselves using likes and dislikes and confidently giving reasons why. The majority of pupils read Welsh books competently with an appropriate level of understanding. They write sequences of sentences in Welsh accurately.

Pupils with additional learning needs make good progress in relation to their individual learning targets.

In the Foundation Phase, pupils' performance in 2013 at the expected outcome 5 is higher than in 2012 in literacy and mathematical development. Over the last two years, performance has marginally improved and the school remains in the higher 50% compared with similar schools in both areas of learning.

In 2013, at the higher than expected outcome 6, pupils' performance in literacy moved from the top 25% to the lower 50%. Performance in mathematical development moved from the top 25% to the upper 50% when compared with similar schools.

In key stage 2, pupils' performance at the expected level (level 4) is good in English and mathematics. Results have fluctuated but have placed the school in the top 25% or higher 50% over the last four years when compared with similar schools. The school was placed in the higher 50% for both subjects in 2013. In science, pupils' performance has fluctuated between higher 50% and lower 50% when compared with similar schools. It was placed in the lower 50% for science in 2013.

Over the last four years, pupils' performance at the higher than expected level (level 5) has placed the school consistently in the higher 50% for nearly all indicators, when compared to similar schools. Pupils' performance placed the school in the top 25% in 2013.

Wellbeing: Adequate

Nearly all pupils feel cared for and well supported in all aspects of school life. All pupils feel safe in school. Most pupils have a good attitude to keeping themselves healthy and they enjoy taking part in a wide range of sporting activities.

Most pupils' behaviour is good during the school day. They show respect and courtesy for each other, staff and visitors at all times. A group of pupils who are trained peer mediators support other pupils effectively on how to manage their own behaviour. This contributes towards enhancing the positive atmosphere during break times and lunchtimes.

The school council makes a valued contribution to school life. They feel that staff listen well to their views and that they have been influential in making improvements to the outdoor environment for all pupils in the Foundation phase and key stage 2. Many other pupils take part in 'pupil voice' initiatives which successfully promotes pupils' confidence, enjoyment of school and their positive approach to learning.

Attendance rates have shown little improvement since the last inspection. Over the last few years, the attendance rates have placed the school in either the lower 50% or bottom 25% when compared with similar schools. Pupils are aware of the school's incentives to increase attendance and the most recent school initiatives are having a very positive effect. Most pupils arrive punctually.

Many pupils contribute well towards activities in the community. This has a positive effect on their development as rounded individuals.

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

The school provides a broad range of learning experiences, which meet the needs of most pupils well. The numerous visitors and school visits, for example, following the Tawe River from source to mouth, and the forest school activities enhance pupils' wider skills effectively. The wide range of extra-curricular clubs, which include sport, culture and an emotional support group, provide further opportunities for learning.

Most teachers plan the provision for the development of pupils' speaking, listening and reading skills very well throughout the school. They provide a good range of opportunities for all pupils to write extensively in a variety of styles and to apply their numeracy skills successfully across the curriculum. The school's provision for ICT is effective.

Provision for the Welsh language is effective. All pupils have varied opportunities to learn about Welsh history and culture and their immediate area through interesting cross-curricular work, for example, through a whole-school project on Dylan Thomas.

The school promotes education for sustainable development successfully. Pupils have a good understanding of why sustainability and protecting the environment are important. The celebration of World Earth day has contributed effectively towards this.

Teaching: Good

Most of the teaching across the school is engaging and supports pupils' progress well. In these lessons, the pace of learning is good and teachers have high expectations of what each individual pupil can achieve. All teachers have good subject knowledge and ask pupils questions effectively. All adults use class management strategies well to support pupils' learning. All teachers share learning objectives consistently, however, their use of success criteria is less well developed. In the very few classes where teaching is less effective, expectations are not always challenging enough for the most able pupils.

All teachers provide pupils with clear and frequent oral feedback, which helps them to understand what to do and how to improve their work. Teachers mark pupils' work regularly, giving praise and rewarding effort where appropriate. In a very few classes, suggestions on how to improve are clear and specific. This good practice however, is not consistent across the school. Nearly all pupils have literacy and numeracy targets which are influencing their progress successfully. All teachers are

beginning to integrate assessment for learning strategies appropriately. Purposeful arrangements are in place for tracking pupils' progress. There are effective internal arrangements to moderate pupils' work and ensure the accuracy of teacher assessments.

Parents receive good information about their children's progress and annual reports respond fully to statutory requirements.

Care, support and guidance: Good

The school demonstrates a strong commitment to developing positive relationships between pupils to ensure good behaviour and an effective learning environment. There is very effective support for pupils who have suffered separation, loss or bereavement. The school introduces a virtue half-termly which further promotes most pupils' understanding of attitudes and opinions within society.

The school provides a suitable range of learning experiences to promote pupils' personal, social, spiritual and cultural development. For example, there is annual celebration for all pupils to learn about the different foods from their own diverse community. The school makes appropriate arrangements for promoting healthy eating and drinking. The school's arrangements for safeguarding pupils meet requirements and give no cause for concern.

