



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

**Radnor Valley C.P. School
New Radnor
Presteigne
Powys
LD8 2SS**

Date of inspection: June 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

Radnor Valley Primary School is located in a rural area on the edge of the village of New Radnor in the County of Powys. There are currently 75 pupils on roll. Pupils are admitted into the nursery class at the beginning of the term following their fourth birthday. Nearly all pupils are of white ethnic background. No pupils speak Welsh as a first language.

There are currently four full-time teachers and one part-time teacher at the school. Approximately 1% of pupils are entitled to free school meals, which is lower than the average for Wales (21%).

The school has identified about 19% of its pupils as having additional learning needs, which is lower than the average for Wales. Very few pupils have a statement of special educational needs.

The acting headteacher was appointed in 2013 and the school was last inspected in February 2008.

The individual school budget per pupil for Radnor Valley C.P. School in 2013-2014 is £3,494. The maximum per pupil in primary schools in Powys is £10,978 and the minimum is £3,102. Radnor Valley C.P. School is 66th out of the 88 primary schools in Powys in terms of the school budget per pupil.

Summary

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

Current performance

The school's current performance is good because:

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

Prospects for improvement

The school's prospects for improvement are good because:

- the management team provides a clear vision for the school and has high expectations;
- the governing body is effective in holding the school to account;
- the school has a very good understanding of the needs of all its pupils through effective self-evaluation;
- the school improvement plan focuses well on improving pupil outcomes; and
- well-established links with a good range of partnerships are having a positive impact on pupil outcomes.

Recommendations

- R1 Continue to improve pupils' Welsh language skills
- R2 Provide learning experiences that consistently meet the full range of ability in each class
- R3 Provide more opportunities for pupils in key stage 2 to take responsibility for their own learning in order to develop into independent learners

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

Nearly all pupils across the school are keen and enthusiastic learners and make good progress as they move through the school. In their lessons, and when discussing their work, most pupils recall previous learning well and show a good knowledge and understanding of what they have learnt in work across the curriculum. By the end of key stage 2, most have developed their thinking skills well; they acquire information appropriately and apply it successfully to new situations. However, pupils' ability to take responsibility for their own work, particularly the more able, is underdeveloped.

Throughout the school, most pupils develop good speaking and listening skills. In the Foundation Phase, most pupils listen to and answer questions with suitable detail. Many speak clearly when talking about their work. By the end of key stage 2, all pupils listen carefully to adults and to each other before giving thoughtful answers. Most speak with confidence, using extended sentences and a developing range of vocabulary.

In the Foundation Phase, pupils' early reading skills are developing appropriately. They understand that sounds have meaning and show a keen interest in books. By the end of Year 2, most pupils read with a good degree of accuracy and understanding. By the end of key stage 2, most pupils read with good expression and fluency from a wide range of literature. They use higher order reading skills of skimming and scanning effectively to research for information in books and through using information and communication technology (ICT).

By the end of the Foundation Phase, much of the pupils' written work conveys clear meaning and uses an appropriate and interesting vocabulary. Many pupils consistently use a capital letter at the beginning of sentences and a full stop at the end. Their ideas develop in a sequence of linked sentences. Most pupils' accuracy in spelling is developing well.

In key stage 2, much of the pupils' written work is coherent, imaginative and clear. They make appropriate use of the main characteristics of different forms of writing, and begin to adapt them for different readers. Most pupils make good progress in punctuating their work appropriately. Many pupils usually spell common words correctly. Overall, the quality of handwriting and the presentation of pupils' work in the Foundation Phase and in key stage 2 is good.

In the Foundation Phase younger pupils count, order and sort numbers to ten correctly. Almost all older pupils record and perform calculations accurately using their knowledge of tens and units to create addition and subtraction number sentences. Most find halves and quarters in practical situations, use bar graphs and diagrams to represent data well and use standard units of measures for length correctly, for example when measuring their own feet.

Standards in mathematics lessons, in key stage 2, are consistently good and pupils that are more able achieve very well. Most pupils at the end of the key stage have a solid understanding of place value and show a good understanding of the term inverse as a mathematical word for reverse. Many pupils calculate fractions, decimals and percentages well and they have a sound knowledge of place value. A few pupils' problem solving strategies are of a high standard. Most pupils take pride in presenting their work neatly and this helps to make sure that calculations are accurate. They apply their numeracy skills well across the curriculum.

