



*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**

**Ysgol Sant Curig  
College Road  
Barry  
Vale of Glamorgan  
CF62 8HQ**

**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

Ysgol Gynradd Gymraeg Sant Curig is situated in the town of Barry in the Vale of Glamorgan.

There are currently 433 pupils on roll, a number that has remained relatively stable during recent years. Approximately 24% of pupils come from homes where at least one parent speaks Welsh. There are very few pupils from ethnic minority backgrounds.

Pupils are taught in 15 classes, including two nursery classes. Including the headteacher, there are 18 full-time teachers and two part-time teachers working at the school. Welsh is the medium of teaching throughout the school.

Fourteen per cent of pupils are entitled to free school meals, which is lower than the average for the local authority and Wales.

Approximately 16% of pupils are on the additional learning needs register, including a very few who have statements of special educational needs.

The school was last inspected in January 2008. The current headteacher began in the role in September 2006.

The individual school budget per pupil for Ysgol Sant Curig in 2013-2014 is £3,082. The maximum per pupil in primary schools in the Vale of Glamorgan is £7,758 and the minimum is £2,718. Ysgol Sant Curig is in 41<sup>st</sup> place of the 48 primary schools in the Vale of Glamorgan in terms of the school budget per pupil.

## Summary

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

### Current performance

The school's current performance is good because:

- pupils make very firm progress during their time at the school;
- by the time pupils reach the end of the Foundation Phase, their oral standards in Welsh and English are excellent;
- pupils' standards of literacy and numeracy are consistently good across the school;
- nearly all pupils' commitment to learning during activities is excellent;
- the school plans extensive learning experiences that engage pupils of all abilities across the school;
- schemes of work for developing pupils' literacy skills are very effective; and
- in most lessons, teaching is robustly good with some excellent features.

### Prospects for improvement

Prospects for improvement are good because:

- the headteacher has a clear vision and high expectations for the school. She succeeds well in conveying that vision to staff, pupils, parents and governors;
- staff understand their roles and responsibilities well and work very effectively as a team, and have a positive effect on pupils' standards;
- teachers have a clear understanding of the school's strengths and areas for development; and
- the school development plan is a clear document that informs the school's work well.

## Recommendations

- R1 Ensure that pupils of higher ability attain appropriate standards
- R2 Evaluate and refine the planning process to ensure progression in key skills across the curriculum
- R3 Ensure that all of the school's stakeholders consider a full range of direct evidence when producing improvement plans

### **What happens next?**

The school will produce an action plan that shows how it will address the recommendations. Estyn will invite the school to prepare a written case study, describing the excellent practice that was seen during the inspection.

## Main findings

<b>Key Question 1: How good are outcomes?</b>	<b>Good</b>
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### Standards: Good

Pupils at Ysgol Sant Curig make consistent and sound progress during their time at the school. From a very early age, they contribute to class activities with increasing maturity and enthusiasm. They are confident, independent learners who are able to guide their own learning effectively. They have high expectations of themselves and they work together very well in group work sessions.

Pupils' oral standards in Welsh and English show very sound progress during their time at the school and, by the end of the Foundation Phase, they are excellent. Most pupils have a general and subject vocabulary that is increasingly rich, and pupils of all ages are able to discuss their work very effectively. They do this at length in small groups and publicly in front of the class. They are very aware of the different needs involved when chatting informally and presenting in a more formal way.

Nearly all pupils develop to become effective readers, in line with their age and ability. They are able to differentiate between different types of books, and are able to express an opinion about their content, and about their favourite authors. They are able to obtain information effectively from books and electronic sources to support their learning.

Standards of written Welsh in the Foundation Phase are generally good, and many pupils spell most words correctly and punctuate their work successfully. By the end of the phase, they are able to use the past tense and conjugated verbs confidently in pieces of work across the areas of learning. They also punctuate correctly and are able to correct their own work, and the work of others, effectively.

In key stage 2, pupils generally write correctly in Welsh and English in a wide range of forms. They vary their writing effectively in both languages, and their knowledge of the characteristics and rules of language is robust. They write at length across an appropriate range of subjects and different contexts. The best are able to create extended pieces of work which have a very correct syntax, and interesting content.