Teachers identify any pupils with additional learning needs early and the school support these pupils effectively. Pupils are involved in writing their own learning and they review them with staff regularly. Staff record the progress of pupils on intervention programmes carefully to make sure that pupils make the required improvements. Pupils with individual learning plans make good progress in achieving their targets. There are effective links with a suitable range of specialist agencies to support pupils' emotional, behavioural, physical and educational needs. These links contribute well to pupils' wellbeing and support their learning appropriately.

Learning environment: Good

The school encourages a positive, supportive, caring and inclusive ethos. There is a strong emphasis on celebrating cultural diversity within the school. The school promotes pupils' understanding of a range of different faiths and cultures successfully within the classroom and through strong links with the local community. For example, the school organises faith weeks and pupils collect on behalf of a range of charities annually. All pupils have opportunities to attend after-school clubs, to join committees and to participate in all aspects of school life.

The well-maintained school buildings are of a good quality. The accommodation is fit-for-purpose and all displays demonstrate pupils' work and achievements effectively. There are enough resources that match pupils' needs well. The outdoor environment is stimulating for all pupils to develop a variety of skills. The Foundation Phase pupils benefit from particularly effective and exciting outside areas that motivate their learning further. The school also makes good use of the local area to support learning, including the adjacent park and an allotment.

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

Since her appointment a year ago, the headteacher has successfully created an open, collaborative culture, which has created a strong team ethos. The headteacher, staff and governors have a clear and shared vision for the school where all staff and pupils are valued and respected. The whole staff work purposefully to create an effective learning environment for pupils.

The recently-appointed deputy headteacher and members of the senior management team have clearly designated responsibilities which they fulfil appropriately. Teaching staff and teaching assistants have agreed job descriptions that define their roles well. Regular staff meetings focus successfully on progress and whole-school targets. Performance management for all staff is beginning to have a positive effect on raising standards, for example, improving the attainment of girls in mathematics at the end of key stage 2.

The school responds well to national and local priorities. For example, the appropriate implementation of the Literacy and Numeracy Framework and the effective provision for Welsh as a second language. The Foundation Phase is well developed and resourced. Arrangements to ensure pupils' wellbeing are very effective.

The governors are very knowledgeable about the school's performance and provide sufficient challenge. The chair of governors is particularly well informed and provides effective support to the new headteacher. Newly-introduced initiatives, such as learning walks and lesson observations, are helping the governing body to provide a greater level of challenge as a critical friend to the school.

Improving quality: Adequate

The school has a range of appropriate self- evaluation procedures that draws on a suitable range of first hand evidence, including examining samples of pupils' written work and talking informally to pupils. The procedures identify the strengths appropriately, but there is not enough focus on pupils' attainment or specific areas for development. There is a comprehensive analysis of a range of data and appropriate consideration of how pupils' outcomes compare with those of other schools, both locally and nationally. Members of staff monitor lessons, but the monitoring does not focus sufficiently on pupils' progress. The school considers the views of governors, pupils and parents carefully.

The school improvement plan identifies a number of areas for development linked to school, national and local priorities. However, the focus is mainly on provision. It indicates timescales, costs, success criteria and roles of key persons, but does not clearly set out what the school expects to achieve in terms of improving pupil outcomes. The links between the self-evaluation report and the school development plan are not strong enough.

Partnership working: Good

A strong partnership exists between the school and parents. Regular newsletters promote communication and share information effectively. Termly parent consultations provide parents with useful guidance on how they can support their children at home. The school journal further strengthens the links between the home, school and parish. The active friends of St Joseph's support the school well and this contributes to fulfilling the school's aims and improvements, for example through, updating the school library and re designing the playground.

There are good arrangements for pupils' transition to local secondary schools. Pupils from Year 6 make regular visits and the schools plan collaboratively. The school links well with other schools to work on projects and to standardise pupils' work effectively. The school hosts a weekly bilingual playgroup which fosters successful relationships with prospective parents. This enables pupils to settle quickly when they transfer to the nursery. The school provides good work experience opportunities for students and high school pupils.

The school plays a very active role in the local parish community. The pupils contribute towards the parish food-bank and work with parish-based support groups. Many pupils regularly lead the Sunday worship. The effective links within the local business community further develop pupils' scientific and ecological knowledge and skills well.

Resource management: Good

The school deploys its staff effectively and makes good use of their particular expertise. There are successful arrangements for planning, preparation and assessment time for teachers that has a positive effect on pupils learning. For example, pupils in key stage 2 make good progress in Welsh skills during these sessions. The school uses its support staff well in order to raise standards of literacy, numeracy and to support vulnerable groups and individuals.

There are sound performance management processes in place to identify staff training needs. However, these needs are not sufficiently linked to areas identified in the school self-evaluation as areas for improvement.

The school's participation in networks of professional practice is developing appropriately. The literacy learning community with the local cluster of primary schools and the local comprehensive school is having a positive impact on more able pupils' literacy skills.

