



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

**Forden C.I.W. School
Forden
Welshpool
Powys
SY21 8NE**

Date of inspection: November 2013

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

Forden Church-in-Wales Voluntary Controlled Primary School is in the village of Forden, near Montgomery in Powys. Nearly all pupils live in the village and the surrounding rural area.

The original building dates from 1847 with added extensions over the years. The school adjoins the village sports facilities and community centre, which it uses for physical education and other areas of the curriculum.

There are 87 pupils on roll, including five pupils in the full-time nursery. There are four classes. The majority of pupils have attended the pre-school playgroup held in the adjacent community centre. The number on roll has remained relatively stable over the last four years. Approximately 6% of pupils are eligible for free school meals. This is well below the national average.

Around 13% of pupils have additional learning needs, which is below the averages for the local authority and primary schools across Wales. All pupils speak English as their first language. No pupils come from a minority ethnic background.

The headteacher was appointed in 2003 and the last inspection was in October 2007.

The individual school budget per pupil for Forden C.I.W. School in 2013-2014 means that the budget is £3,767 per pupil. The maximum per pupil in the primary schools in Powys is £10,978 and the minimum is £3,102. Forden C.I.W. School is 44th out of the 88 primary schools in Powys 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:

- pupils' behaviour is very good;
- there is a clear ethos of mutual respect and support between all members of the school community;
- most teaching is good;
- levels of care, support and guidance are very good; and
- most pupils with additional learning needs make good progress towards their targets.

Prospects for improvement

The school's prospects for improvement are good because:

- the headteacher promotes the school's ethos effectively;
- initiatives to improve standards of literacy are proving to be effective;
- governors have a good understanding of their responsibilities and give good support and direction;
- outcomes of self-evaluation are accurate and are used appropriately in planning for improvement; and
- the school makes good use of a range of partnerships to improve outcomes for pupils.

Recommendations

- R1 Raise the attainment of pupils who are more able throughout the school
- R2 Broaden the range of information and communication technology (ICT) skills used by pupils in key stage 2
- R3 Assess pupils' skills on entry so that leaders can measure progress accurately
- R4 Increase the involvement of all staff in classroom observations to share best practice in teaching

What happens next?

The school will draw up an action plan that shows how it is going to address the recommendations.

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

Most pupils develop good speaking and listening skills as they move from class to class. In the Foundation Phase, they answer questions enthusiastically and offer opinions and suggestions with growing confidence. By the end of key stage 2, most pupils listen well to their teachers and each other. They speak clearly and confidently using a good range of vocabulary.

Most pupils in the Foundation Phase make good progress in learning to read. They understand the relationship between letters and sounds and apply these skills effectively to read unfamiliar words. In key stage 2, most pupils become increasingly competent readers. They read a variety of fiction with good understanding and give good explanations of settings, characters and plot. Most pupils have an appropriate range of strategies for decoding unfamiliar words. Older pupils use non-fiction books well when locating and summarising information about, for example, wildlife in the Arctic.

In the Foundation Phase, most pupils make good progress in learning to write letters and words. Many use their knowledge of phonics well to write common words correctly. They form letters neatly and use spacing appropriately so that, by the end of the Year 2, many have good handwriting skills. They recount visits well, for example when they write clear descriptions of features in the local church. In key stage 2, most pupils develop a legible handwriting style. Their English books are neat, although the presentation of work in topic books is not as good. Nearly all pupils write in a wide range of styles and show good awareness of the purpose of their writing and their intended audience. Many older pupils write interesting stories about their topics and imaginative and evocative poetry about, for example, Dolforwyn Castle.

In the Foundation Phase, most pupils make good progress in acquiring numeracy skills. Most add and subtract numbers up to 20 accurately and double and halve numbers confidently. Most use rulers marked in centimetres to measure objects accurately and name basic shapes correctly. In key stage 2, most pupils perform calculations accurately. Most round numbers up or down when checking their answers. Older pupils use halves and doubles to assist their mental calculations. They understand the equivalence of fractions, decimals and percentages. The majority of pupils in key stage 2 apply numeracy skills well for a range of purposes in other subjects, such as when they compare the profiles of various rollercoasters.

As they move from class to class, most pupils use ICT appropriately for writing and redrafting work. However, the range of ICT skills used by pupils in key stage 2 is too narrow.

Pupils enjoy using simple Welsh phrases and most can engage in a simple conversation about themselves or the weather. Older pupils read simple Welsh texts

with a good degree of fluency and clear pronunciation. The standard of many pupils' written Welsh is good by the end of Year 6.

The small numbers of pupils in the Year 2 and Year 6 cohorts affect trends in the school's performance data. Trends therefore give only a rough indication of the school's performance over time. Overall, attainment in lessons and in pupils' books seen during the inspection is better than that suggested by the 2013 assessment data.