Most pupils develop their numeracy skills very well in the Foundation Phase. They develop a sound understanding of place value in two digit numbers, and are able to produce suitable graphs to record investigations. They are able to analyse the information in these graphs with increasing effectiveness.

The numeracy skills of pupils in key stage 2 are robustly good. They use suitable strategies to do mental calculations, and to solve number problems and measure. Many use their data handling skills well to collect, present and analyse information in various tables and graphs. In general, pupils succeed increasingly to use these skills in work across a number of areas of learning.

The standard of handwriting and presentation of work across the school is good.

Although most pupils come from non-Welsh speaking homes, pupils become confident and natural speakers very quickly. Welsh is the language in which they converse with each other, and they are able to chat fluently and easily in all situations. They take pride in their Welshness and develop a sound understanding of Welsh culture and heritage. This is a clear strength in the school.

Over the last two years, the school's general performance at the expected outcome 5 in the Foundation Phase has increased, moving the school from the lower 50% to the upper 50% in comparison with similar schools. In 2013, the school's performance in literacy and mathematical development placed it in the upper 50% in comparison with similar schools. The performance of more able pupils at outcome 6 placed it among the lower 50% of similar schools in 2012 and 2013. Performance in mathematical development has improved, moving the school from the bottom 25% of similar schools in 2012 to the lower 50% in 2013.

In key stage 2 in 2013, in comparison with similar schools, the school's overall performance improved, moving it to the top 25% at the expected level 4. In the three years prior to that, performance in Welsh, English and science varied, moving the school between the bottom 25% and the lower 50% of similar schools, while performance in mathematics has varied, moving the school between the lower 50% and upper 50%. In 2013, the performance of more able pupils at level 5 or above improved in Welsh and English. Performance in Welsh placed the school among the upper 50% of similar schools, and performance in English, mathematics and science placed it in the lower 50%.

There is no consistent pattern of underachievement among boys or pupils who are entitled to free school meals. Pupils with additional learning needs make consistently good progress towards their targets. The achievements of pupils of higher ability in the Foundation Phase and key stage 2 do not compare favourably with those of similar schools.

### **Wellbeing: Excellent**

Nearly all pupils' commitment towards learning during activities is excellent. In all lessons, they commit fully to their tasks and show exceptional enthusiasm. They are able to work together very maturely in groups, and respect and appreciate each other's contributions when discussing and completing tasks together.

All pupils have a clear understanding of what they need to do to live healthily. They enjoy taking part in the good choice of activities that are available, including analysing and evaluating their performance, for example by using tablets to film their activities.

The school council and the eco council are very enthusiastic and make a positive contribution in which the pupil's voice has a clear effect on school life. Pupils show great pride in their school and value opportunities to undertake specific responsibilities, along with recycling and energy saving activities.

On the whole, the school's attendance figures show slow but consistent progress over recent years. During the four years up to 2013, attendance levels have varied,

moving the school from being among the lower 50% of similar schools to the top 25%. Pupils appreciate the class and year rewards for high attendance. In general, pupils arrive at school punctually.

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

The school plans extensive learning experiences that engage pupils of all abilities across the school. Currently, the school is updating its long-term and medium-term plans to meet pupils' needs. Joint planning is effective and ensures that lessons are stimulating and that there is continuity and progression in pupils' learning.

Planning across the school for developing oral skills is excellent, and planning for reading and writing is good. The school has introduced a programme to develop writing in Welsh and English, and this has had a very positive effect on standards.

Provision is enriched well by a variety of educational visits and extra-curricular activities.

Provision for developing the Welsh language and Welsh dimension is excellent and is very prominent in all aspects of the school's work. The school provides varied and interesting opportunities to foster pupils' identity. The Cwricwlwm Cymreig has been integrated successfully across the curriculum. Effective use is made of interesting displays about Wales and Welshness across the school, and these include rich language to stimulate pupils.

The school promotes sustainable development effectively through practical activities, which include reducing waste, recycling, re-using, composting, use of rain water and gardening activities.

There is effective provision to enable pupils to learn about global citizenship in activities such as fair trade week and links with foreign countries.

