



*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**

**Borthyn V.C. Primary School  
Denbigh Road  
Ruthin  
Sir Ddinbych  
LL15 1NT**

**Date of inspection: March 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:

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

Borthyn School is in the town of Ruthin, Denbighshire. The majority of pupils come from the local area. The school caters for pupils aged from three to eleven. There are 115 full time pupils on roll and 22 in the nursery for the mornings only. Numbers have been steadily rising over the last five years.

The number of pupils eligible for free school meals (26%) is above the national average. About 12% of pupils have English as an additional language. No pupils speak Welsh as a first language. The school has identified 34% of pupils as having additional learning needs. This is above the local authority average.

The current headteacher has been in post since 1988. Most teachers are in their first or second year of teaching and three are newly-qualified teachers currently completing their induction year.

The individual school budget per pupil for Ysgol Borthyn in 2013-2014 means that the budget is £4,583 per pupil. The maximum per pupil in the primary schools in Denbighshire is £8,594 and the minimum is £3,159. Ysgol Borthyn is 21st out of the 48 primary schools in Denbighshire in terms of its school budget per pupil.

## Summary

<b>The school's current performance</b>	<b>Adequate</b>
<b>The school's prospects for improvement</b>	<b>Adequate</b>

### Current performance

The current performance of the school is adequate because:

- most pupils are making good progress;
- the school provides a caring environment where each child is valued and supported;
- pupils enjoy school, are eager to learn and are actively involved in the life of the school; and
- most lessons are interesting and engage pupils well.

However:

- although pupils generally make good progress, standards of writing remain low in key stage 2;
- pupils' use of Welsh outside of Welsh lessons is limited;
- teachers do not consistently give pupils feedback on how well they have done and what they need to do to improve; and
- leaders are not planning for pupils to develop their skills progressively enough.

### Prospects for improvement

Prospects for improvement are adequate because:

- standards in key stage 2 have improved over time;
- many staff recently appointed to leadership roles have made good progress in developing their area of responsibility during their short time in post;
- recent initiatives have led to improvements in the provision for pupils and the outcomes they achieve; and
- support for staff new to teaching and those new to leadership is of good quality.

However:

- targets and actions for improvement are not linked to pupil outcomes enough;
- middle leaders are not yet confident in the requirements of their roles and this limits their impact on pupil outcomes; and
- weaknesses remain in the planning and monitoring of the curriculum.

## Recommendations

- R1 Improve standards so that more pupils achieve the higher than expected outcome 6 in the Foundation Phase, and all pupils achieve as well as they are capable
- R2 Improve standards of writing in key stage 2
- R3 Ensure that teachers give regular feedback so that pupils know how well they have done and what they need to do to improve
- R4 Improve the planning for skills to ensure that pupils build their skills progressively as they move through the school
- R5 Ensure that middle leaders are accountable for their roles, using detailed job descriptions that include participation in monitoring their areas of responsibility
- R6 Ensure that targets for school improvement are focused on improving outcomes for pupils
- R7 Ensure that the curriculum meets the National Curriculum requirements for Welsh second language
- R8 Amend the timetable to meet recommendations for teaching time in each key stage

### **What happens next?**

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

## Main findings

### Key Question 1: How good are outcomes?

**Adequate**

#### Standards: Adequate

On entry to the school, pupils' skills and abilities are in line with those expected for their age in all areas. Almost all pupils make good progress in their early years of school and gain good standards in reading, writing and mathematical development by the end of the Foundation Phase.

Almost all pupils listen well and are able to sustain their attention and focus in order to complete tasks. Their speaking skills are well developed and the majority of pupils reach a good standard in reading. A majority of pupils are able to use an index, and can infer meaning and scan a text by the end of key stage 2.

Although many pupils show good early writing skills in the Foundation Phase, pupils make limited progress in improving spelling, punctuation and grammar in key stage 2. Pupils do not apply their literacy skills well in subjects other than English. Pupils' presentation of written work is often not at a level that matches their knowledge and understanding of the subject. The quality of written work for the majority of pupils in key stage 2 is below that expected for their age and ability.