In the Foundation Phase, over the last two years, pupils' attainment at the expected outcome 5 when compared to that of similar schools, has placed the school in the bottom 25% in language and literacy. However, performance in mathematical development varies, placing the school in the top 25% in 2012 and in the bottom 25% in 2013. In 2012, attainment at the higher outcome 6 in language and literacy and mathematical development placed the school in the lower 50% when compared to similar schools. In 2013, attainment in all three areas of learning placed the school in the bottom 50%.

In key stage 2, at the expected level 4, performance has varied in English and mathematics over the last four years, placing the school between the top 25% and the bottom 25% when compared to similar schools. Performance in science shows an improving trend and for the last three years has placed the school in the top 25% of similar schools. Over time, attainment at the higher than expected level 5 has also fluctuated widely. In mathematics and science, performance has varied, placing the school between the top 25% and the bottom 25% of similar schools. In English, performance has varied, placing the school between the higher 50% and the bottom 25%.

Pupils with additional learning needs make good progress in line with their age and ability. In all subjects and areas of learning, girls attain more highly than boys do. Because of the very small number of pupils entitled to free school meals, it is not possible to compare their attainment with that of other pupils.

Wellbeing: Good

Nearly all pupils have very positive attitudes to school. They enjoy their learning and participate fully in lessons. They are polite and respectful and show care and concern for each other, staff and visitors. Behaviour is very good. Attendance is good and places the school consistently in the upper 50% when compared to similar schools. Nearly all pupils are punctual.

Most pupils have a clear understanding of the importance of eating healthily. The school council conducted a survey of pupils' packed lunches and wrote to advise parents on healthy eating, so that many lunches are now healthier. Most pupils appreciate the value of regular exercise. Pupils in Years 5 and 6 devise their own fitness tests and set themselves targets for improvement. The majority take part in school clubs that promote a wide range of sporting activities.

The school council and eco-committee meet together regularly under the guidance of a school governor. Members take their duties seriously, taking the initiative in

identifying areas for improvement within the school and making decisions that have benefit the life of the school. For example, the school council has surveyed pupils' opinions about what they enjoy in school, so that their teachers know "what a good lesson looks like".

Pupils benefit from their involvement with the wider community. They learn useful life skills from members of the allotment society, the bowling club and the church.

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

The curriculum is broad, balanced and stimulating. Staff work closely together to plan imaginative learning experiences that engage pupils. Teachers take care to ensure that pupils' knowledge and skills build progressively as they move from class to class. Staff use the outdoor learning areas well to provide stimulating experiences for Foundation Phase pupils.

Provision for teaching literacy and numeracy skills is good and provides pupils with scope to apply their skills effectively across the curriculum. The introduction of a scheme of work that develops reading and writing progressively is successfully raising standards. Pupils use word processors competently, but there are limited opportunities for pupils to learn such ICT skills as using databases or control technology. Support for pupils who are struggling with basic skills is good.

The school provides good opportunities for teaching pupils about their Welsh heritage. Visits to places of interest, such as Dolforwyn Castle, Llangrannog activity centre and Powys museums, promote the Welsh dimension well. The provision for developing pupils' Welsh language skills is good.

The curriculum provides opportunities to strengthen links with the community through joint activities with the allotment society and the bowling club. The school promotes pupils' awareness of sustainability issues well through its recycling activities and its 'Green Ambassadors' scheme. Links with a school in China and studies of Africa and India give pupils a good understanding of their place in the wider world.

Teaching: Good

Most lessons are stimulating and are adapted well for pupils who make slower progress, but they do not consistently challenge pupils who are more able. In most classes where teaching is good, lessons are characterised by brisk pace, with clear learning objectives, and teachers use questioning effectively to promote pupils' understanding. Most teachers have a good knowledge of their subjects and organise their classes well, so that groups, pairs and individuals work to best effect. In the very few lessons where teaching is less effective, management of inappropriate behaviour slows the pace of the lesson.

Staff do not assess pupils' abilities when they enter the school. However, the school maintains detailed records of pupils' attainment in standardised tests and teachers

use results to monitor pupils' progress and ensure that their lesson plans match pupils' needs.

During lessons, teachers give helpful feedback, so that pupils understand how they are progressing. All teachers mark pupils' work regularly, praising good work appropriately and indicating the next steps pupils should take. They adapt pupils' targets accordingly. All teachers use a good range of assessment for learning strategies effectively, so that most pupils make meaningful contributions to assessing their own progress and understanding how they may improve their work. Reports to parents are clear and informative.