Across the school, many pupils make good progress in Welsh. They respond positively to instructions and display a good understanding of incidental Welsh used by staff. As they progress through the school, a majority of pupils are beginning to develop a good understanding of what they have read and answer basic questions on the text. By the end of key stage 2, many pupils' writing skills in Welsh are progressing well. Most pupils' knowledge and understanding of the culture and heritage of Wales are good.

Due to the variable and sometimes 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 school performance.

In the Foundation Phase in 2013, performance at the expected outcome (outcome 5) and higher outcome (outcome 6) places the school in the top 25% in language, literacy and communications and in mathematical development, when compared with schools with similar proportions of pupils eligible for free school meals. There has been a significant improvement in the higher outcome from the previous year.

In key stage 2, performance at the expected level (level 4) places the school in the top 25% of similar schools for mathematics and science and in the lower 50% for English. The school's performance at the higher level (level 5) places the school in the top 25% of similar schools for English and science and in the higher 50% for mathematics. Generally, in key stage 2, the school's performance for the past four years at the expected and higher level has fluctuated, moving the school between the top 25% and the bottom 25% of similar schools for all subjects.

Wellbeing: Good

Nearly all pupils are aware of the importance of health and fitness and achieve well in their personal and social development. They feel safe in school and know how they can keep healthy by eating sensibly and exercising during physical activities.

Pupils' attendance over the past five years has improved and for the past two years has placed the school in the top 25% of similar schools. Punctuality is good.

Across the school nearly all pupils are motivated to learn. They engage well in lessons and demonstrate positive attitudes towards learning. Behaviour in and out of class is very good. Most pupils show pride in their work and are aware of what they need to do to improve. Nearly all pupils are courteous to staff and relate well to other pupils.

Members of the school council and eco committee understand their roles and fulfil their responsibilities effectively. They feel that they have made a difference to the life of the school, for instance when they negotiated with the dinner staff for pupils to be able to choose where they sit to eat their dinner.

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

The school provides a good range of learning experiences to meet the needs of most pupils well. The curriculum meets statutory requirements for the Foundation Phase, the National Curriculum and religious education. The range of extra-curricular activities including clubs and visits extends and supports pupils' learning well. Regular homework builds purposefully on what pupils are learning in class. There are good opportunities for pupils to develop their communication, numeracy and ICT skills consistently across all subjects.

Teachers plan lessons thoroughly and collaborate well with one another to ensure progression. The school provides a good range of purposeful intervention programmes for more able pupils and for those with additional learning needs. Planning for literacy and numeracy is sufficiently detailed and comprehensive to meet the requirements of the Literacy and Numeracy Framework.

The provision to develop pupils' Welsh language skills succeeds in engaging their interest and in fostering positive attitudes. Staff make appropriate use of incidental Welsh throughout the school day. The strong links with the local community and visits to places of historical, religious and geographical interest extend pupils' knowledge of their locality, and the history and culture of Wales effectively.

The school promotes sustainable development and global citizenship positively across the curriculum. It has a well-established eco-committee, which promotes sustainable living effectively.

Teaching: Good

Teachers in all classes use a wide range of teaching strategies in a skilful way and present lessons in a lively and enthusiastic manner. They show good subject knowledge and successfully convey their enthusiasm for what they are teaching to their pupils. They have high expectations of pupil behaviour.

Teachers plan interesting activities that offer valuable opportunities for pupils to practise and develop their literacy and numeracy skills. They use skilful questioning to encourage pupils to think critically about topics and to form and justify their own ideas and opinions. Teachers and learning support assistants ensure that pupils take a full part in lessons. Overall, in lessons observed during the inspection, tasks were appropriately matched to pupils' different abilities, but this was not always reflected in the scrutiny of work. In key stage 2, pupils do not always have effective opportunities to take responsibility for their own learning.

All staff provide pupils with clear and frequent verbal feedback which helps them to understand how to improve their work. Pupils' written work is marked regularly and

comments are generally constructive and indicate clearly ways in which pupils can improve.

Assessment of and for learning is developing well across the school. Teachers assess pupils' work regularly. They use the school's tracking system very effectively to identify pupils' progress and to plan for the next steps in their learning.

Annual reports to parents are of a good quality and keep parents well informed about their child's progress.