### **Teaching: Good**

Across the school, teachers and assistants feed language of a very high standard to pupils. They have a very good relationship with pupils and their subject knowledge is good.

Teachers tailor activities effectively to pupils' needs and support pupils well, where necessary. Learning resources, including information technology, are used successfully to engage and maintain pupils' interest. As a result, many lessons are good and teachers build effectively on previous teaching.

In most lessons, teaching is consistently good with some excellent features. Lessons have an appropriate pace, and purposeful activities challenge pupils. Among the excellent features of teaching there are high expectations, and planning and preparation of resources are of a very good quality. Lessons have a clear structure, activities ignite pupils' imagination and enthusiasm, and there is a particularly good balance between guidance by teachers and pupil-led activities. In a very few lessons, teaching lacks pace.



Detailed oral and written feedback enables pupils to identify the next steps in their learning, and pupils' individual targets encourage them to improve their performance. There are various effective strategies across the school to support pupils to evaluate their work according to success criteria. However, in a very few lessons, success criteria are not shared sufficiently with pupils.

Parents/carers receive good information about their children's development.

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

Provision for pupils with additional learning needs is good. The school analyses a range of appropriate assessments to identify pupils' needs at an early stage. These arrangements are one of the school's strengths and the school has a range of effective plans to support pupils who need assistance with literacy and numeracy.

Pupils with specific needs receive suitable individual programmes, which ensure that they work towards their targets in order to make progress and move forward to the next stages in their learning. These are reviewed regularly and the school consults appropriately with pupils and parents as part of the process.

The school works successfully with external agencies, including the Educational Psychology and language therapy services.

All pupils receive purposeful care and guidance. Effective arrangements to develop pupils' moral and social values have been embedded throughout the school. The school has appropriate arrangements to promote eating and drinking healthily. Pupils are given a wide range of experiences to increase their fitness and keep fit through physical activities and after-school clubs.

The clear emphasis that the school places on fostering values such as honesty, fairness and respect towards others creates a positive ethos. Class and school assemblies support pupils' moral and spiritual development appropriately, and promote respect towards others.

The school's arrangements for safeguarding pupils meet statutory requirements and are not a cause for concern.

### **Learning environment: Good**

There is a happy and friendly ethos at the school. The headteacher and staff develop a supportive and caring community that has a positive effect on pupils' progress and wellbeing. There is a very good range of colourful displays along the vast corridors and in classrooms, which ensures a stimulating learning environment.

The school is an inclusive community in which all pupils have equal rights in all areas. All pupils are given the same opportunity to take part in activities. The clear emphasis on fostering values such as honesty, fairness and respect contributes well towards creating the school's familial and homely feel.

There are good resources at the school, which are used very effectively by staff in order to offer pupils' interesting and stimulating experiences.

The school is in a pleasant location and the buildings and grounds are well maintained. Although it is an old building, it is extensive and is used effectively to support and promote the learning of pupils of all ages. The school has ensured that appropriate learning areas are provided for the Foundation Phase curriculum, including outdoor areas, which enrich learning effectively.

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

The headteacher has a clear vision and high expectations for the school. She succeeds well in conveying that vision to staff, pupils, parents and governors. The purposeful leadership of the headteacher and the senior management team ensures that all aspects of school life have a positive effect on pupils' standards and wellbeing.

The staff are a highly effective team, and they show a full and active commitment to developing independent and mature learners who have high standards of spoken language. This is evident in all of the school's activities, and with pupils from all age groups. For example, all teachers and assistants feed and model language of a high standard when interacting with pupils; and pupils of all ages (and their parents) are given regular and effective opportunities to contribute to the process of planning work for the term. As a result, pupils are able to contribute very maturely to discussions about all aspects of school life, and do so in spoken language of a very high standard.

The school is an orderly community and has clear structures and policies. The teams that co-ordinate areas of learning across the school operate successfully. By working together effectively, they show a willingness to address issues that will ensure improvement in provision. By analysing a wide range of performance data, teachers have a clear understanding of the school's strengths and areas for development.