Care, support and guidance: Good

There are comprehensive arrangements in place to ensure that pupils are cared for and supported well. The school is a close community and teachers and support staff know the pupils and their families well. They have a good understanding of their differing needs. The school provides well for pupils' social, moral, spiritual and cultural development. Pupils of all ages socialise well and are very caring of each other. The school is a very well ordered and inclusive community in which all are valued equally. Staff deal with the rare incidences of inappropriate behaviour promptly and effectively. There is good support for pupils' health and wellbeing. The school makes appropriate arrangements for promoting healthy eating and drinking.

There are clear systems for identifying and supporting pupils with additional learning needs. Teachers plan work that suits the needs of less able pupils well and a good range of intervention activities allow them to make good progress towards their targets. The school works effectively with specialist support agencies to improve outcomes for pupils. There are very effective partnerships with the school nurse, educational psychologist and speech and language therapists. Police and fire service officers visit to raise pupils' awareness of potential hazards outside school.

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

Learning environment: Good

The school has a very caring ethos, which encourages the whole school community to treat each other equally, fairly and with respect. Pupils demonstrate good levels of tolerance and appreciate the needs of others. The school encourages pupils to celebrate diversity and extend their understanding of other cultures and religions well through the curriculum. The high level of mutual care and respect between pupils and staff promotes the school's values effectively.

Displays in classrooms are bright and feature pupils' work. Teachers use them well to promote learning. The site and its buildings are well maintained and welcoming. The school's grounds provide an interesting learning environment, which includes a wildlife area with pond and well-equipped outdoor learning area for Foundation Phase pupils. There are enough resources of good quality to meet the needs of all pupils, although the lack of a wireless network limits the effectiveness of the school's laptop computers.

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

Leadership: Good

The headteacher successfully promotes the school's values and caring ethos. All staff support this common purpose. The school's staffing structure allocates responsibilities fairly, but the small number of teachers share responsibility for many aspects of the school's life and work. All have clear job descriptions that are up-to-date.

The headteacher divides his time appropriately between teaching classes and his management duties. Together with other staff, the headteacher analyses data to monitor pupil performance and influence the management of teachers' performance. The procedures are robust and effective in communicating high expectations about meeting pupils' needs and improving standards. For example, staff have received additional training in a reading and writing programme that is raising pupils' standards of literacy.

The governing body performs its statutory duties diligently. Many governors know the school well through their regular visits. The headteacher's reports give them a sound understanding of how well the school's performance compares with that of other primary schools in Wales. They use the information effectively to support the school in bringing about improvements and to fulfil their role as critical friends.

Leaders and managers have a good track record of implementing national initiatives and priorities such as the Foundation Phase and the literacy and numeracy framework successfully.

Improving quality: Good

The school has an established culture of self-evaluation. Leaders and managers routinely make effective use of a range of rigorous first-hand monitoring activities, including the analysis of test results and teacher assessments at the end of the Foundation Phase and key stage 2. They use this analysis to evaluate progress towards attainment targets. Although all staff are involved in gathering information as part of the self-assessment process, only the headteacher monitors the quality of teaching through direct observation. This restricts opportunities for staff to share best practice. Self-evaluation gives appropriate regard to the views of pupils and their parents. The self-evaluation report is a detailed description of the school's life and work and gives an accurate evaluation of the school's strengths and areas for development.

Leaders and managers use the information in the self-evaluation report to compile a plan that contains a manageable number of priorities for improvement. The priorities focus appropriately on improving outcomes for pupils. The targets are precise and have measurable criteria for success, and the associated costs are indicated clearly. The plan identifies the staff responsible for overseeing each task and sets manageable timescales for improvement.

Partnership working: Good

The school works well with a range of partners to enhance pupils' experiences. The partnership with parents is particularly strong. Parents welcome the good communications between school and home and are confident that the school takes note of their views. There are very strong links with the local community. The school benefits greatly from being able to use the adjacent community centre at lunchtimes and for physical education lessons. There are close links with the pre-school playgroup that also meets in the community centre. This ensures smooth transition for pupils from the playgroup to the nursery. Pupils also broaden their experience effectively when working with members of the allotment society and playing bowls with club members.

There are successful partnerships with the local secondary school and its feeder primary schools. Transition arrangements at the end of Year 6 are good and are well regarded by parents. There are good examples of collaboration with the local cluster of primary schools, such as the sharing of secretarial support with a neighbouring school. The joint pooling of funds also maintains the post of education officer at the museum in Welshpool. The education officer provides pupils with expert knowledge for their local studies. Trainee teachers from Bangor University benefit from placements at the school.

Resource management: Good

The school uses its resources efficiently and there are enough staff to teach the whole curriculum effectively. Leaders deploy teachers and classroom assistants well, making the best use of their time, expertise and experience. All staff have access to professional development opportunities. The headteacher provides teachers with appropriate time for planning preparation and assessment. These arrangements are good, providing consistency and enabling the headteacher to oversee standards across the school.