Many pupils make good progress in mathematics, although their use of data is not as well developed as their number or measuring skills. By the end of the Foundation Phase, most pupils can add and subtract two-digit numbers correctly, measure accurately in centimetres and millimetres and recognise reflective symmetry. Many pupils in Year 6 use multiplication and division accurately, understand prime numbers and can find the mean, median and mode. Across the school, pupils' ability to use mathematics to solve word problems is weak. However, they use their mathematical skills in other subjects well and at a level that is appropriate to their ability.

Most pupils can speak Welsh using basic vocabulary and phrases. They read simple texts with understanding and can write basic sentences independently. For nearly all pupils, their use of Welsh outside of Welsh lessons is limited.

Those pupils who have additional needs and who receive additional support are making good progress. They are achieving well and are closing the gaps between their achievement and that of their peers. Those pupils who have English as an additional language are making good progress. Pupils who are eligible for free school meals achieve well and make sufficient progress in core subjects. Overall, there is little difference between the performance of boys and girls. Most more able pupils do not make sufficient progress and do not always achieve high enough standards.

Due to the small number of pupils at the end of both key stages, the results of pupil assessments have to be treated with care because one pupil's results can have a significant impact on benchmarked school performance. The school's performance in core subjects over the last three years in both key stages fluctuates greatly.

In 2013, pupils' performance at the end of the Foundation Phase for the expected outcome 5 places the school in the bottom 25% when compared with similar schools for all Foundation Phase indicators apart from personal and social development. As no pupil reached the higher outcome 6, the school is in the bottom 25% compared with similar schools. This is a decline from the results achieved in 2012. Pupils' attainment at outcome 5 is generally below the average for the school's family. Results are significantly below those of the family for pupils' literacy and mathematical development at outcomes 5 and 6.

In 2013, and for the last two years, pupils' performance at the expected level has placed the school in the higher 50% when compared with similar schools. Before this, pupils' performance placed it in the lower 50% for all subjects. However, outcomes for more able pupils in 2013 place the school in the top 25% of similar schools for mathematics, science and English..

### **Wellbeing: Good**

All pupils feel safe in school and nearly all know whom to talk to if they have any problems. For attendance, the school has regularly placed the school in the top 25% when compared with similar schools, although this has fallen to the lower 50% in 2013. A very few pupils consistently arrive late to school.

Pupils' behaviour is very good throughout the school day. They are polite and courteous to visitors and show respect, care and concern for each other.

Many pupils demonstrate a clear appreciation of the importance of healthy lifestyles. They understand the reasons for eating healthily and the importance of a balanced diet. Nearly all pupils feel that they have good opportunities for regular exercise. In addition to physical education lessons, a few take part in the after-school football club. Around half of the pupils in the school take part in sporting activities run by local clubs.

All pupils value the opportunities they gain through participating in the school council and eco council. They contribute well towards improving the school grounds, buying new play equipment, and have recently purchased a bin for the schoolyard.

All pupils take pride in keeping the school and grounds tidy and have set up bird feeders in both sensory and other gardens within the school grounds.

<b>Key Question 2: How good is provision?</b>
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<b>Adequate</b>
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### **Learning experiences: Adequate**

The school has a broad and balanced curriculum that meets the needs of many of its pupils. The learning experiences cover most subjects in the National Curriculum well and engage most pupils effectively. The school has made appropriate progress in co-ordinating the national literacy and numeracy framework. Across the school, pupils have appropriate opportunities to apply their literacy, numeracy and information and communication technology (ICT) skills in lessons at a level that matches their abilities. However, provision for mathematics does not always reflect

the requirements of the National Curriculum. The school provides ample teaching time per week in the Foundation Phase, but the provision of teaching time in key stage 2 is slightly less than that recommended.