Care, support and guidance: Good

The school provides particularly good care, support and guidance for all its pupils. The importance of how and why to keep healthy is promoted successfully. A fruit tuck shop encourages pupils to eat healthy snacks and water is available throughout the day. The curriculum is full of opportunities for pupils to understand the importance of living a healthy lifestyle. The school makes suitable arrangements for promoting healthy eating and drinking.

The school holds acts of collective worship daily in an atmosphere of respect and reverence. Staff provide good opportunities for pupils to know right from wrong through the study of their own behaviour and the values of a variety of cultures and backgrounds.

Provision for listening to pupils' concerns is effective. A good example of this is the way in which playground helpers listen to and support younger children.

The school has a clear, well-managed system for identifying and meeting the needs of pupils with additional learning. Teachers and support staff use a wide range of appropriate intervention programmes to help pupils to progress in their learning. They use pupils' individual educational plans effectively to set clear targets, which they review regularly. The school works effectively with a number of outside agencies to provide good quality support and guidance for pupils.

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

Learning environment: Good

The school has an extremely welcoming and happy environment. It is an inclusive community, where all pupils have equal access to all areas of the school's provision. Clear emphasis is placed on acknowledging, respecting and celebrating equality and diversity.

There is a wide and varied range of good quality resources to meet the pupils' learning needs. Full use is made of relevant resources and, in addition, the school makes good use of community resources to enrich pupils' experiences.

The learning environment is of a very high quality. The building offers classrooms of a good size for the number of children. Throughout the school, there are interesting and stimulating displays to acknowledge and celebrate pupils' successes.

The building and the outdoor facilities are safe, stimulating and used creatively by all pupils. They are very well maintained.

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

The management team has a clear vision for the school and an appropriate focus on maintaining and improving pupil outcomes. It is effective in communicating this focus on standards to all members of staff, governors, parents and pupils.

All members of staff have clearly-defined responsibilities and work well as a team. Regular staff meetings focus appropriately on the outcomes of self-evaluation and issues for improvement. These assist the staff in understanding their role in relation to the school's strategies and their responsibility for maintaining and improving standards. The school analyses its assessment information well and this gives a firm foundation for monitoring performance across the school.

The governing body is enthusiastic, supportive of the school's work and aware of its responsibilities. Governors have a good understanding of how the school is performing in comparison with similar schools and they are aware of the school's main priorities for improvement. Their role in monitoring standards and provision and challenging the school as critical friends is well developed.

The school responds well to local and national priorities. A good example of this is the way the requirements of the Literacy and Numeracy Framework are fully embedded in cross curricular activities. The plans are clear and well-focused on improving pupils' performance.

Improving quality: Good

The school's self-evaluation report is comprehensive and presents an accurate picture of the school's strengths and areas for development. The report makes good use of first-hand evidence such as data analysis, scrutiny of pupils' work and talking to pupils. The outcomes are carefully considered to determine the main priorities in the school improvement plan.

The school, successfully draws on the views of staff, governors, pupils and parents. The work of the school council has been instrumental in bringing about a number of improvements, for example the recent improvement in playground games for pupils.

There is a clear link between the self-evaluation report's findings and the priorities in the school improvement plan. The plan contains an appropriate range of relevant actions and identifies the members of staff who are responsible for completing them. It also contains clear success criteria and specific deadlines for completing tasks and the monitoring arrangements to be undertaken. The school has succeeded in ensuring improvements over time; this is particularly evident in the improved performance of pupils at the end of the Foundation Phase and key stage 2.

Partnership working: Good

The school works effectively with its partners in supporting pupils' learning and wellbeing.

There are very strong links with both parents and the local community and the school benefits from financial contributions and help to improve resources. The school has recently strengthened links with the playgroup that meets in the old school building in order to establish a joint transition policy. This benefits the children who come from the playgroup to the school nursery and ensures that they have a calm and happy start to their time in the school.

There are close links with the local family of schools. Members of staff collaborate effectively on training initiatives and work together appropriately to moderate pupils' work to ensure the accuracy of assessments. Good arrangements with the partner secondary schools enable pupils to transfer smoothly to their next stage of learning. These links support the specific needs of individual pupils well through the sharing of staff expertise and learning facilities. For example, a teacher from the local high school has worked on a science activity with pupils in Year 6, and this work will continue when they move to their new school in September.

The school has very good links with a range of community organisations such as the local quarry, care homes and gardening club. This develops pupils' understanding and appreciation of a range of different activities that go on in their village.