The supportive learning community within the school enables staff to plan collaboratively and to share their professional knowledge. However, teachers have few opportunities to observe each other's teaching and to reflect on their own practice. Collaboration with teachers from the local cluster of schools has led to improved provision, for example, in the Foundation Phase.

Leaders and managers keep spending under review and cost all activities carefully. The level of the school's reserves is within recommended limits. Overall, outcomes for pupils are good and the school gives good value for money.

Appendix 1

Commentary on performance data

The small number of pupils in the Year 2 and Year 6 cohorts affects trends in the school's performance data. Trends therefore give only a rough indication of the school's performance over time. Overall, attainment in lessons and in pupils' books during the inspection is better than that suggested by the 2013 assessment data.

In 2013, the proportion of pupils in the Foundation Phase who achieved the expected outcome 5 in language and literacy skills and mathematical development was broadly in line with the average for schools in the family, and for primary schools across Wales. However, all pupils achieved outcome 5 in personal and social development, wellbeing and cultural development. This exceeded both the family and national averages.

At the higher than expected outcome 6, attainment in language and literacy and mathematical development was below the average for the family of schools and well below average for personal and social development.

In 2013, in comparison with similar schools, pupils' attainment at outcome 5 placed the school in the bottom 25% in language and literacy, mathematical development and the Foundation Phase indicator, but in the top 25% for personal and social development. In 2012, attainment at outcome 6 in language and literacy, mathematical development and personal and social development placed the school in the lower 50% when compared to similar schools. In 2013, attainment in all three areas of learning placed the school in the lower 50%.

In key stage 2 in 2013, the school's performance against that of other schools in the same family at the expected level 4 was slightly below average in English and mathematics but slightly above the average in science. At the higher than expected level 5 performance was below the family average in all three subjects.

At the expected level 4, performance over the last four years has varied in English and mathematics, placing the school between the top 25% and the bottom 25% when compared to similar schools. Performance in science shows an improving trend and for the last three years has placed the school in the top 25% of similar schools. Over time, attainment at the higher than expected level 5 has also fluctuated widely. In mathematics and science, performance has varied, placing the school between the top 25% and the bottom 25% of similar schools. In English, performance has varied, placing the school between the higher 50% and the bottom 25%.

In all subjects and areas of learning, girls attain more highly than boys. The number of pupils entitled to free school meals is very small and no meaningful comparison of their attainment compared to that of other pupils may be made.

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.	43	43 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	41	36 88%	5 12%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	42	40 95%	2 5%	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	43	43 100%	0 0%	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.	43	41 95%	2 5%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	41	34 83%	7 17%	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.	43	42 98%	1 2%	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.	43	42 98%	1 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.	41	35 85%	6 15%	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.	43	41 95%	2 5%	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.	38	22 58%	16 42%	Mae plant eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
		78%	22%	
Nearly all children behave well at playtime and lunch time	42	30 71%	12 29%	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.	38	29 76%	8 21%	0 0%	1 3%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	39	35 90%	4 10%	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.	39	29 74%	10 26%	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.	39	26 67%	13 33%	0 0%	0 0%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	0%		
Pupils behave well in school.	39	22 56%	14 36%	2 5%	0 0%	1	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	46%	4%	1%		
Teaching is good.	39	25 64%	12 31%	1 3%	0 0%	1	Mae'r addysgu yn dda.
		60%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	39	31 79%	7 18%	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.	39	20 51%	15 38%	1 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.	39	24 62%	11 28%	3 8%	0 0%	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.	39	31 79%	8 21%	0 0%	0 0%	0	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		60%	36%	2%	0%		
My child is safe at school.	39	26 67%	11 28%	2 5%	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'.	37	19 51%	15 41%	0 0%	0 0%	3	Mae fy mhentyn 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.	38	18 47%	15 39%	4 11%	0 0%	1	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		49%	41%	8%	2%		

	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 feel comfortable about approaching the school with questions, suggestions or a problem.	39	27 69%	8 21%	2 5%	1 3%	1	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.	38	20 53%	10 26%	3 8%	1 3%	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.	39	20 51%	18 46%	0 0%	0 0%	1	Mae'r ysgol yn helpu fy mhentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		55%	39%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	39	24 62%	6 15%	2 5%	0 0%	7	Mae fy mhentyn 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.	39	22 56%	14 36%	3 8%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	38%	5%	1%		
The school is well run.	38	22 58%	13 34%	1 3%	0 0%	2	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	33%	3%	1%		

Appendix 3

The inspection team

Christopher Dolby	Reporting Inspector
Michael Thomas	Team Inspector
Julie Price	Lay Inspector
David Witchell	Peer Inspector
Simon Newson	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.