The school promotes education for sustainable development and global citizenship appropriately through activities such as recycling, gardening and outdoor learning.

Many teachers use a good range of incidental Welsh, for example to take registers, give commands and praise pupils, but pupils do not have sufficient opportunities to use Welsh outside of Welsh lessons. The school promotes Y Cwricwlwm Cymraeg successfully through Urdd activities, the study of some Welsh artists and visits to places such as Chirk Castle and Ruthin Castle.

The school provides an appropriate range of extra-curricular activities including good links to local sports clubs. Links with the local church enrich pupils' spiritual experiences. Residential visits to places such as France and Cardiff support the development of pupils' learning and their social and life skills well.

### **Teaching: Adequate**

Most teaching inspires and motivates pupils to achieve well. Teachers use resources of good quality and plan interesting topics to encourage pupils to complete challenging tasks. Although many staff are new to teaching, their subject knowledge is strong, and teachers plan lessons using a good range of learning approaches. Teaching assistants adapt tasks and support those in need of additional support well. Good management of the time and efforts of teaching assistants ensures they are very effective within the classroom. Overall, more able pupils do not receive enough extension activities to challenge them fully. Teachers are not currently planning lessons that enable pupils to improve their skills systematically and progressively as they move through the school.

In the Foundation Phase, teachers assess pupils' skills across the curriculum and are beginning to use this information to adapt their planning. In key stage 2, teachers' use of assessment information is less well developed and does not inform the planning of lessons to meet pupils' needs effectively.

The feedback pupils receive within their lessons helps them to make improvements to their work in class. In books, particularly in key stage 2, teachers' written comments do not always help pupils to know how well they have done and what they need to do to improve. Teachers do not regularly encourage pupils to respond to the feedback they receive in their books.

The school uses assessment information well to identify those pupils who are in need of extra support with their learning and staff tracks their progress effectively. This helps them to make good progress. The annual report to parents on pupils' progress is appropriate and sets out targets for pupils to help pupils to improve.



### **Care, support and guidance: Good**

The school understands the needs of its pupils well. Its ethos is positive and welcoming and creates a supportive learning environment for pupils. The school has appropriate arrangements to promote healthy eating and drinking. It provides water for pupils in classes and fruit is available at break time.

The school has effective links with specialist agencies. Visits by the educational psychologist, the police and nurse enhance provision successfully. The school provides effective opportunities for pupils' moral, social and cultural development. For example, it enhances pupils' cultural development through the study of India and work with African drummers and Japanese dancers. Daily acts of collective worship and close links with the local church provide pupils with valuable opportunities to reflect on spiritual and moral issues.

The provision for pupils with additional learning needs is good. Teachers identify pupils' additional needs quickly and put in place appropriate support. The individual education plans for these pupils are under regular review, and pupils and parents contribute actively to this process. The school makes good use of specialist services to support pupils with additional needs, such as the speech and language team and behaviour support team. The programmes for pupils who speak English as an additional language are successful in meet pupils' individual needs. These pupils make good progress as a result.

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

### **Learning environment: Good**

The school is a welcoming environment with an inclusive ethos. All pupils receive equal access to all areas of the school's provision. The school's Christian ethos permeates all aspects of school life, and the school has a wide range of community activities that enrich pupils' social and life skills. Lessons and assemblies promote equality and diversity well, and pupils have a good understanding of social and moral topics.

A good range of resources, including ICT, provides an appropriate range of learning opportunities for all pupils. The well-maintained school building provides a clean and pleasant learning environment. There is plenty of space available on the school site for outdoor play and learning. Areas such as the vegetable garden, forest area and the secure play area for children in the Foundation Phase extend opportunities for learning well. A very few issues relating to the security of the site were brought to the attention of the headteacher and governing body during the inspection.

<b>Key Question 3: How good are leadership and management?</b>
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<b>Adequate</b>
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**Leadership: Adequate**

Leaders have a clear vision for the school based on a Christian ethos. They communicate this to staff, governors, parents and the pupils well. They promote behaviour and values that contribute positively to the calm atmosphere in the school.