The governors are very supportive of the school's work, meet regularly and are aware of their responsibilities. They receive regular information through the headteacher's reports. Presentations on the school's performance data ensure that the governors have a sound knowledge of how performance compares with that of similar schools. Through membership of the curriculum sub-committee, some governors are challenging and critical friends in terms of the school's performance.

### **Improving quality: Good**

The school knows its strengths and areas for development well. The self-evaluation process is based clearly on evidence from monitoring lessons, scrutinising pupils' work, discussions with pupils and a detailed analysis of data. Staff, pupils and parents play an appropriate part in self-evaluating the school's standards and school life. For example, teachers consider pupils' and parents' opinions very effectively

when planning class activities, and there is opportunity for them to tailor learning appropriately. All staff have a thorough awareness of performance data, which enables them to identify the needs of individuals and cohorts of pupils well.

However, governors do not play enough of a part in the self-evaluation process.

The development plan is a clear document that informs the school's work. It includes success indicators, appropriate timescales and reasonable resources for attaining improvement targets. The senior management team, and teachers who are responsible for aspects of the plan, monitor progress against the identified targets carefully, and all members of staff understand their role in ensuring the necessary improvements. However, the process of reviewing the previous plan is not consistent enough, nor does it focus specifically enough on measuring progress against the success criteria. As a result, some elements of the current priorities are not based sufficiently on direct evidence.

### **Partnership working: Good**

The good relationship with parents raises their awareness of the school's work effectively.

There is very effective co-operation and planning between the school and the secondary school. Joint planning ensures that pupils make appropriate progress in the next stage of their education. In addition, the transition arrangements promote an effective transfer in terms of curricular development and pupils' wellbeing.

Teachers work effectively with primary and secondary schools in the area to moderate and standardise pupils' work, and to provide joint training. Regular visits between the local schools have been a very effective way of sharing good practice. For example, the school has shared its strategies for improving writing very effectively with other schools.

There are numerous links with the local community. One particular strength is the link with former pupils from the secondary schools, which expands pupils' learning experiences in after-school clubs and when transferring to the secondary school.

The school has a constructive relationship with the local authority and it takes appropriate advantage of the services that are available.

### **Resource management: Good**

There are enough teachers to deal appropriately with all aspects of the school's work. Effective use is made of staff's expertise, and assistants support teaching and learning well and make a valuable contribution to pupils' learning across the school. Teachers make effective use of their planning, preparation and assessment time, and the arrangements are managed well. The school gives due attention to the continuous professional development of all staff, and robust performance management processes and useful training support this successfully. The continuous professional development of all staff links clearly with the priorities in the school development plan. Staff observe each other and are given beneficial opportunities to discuss and emulate good practice.

The school is developing effectively as a learning community. There is a healthy culture of co-operation between all members of staff, and this is fostered successfully across the school. Through this, very purposeful use is made of staff's teaching strengths and interests, and this has a positive effect on provision and standards. The professional learning communities within the school and with the cluster of schools are having a positive effect on standards of literacy, numeracy and pupils' emotional wellbeing.

The governing body and finance sub-committee meet regularly and, with the support of the authority's finance officer, they monitor the budget carefully. This ensures a good supply of resources that respond to pupils' needs. The headteacher and governors manage their resources effectively and make appropriate budgetary decisions in line with the school's needs and priorities.

Considering the standards achieved by pupils and the quality of provision, the school provides good value for money.

## Appendix 1

### Commentary on performance data

Over the last two years, the school's overall performance at the expected outcome 5 in the Foundation Phase has improved, moving the school from the lower 50% to the upper 50% in comparison with similar schools. In 2013, the school's performance in literacy and mathematical development placed it in the upper 50% in comparison with similar schools. Pupils' performance in personal and social development has shown an improvement in the last two years, and has moved the school from the bottom 25% to the lower 50% of similar schools in 2013. The performance of more able pupils at outcome 6 in literacy and mathematical development has placed the school among the lower 50% of similar schools in 2012 and 2013. Performance in mathematical development improved, moving the school from the bottom 25% of similar schools to the lower 50% in 2013. The school's performance in personal and social development has placed it among the bottom 25% of similar schools over the last two years.