Resource management: Good

Teachers have appropriate qualifications and a suitable range of experience and expertise to teach the curriculum. Learning support assistants work very well alongside teachers to support pupils' learning. The school uses the expertise of members of staff effectively to enrich teaching and learning. A good example of this is outdoor education.

The school has suitable arrangements to provide planning, preparation and assessment time for staff.

The school manages its accommodation well and ensures that there is a sufficient supply of resources of good quality to support teaching and learning. The impact of resources on teaching and learning is kept under review and there is careful planning to meet future resource needs.

The school works effectively as part of a number of networks of professional practice with local schools. As a result, planning of incidental Welsh across the school and numeracy activities across the curriculum has improved.

The headteacher and governing body manage and monitor the school's financial resources well and ensure that they are linked fully to the improvement plan. The school provides good value for money in terms of pupils' outcomes, quality of provision and use of its budget.

Appendix 1

Commentary on performance data

Due to the variable and sometimes 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 school performance.

In 2013, the percentage of Foundation Phase pupils who achieved the expected outcome (outcome 5) in language, literacy and communication and mathematical development was above the average for the family of similar schools. It was in line with the family average in personal and social development. The school's performance at the higher outcome (outcome 6) was above the average for other schools in the same family in all areas.

In comparison with similar schools, performance in 2013 at the expected and higher outcome placed it in the top 25% in all areas. There was an improvement at the expected outcome in language, literacy and communications and mathematical development from the previous year. At the higher outcome there was significant improvement in all areas.

In 2013, the percentage of key stage 2 pupils who achieved the expected level 4 in English, mathematics and science was above the average for the family of schools. In comparison with similar schools, performance at the expected level in mathematics and science placed it in the top 25% of schools, and in the lower 50% for performance in English.

The percentage of pupils who achieved the higher level 5 in English and science was above the average for the family of schools but slightly below in mathematics. In comparison with similar schools, performance at the higher level placed the school in the top 25% for English and science and in the higher 50% for mathematics.

Generally, in key stage 2, the school's performance for the past four years at the expected and higher level has fluctuated, moving the school between the top 25% and the bottom 25% of similar schools for all subjects.

In the Foundation Phase in 2013, all pupils achieved the expected outcome in all areas of learning. At the higher outcome boys performed better than girls in all areas.

In key stage 2 in 2013, all pupils achieved the expected level in mathematics and science but girls performed slightly better in English. At the higher level, girls performed better in English but boys did better in mathematics and science.

In the Foundation Phase and in key stage 2, there is no significant difference between the performance of pupils entitled to free school meals and other pupils.

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.	44	44 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	44	43 98%	1 2%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	44	43 98%	1 2%	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	44	44 100%	0 0%	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
		97%	3%	
There are lots of chances at school for me to get regular exercise.	44	43 98%	1 2%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	44	44 100%	0 0%	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.	44	44 100%	0 0%	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.	44	44 100%	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.	44	43 98%	1 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.	44	44 100%	0 0%	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.	44	36 82%	8 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	44	44 100%	0 0%	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.	25	16 64%	9 36%	0 0%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	25	16 64%	9 36%	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.	24	13 54%	11 46%	0 0%	0 0%	0	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		72%	26%	1%	0%		
My child is making good progress at school.	24	13 54%	11 46%	0 0%	0 0%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	23	6 26%	17 74%	0 0%	0 0%	0	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	46%	4%	1%		
Teaching is good.	25	11 44%	13 52%	0 0%	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.	25	13 52%	12 48%	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.	24	9 38%	13 54%	2 8%	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.	24	15 62%	8 33%	1 4%	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.	24	14 58%	10 42%	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.	25	12 48%	13 52%	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.	23	9 39%	13 57%	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.	24	12 50%	12 50%	0 0%	0 0%	0	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.	24	19 79%	5 21%	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.	25	10 40%	13 52%	1 4%	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.	24	12 50%	12 50%	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.	21	11 52%	7 33%	0 0%	0 0%	3	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		42%	34%	4%	1%		
There is a good range of activities including trips or visits.	24	11 46%	11 46%	2 8%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	38%	5%	1%		
The school is well run.	25	16 64%	9 36%	0 0%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		60%	33%	3%	2%		

Appendix 3

The inspection team

Mervyn Jones	Reporting Inspector
Mary Dyas	Team Inspector
Jeremy Turner	Lay Inspector
Aimee Field	Peer Inspector
Rosalind Beck	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.