The school manages its finances well and monitors expenditure carefully. The finance sub-committee of the governing body ensures that there are sufficient resources of good quality to meet the needs of the pupils and the curriculum.

Considering the good standards at the school and the many strengths in the school's provision, the school provides good value for money.

Appendix 1

Commentary on performance data

In the Foundation Phase, performance in 2013 at the expected outcome 5 was better overall than in the previous year and above the family average in all three areas of learning assessed. In comparison with similar schools in 2013 the school remained in the higher 50% for literacy and mathematical development and the top 25% for pupils' performance in personal and social development.

In 2013, at the higher than expected outcome 6, attainment in literacy was marginally lower than in 2012 and both literacy and mathematical development was below the family average. Attainment in personal and social skills remained above the family average. In comparison with similar schools, this placed the school in the higher 50% for mathematical development and personal and social development, but in the lower 50% for literacy.

In key stage 2, in 2013, pupils' performance at the expected level (level 4), was above the family average in English, mathematics and science. In all three core subjects over the last four years, the school has moved between the lower 50% and the top 25% of similar schools. When compared with similar schools, pupils' performance in 2013 placed the school in the higher 50% for English, mathematics and the core subject indicator, but in the lower 50% for science.

At the higher than expected level (level 5), pupils' performance in 2013 remained above the family average for all three core subjects. When compared with similar schools, pupils' performance in 2013 placed the school in the top 25% for English and mathematics and higher 50% for science. In English and science over the last four years, the school has moved between lower 50% and top 25% of similar schools. Mathematics has remained in the top 25% when compared with similar schools.

There are no consistent trends between the performance of girls and boys in the Foundation Phase at both outcomes. In key stage 2, girls' performance is marginally higher than boys at both levels. Generally, boys tend to do better than the family average for boys.

At outcome 5, the attainment of pupils receiving free school meals compares very well with that of their peers in all areas of learning. However, at outcome 6, pupils receiving free school meals do not attain as well as other pupils. In key stage 2 at the expected level (level 4) pupils in receipt of free school meals outperform their peers, however, they do not compare as well at the higher level than expected.

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.	126	126 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	126	125 99%	1 1%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	126	126 100%	0 0%	Rwy'n gwybod pwy i siarad ag ef/â hi os ydw I'n poeni neu'n gofidio.
		97%	3%	
The school teaches me how to keep healthy	126	124 98%	2 2%	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
		98%	2%	
There are lots of chances at school for me to get regular exercise.	126	126 100%	0 0%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	126	125 99%	1 1%	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.	126	126 100%	0 0%	Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddysgu a gwneud cynnydd.
		99%	1%	
I know what to do and who to ask if I find my work hard.	126	126 100%	0 0%	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.	126	124 98%	2 2%	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.	126	125 99%	1 1%	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.	126	120 95%	6 5%	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	126	124 98%	2 2%	Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
		84%	16%	

Responses to parent questionnaires

denotes the benchmark - this is a total of all responses since September 2010.

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
Overall I am satisfied with the school.	68	52 76%	16 24%	0 0%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	68	57 84%	11 16%	0 0%	0 0%	0	Mae fy mhentyn yn hoffi'r ysgol hon.
		72%	26%	1%	0%		
My child was helped to settle in well when he or she started at the school.	68	57 84%	10 15%	0 0%	0 0%	1	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.	68	48 71%	19 28%	1 1%	0 0%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	67	48 72%	17 25%	0 0%	0 0%	2	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	46%	4%	1%		
Teaching is good.	68	45 66%	19 28%	1 1%	0 0%	3	Mae'r addysgu yn dda.
		60%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	68	50 74%	17 25%	0 0%	0 0%	1	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		63%	34%	1%	0%		
The homework that is given builds well on what my child learns in school.	67	43 64%	19 28%	2 3%	0 0%	3	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.	68	41 60%	21 31%	3 4%	0 0%	3	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.	68	45 66%	17 25%	4 6%	0 0%	2	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.	68	56 82%	12 18%	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.	65	32 49%	21 32%	2 3%	0 0%	10	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.	67	40 60%	23 34%	3 4%	0 0%	1	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		49%	41%	8%	2%		
I feel comfortable about approaching the school with questions, suggestions or a problem.	68	46 68%	19 28%	2 3%	1 1%	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.	66	38 58%	20 30%	2 3%	1 2%	5	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.	68	43 63%	20 29%	1 1%	0 0%	4	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.	59	33 56%	16 27%	1 2%	0 0%	9	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.	67	46 69%	17 25%	1 1%	1 1%	2	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	38%	5%	1%		
The school is well run.	67	52 78%	13 19%	0 0%	0 0%	2	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	33%	3%	2%		

Appendix 3

The inspection team

Eleri Hurley	Reporting Inspector
Clive Evans	Team Inspector
Catherine Jenkins	Lay Inspector
Sue Roberts	Peer Inspector
Juliet Stack	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.