The school has a high proportion of staff who are in their first or second year of teaching and this currently limits the scope for the effective distribution of leadership responsibilities. Several leadership roles have been allocated recently and senior staff give effective support to new leaders in order to develop their skills. Many staff are making significant progress in their new leadership roles, such as the joint special needs co-ordinators and mathematics co-ordinator. However, leaders have not set out clear and detailed job descriptions that outline effectively the roles and responsibilities allocated to staff. As a result, this blurs lines of accountability and a few staff lack full understanding of the expectations of their new roles.

The school makes appropriate use of staff meetings to address issues of school improvement. However, the records of meetings do not generate clear action points and this limits the consistent monitoring of development plans.

Leaders have a good overall understanding of performance data, but shortcomings in the school's tracking system do not give leaders sufficient knowledge of pupils' current progress. This means that they do not always prioritise improvements well enough.

The school makes appropriate use of performance management systems for teachers with appropriate support for the development of their skills allied to realistic and appropriately challenging targets for improvement.

Governors have a suitable understanding of their role. They have regular reports about the overall performance of the school and use this knowledge to challenge leaders. Although many governors visit the school regularly, they do not take part in the school's self-evaluation or improvement planning. The governor's report to parents does not fully meet statutory requirements in all respects.

The school has made worthwhile progress in addressing local and national priorities. It has introduced the Foundation Phase effectively, and staff hold workshops for parents on a termly basis. These give parents valuable help on how best to support the development of children's literacy and numeracy skills.

**Improving quality: Adequate**

The school's self-evaluation procedures are based on a generally effective analysis of performance data and regular lesson observations. Currently, the school makes limited use of the scrutiny of pupils' work or questionnaires for pupils and parents. This means that leaders do not always have sufficient information to prioritise improvements and to ensure that they have the maximum impact on raising standards.

Actions in the school's improvement plan have realistic timescales and suitable resources. However, not all the targets in the school improvement plan are measurable in terms of pupil outcomes. Leaders analyse the impact of initiatives appropriately at the end of each year.

About half of the staff have visited other schools to view good practice and have used the experiences appropriately, for example to improve literacy planning and the use of family groups in the Foundation Phase.

In recent months, the school has made good progress with several initiatives. These include the introduction of a phonic programme that has helped to improve standards in reading. The development of the forest school area has improved provision for outdoor education, and provision for ICT has improved. New tracking systems and support for pupils who receive extra help with their learning have helped these pupils to make good progress.

The school has not fully addressed all of the recommendations from the previous inspection report.

### **Partnership working: Good**

The school has a good range of effective partnerships that have a very positive impact on pupil outcomes and wellbeing. The 'Parents and Friends of Borthyn' group raises significant funds for the school. These have been used appropriately to buy ICT equipment, playground and gardening equipment, and resources for physical education. This has helped to improve pupils' skills in using ICT, raised standards in physical education and improved pupils' knowledge and understanding of the world around them.

Staff in the Foundation Phase have led sessions for parents on aspects of numeracy, literacy and Welsh. These provide parents with support and guidance on supporting the development of their children's skills. Parents and staff view these as very valuable and helpful in improving standards.

The school's partnership with Llanfwrog Church helps pupils to make good progress with their spiritual development. There are weekly visits by the rector to assembly and classes, and pupils perform services in the church on religious festivals. These, plus school visits to places of worship, such as St Asaph Cathedral, support the religious education syllabus well.

The school works well with several local sports clubs and associations, including Wrexham Football Club. Around half of the pupils have had good opportunities for specialist coaching and time to try out new sports.

The school has good arrangements with its local high school to help to develop the smooth transfer of pupils from primary to secondary education. The links with the local playgroup, which is on the same site, are good and enable pupils to settle into the school easily.