In key stage 2 in 2013, in comparison with similar schools, the school's overall performance improved, moving it to the top 25% of similar schools at the expected level 4. In the three years prior to that, performance in Welsh, English and science varied, moving the school between the bottom 25% and the lower 50% of similar schools, while performance in mathematics varied, moving it between the lower 50% and upper 50%. In 2013, the performance of more able pupils at level 5 or above improved in Welsh and English. Performance in Welsh placed the school among the upper 50% of similar schools, and performance in English, mathematics and science placed it in the lower 50%.

On the whole, there is no clear pattern of difference between boys' and girls' performance in the Foundation Phase or in key stage 2, although there is a tendency for girls in the Foundation Phase to perform better than boys at the higher levels (outcome 6).

In key stage 2, there is no difference between the performance of pupils who are entitled to free school meals and the remainder. In the Foundation Phase, those who are not entitled to free school meals achieve better than those who are entitled to free school meals. However, this gap closed significantly in 2013.

## Appendix 2

### Stakeholder satisfaction report

Denotes the benchmark – this is the total of all responses to date since September 2010.

	Number of responses Nifer o ymatebion	Agree Cytuno	Disagree Anghytuno	
I feel safe in my school.	105	102 97%	3 3%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	105	99 94%	6 6%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	105	97 92%	8 8%	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	105	104 99%	1 1%	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.	105	102 97%	3 3%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	105	99 94%	6 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.	105	102 97%	3 3%	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.	105	103 98%	2 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.	105	98 93%	7 7%	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.	105	92 88%	13 12%	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.	105	80 76%	25 24%	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	105	86 82%	19 18%	Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
		84%	16%	

## Ymateb i'r holiadur i rieni

Denotes the benchmark – this is the total of all responses to date 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.	62	46 74%	15 24%	1 2%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	62	48 77%	14 23%	0 0%	0 0%	0	Mae fy mhlentyn 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.	62	48 77%	12 19%	1 2%	0 0%	1	Cafodd fy mhlentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		72%	26%	1%	0%		
My child is making good progress at school.	62	46 74%	15 24%	0 0%	0 0%	1	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	62	26 42%	30 48%	2 3%	0 0%	4	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	46%	4%	1%		
Teaching is good.	62	46 74%	15 24%	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.	62	50 81%	11 18%	0 0%	0 0%	1	Mae'r staff yn disgwyl i fy mhlentyn 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.	62	40 65%	19 31%	2 3%	0 0%	1	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhlentyn yn ei ddysgu yn yr ysgol.
		47%	40%	6%	1%		
Staff treat all children fairly and with respect.	61	40 66%	14 23%	2 3%	0 0%	5	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		58%	34%	3%	1%		
My child is encouraged to be healthy and to take regular exercise.	62	35 56%	21 34%	1 2%	0 0%	5	Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		59%	36%	2%	0%		
My child is safe at school.	62	44 71%	16 26%	2 3%	0 0%	0	Mae fy mhlentyn yn ddiogel yn yr ysgol.
		66%	31%	1%	0%		
My child receives appropriate additional support in relation to any particular individual needs'.	57	30 53%	18 32%	1 2%	0 0%	8	Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		50%	35%	4%	1%		
I am kept well informed about my child's progress.	62	31 50%	27 44%	3 5%	0 0%	1	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		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.	62	36 58%	23 37%	3 5%	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.	62	26 42%	21 34%	3 5%	2 3%	10	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.	60	36 60%	21 35%	2 3%	0 0%	1	Mae'r ysgol yn helpu fy mhlentyn 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.	51	23 45%	11 22%	1 2%	0 0%	16	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.	61	23 38%	31 51%	1 2%	1 2%	5	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	39%	5%	1%		
The school is well run.	60	41 68%	15 25%	2 3%	1 2%	1	Mae'r ysgol yn cael ei rhedeg yn dda.
		60%	33%	3%	2%		

## Appendix 3

### The inspection team

Mr Terwyn Tomos	Reporting Inspector
Mr Anthony John Bate	Team Inspector
Richard Jones	Lay Inspector
Ms Jane Peate	Peer Inspector
Mrs Elizabeth Non Neave	Peer Inspector
Sian Owen	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.