**Resource management: Adequate**

The school has sufficient well-trained staff to meet the needs of its increasing school population. It deploys staff appropriately to meet pupils' needs effectively. There are appropriate arrangements for teachers' preparation, planning and assessment time, which staff use well.

Staff have good opportunities for continuing professional development, especially those who are new to teaching or leadership roles. There is a climate of mutual trust and support among staff that has helped them to develop engaging topics and themes for lessons together.

Leaders and managers receive good support from their local authority and prioritise expenditure well. The school has a plentiful supply of up-to-date resources that match pupils' needs successfully.

Although the school has many strengths, there are shortcomings in significant aspects of its work. As a result, the school gives adequate value for money.

## Appendix 1

### Commentary on performance data

Due to the small number of pupils at the end of both key stages, the results of pupil assessments have to be treated with care because one pupil's results can have a significant impact on benchmarked school performance. The school's performance in core subjects over the last three years in both key stages fluctuates greatly.

In 2013, pupils' performance at the end of the Foundation Phase for the expected outcome 5 places the school in the bottom 25% of similar schools for all Foundation Phase indicators apart from personal and social development. As no pupils reached the higher outcome 6, results place the school in the bottom 25% of similar schools. This is a decline from the results achieved in 2012.

Pupils' attainment at outcome 5 is generally below the average for the school's family. Results are significantly below the family average for pupils' literacy and mathematical development at outcome 5 and outcome 6.

In 2013, and for the last two years, many key stage 2 outcomes for the expected level 4 have placed the school in the higher 50% when compared with similar schools. Before this, pupils' performance placed it in the lower 50% in all areas. In an upward trend of performance over the previous three years, pupils' performance at the end of their time in school has improved faster than for pupils in similar schools. However, in 2013 outcomes for more able pupils (level 5) place the school in the top 25% compared with similar schools for mathematics, science and English. Only English performance placed it in the lower 50% the previous year, but for both mathematics and science the school stayed in the top 25%.

## 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.	68	68 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	67	61 91%	6 9%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	68	67 99%	1 1%	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	69	67 97%	2 3%	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.	69	68 99%	1 1%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	66	62 94%	4 6%	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.	69	69 100%	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.	69	69 100%	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.	68	60 88%	8 12%	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.	68	67 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.	67	55 82%	12 18%	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	67	60 90%	7 10%	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.	21	19 90%	2 10%	0 0%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	20	18 90%	2 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.	21	21 100%	0 0%	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.	21	20 95%	1 5%	0 0%	0 0%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	21	14 67%	7 33%	0 0%	0 0%	0	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	46%	4%	1%		
Teaching is good.	21	18 86%	3 14%	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.	21	20 95%	1 5%	0 0%	0 0%	0	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.	21	18 86%	3 14%	0 0%	0 0%	0	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhentyn yn ei ddysgu yn yr ysgol.
		47%	40%	6%	1%		
Staff treat all children fairly and with respect.	21	17 81%	4 19%	0 0%	0 0%	0	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.	21	17 81%	4 19%	0 0%	0 0%	0	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.	20	18 90%	2 10%	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.	21	15 71%	5 24%	0 0%	0 0%	1	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.	21	15 71%	5 24%	0 0%	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.	21	19 90%	2 10%	0 0%	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.	21	14 67%	5 24%	1 5%	0 0%	1	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.	21	16 76%	5 24%	0 0%	0 0%	0	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.	16	5 31%	7 44%	0 0%	0 0%	4	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.	21	15 71%	5 24%	1 5%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	39%	5%	1%		
The school is well run.	21	19 90%	2 10%	0 0%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		60%	33%	3%	2%		



## Appendix 3

### The inspection team

Rebecca Lawton	Reporting Inspector
Richard Hawkley	Team Inspector
Peter Haworth	Lay Inspector
Rachael Connell	Peer Inspector
Neil Roberts	Nominee

## Copies of the report

Copies of this report are available from the school and from the Estyn website ([www.estyn.gov.uk](http://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.