



Arolygiaeth Ei Mawrhydi dros Addysg a Hyfforddiant yng Nghymru
Her Majesty's Inspectorate for Education and Training in Wales

A report on

**Llanfechain C.I.W. School
Llanfechain
Powys
SY22 6UQ**

Date of inspection: May 2016

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

Llanfechain Church in Wales Primary School is in Llanfechain, near Welshpool. There are currently 44 pupils on roll, including four of nursery age in the Foundation Phase class. The pupils are taught in two classes.

Currently, 11% of pupils are eligible for free school meals, which is much lower than the national average of around 20%. Nearly all pupils are of white British ethnicity and their first language is English. The school identifies approximately 21% of pupils as having additional learning needs, which is slightly lower than the national average (25%).

The school has an executive headteacher who is also responsible for leading two other local schools. She took up her post in April 2015. The school's last inspection was in June 2010.

The individual school budget per pupil for Llanfechain C.I.W. School in 2015-2016 means that the budget is £4,804 per pupil. The maximum per pupil in the primary schools in Powys is £7,431 and the minimum is £3,035. Llanfechain C.I.W. School is seventh out of the 84 primary schools in Powys in terms of its school budget per pupil.

Summary

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

Current performance

The current performance of the school is good because:

- All pupils make good progress from their individual starting points
- The school's caring ethos ensures that all pupils are happy and feel safe in school
- Pupils' behaviour in classes and around the school is very good
- Attendance levels compare well with those in similar schools
- A wide range of stimulating learning experiences meets the needs of nearly all pupils well
- Teaching is good
- The indoor and outdoor accommodation provides an attractive environment for learning

Prospects for improvement

The school's prospects for improvement are good because:

- The executive headteacher provides clear strategic leadership that focuses appropriately on improving outcomes and provision for all pupils
- The governing body is committed to improving its ability to challenge the school to improve
- As a result of new systematic process for self-evaluation, leaders have an accurate picture of the school's strengths and priorities for development
- The development plan has appropriate priorities that link well to self-evaluation findings
- Recent initiatives that focus on raising standards in literacy and numeracy are having a positive effect on standards
- The school's engagement with parents and the community is very strong
- The executive headteacher's work with two other local schools has brought about greater opportunities for effective partnership working

Recommendations

- R1 Improve pupils' spelling and the presentation of their work in key stage 2, particularly handwriting
- R2 Ensure that teachers challenge very able pupils consistently
- R3 Develop pupils' involvement in evaluating their own work, and that of their classmates, through consistent use of assessment for learning strategies
- R4 Further develop the governing body's role in contributing to self-evaluation and planning for improvement

What happens next?

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

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

Most pupils enter the school with skills, knowledge and understanding that are at the level expected from pupils of a similar age. Many pupils have well-developed oracy skills. During their time at the school, all make good progress from their individual starting points.

Throughout the school, nearly all pupils have very good listening skills. Most speak clearly and confidently. Many of the older pupils are articulate.

Nearly all pupils in the Foundation Phase develop their reading skills well. They develop a secure knowledge of letters and sounds and, by the end of Year 2, many decode challenging words and read with expression. They talk about their favourite authors and discuss characters and storylines confidently.

By the end of key stage 2, most pupils are fluent readers. They read accurately and expressively. Most describe a book's genre, plot and setting accurately, and describe characters by their personality as well as by their appearance. Older pupils are beginning to acquire and use higher order skills such as inference, skimming and scanning appropriately.

In the Foundation Phase, most pupils' writing develops well in line with their ability. Many form letters correctly, with even size and spacing. In their sentences, most use capital letters and full stops correctly. When writing independently, around half of pupils that are more able use vibrant adjectives to add flavour to their writing, for example 'In Wales there are glimmering seas, awesome red kites and spectacular waterfalls'. Most pupils spell regular words correctly. Where they misspell difficult words, their attempts are close approximations. They apply their literacy skills effectively. For example, most older pupils in the Foundation Phase write clear lists of the evidence they have found to show that aliens have visited the school garden, and they share these with their classmates.

Nearly all pupils in key stage 2 develop their literacy skills well. The majority write in correctly punctuated sentences that are usually organised into paragraphs appropriately. They spell familiar words accurately and use their knowledge of phonics to make recognisable attempts at more difficult words. However, a minority of pupils do not take enough care with spelling. The more able pupils write independently for a variety of purposes and adapt their style to suit their intended audience. They use evocative and adventurous vocabulary to enliven their writing. For example, 'Mr Hyde was outraged. He became a manipulative, psychotic lunatic ...' Overall, a majority of pupils do not take enough care to write neatly and the presentation of their work is often untidy.

Most pupils in key stage 2 apply their literacy skills effectively in many areas of the curriculum. For example, they write clear and well-reasoned predictions in science and explain the results of their investigations carefully. In their topic work, they write clear instructions for using an infra-red camera when exploring the rainforest.

In the Foundation Phase, pupils develop their understanding of mathematical ideas successfully. They apply their skills well in mathematics lessons. They add and subtract two-digit numbers accurately and solve word problems that involve doubling and halving. They describe the properties of three-dimensional shapes and, in other areas of learning, they read scales on thermometers, compare the size of children's feet, forearms and fingers and draw graphs to show pupils' favourite jam.

Most pupils in key stage 2 continue to make good progress in developing their mathematical skills. They read and write very large numbers accurately and have quick recall of number bonds and multiplication tables. They perform calculations with decimal fractions successfully and have a good understanding of shapes and symmetry. They use tablet computers competently to investigate how various two-dimensional shapes can be fitted together. Many use their numeracy skills well across the curriculum. For example, they compare the heights of the highest mountains in Wales and Peru and investigate the cheapest options for travelling around South America.

Throughout the school, nearly all pupils make good progress in learning the Welsh language. Most Foundation Phase pupils acquire a useful basic vocabulary of colours, foods, weather and the calendar. They count to 10 confidently. The good progress continues through key stage 2. They read and write competently and are developing good fluency in speaking Welsh. Most key stage 2 pupils give clear descriptions of themselves, their families and their likes and dislikes. They respond quickly and confidently to questions and are rarely at a loss for correct vocabulary.

All pupils with additional learning needs respond well to the extra support they receive and make good progress towards their individual targets.

The school consistently has very small numbers in the year groups at the end of the Foundation Phase and key stage 2. This can affect comparisons with other similar schools significantly.

Over the past three years, pupils' attainment at the expected and higher outcomes in literacy skills and mathematical development at the end of the Foundation Phase has been variable

In key stage 2, pupils' attainment at the expected level in English, mathematics and science has placed the school in the top 25% when compared with similar schools over the past three years. Attainment at the higher-than-expected level has shown a trend of improvement.

Because of the very small numbers of pupils involved, any comparisons of the relative performance of boys, girls and pupils who are eligible for free school meals is unreliable. However, nearly all pupils who are eligible for free school meals make appropriate progress towards their individual targets.

Wellbeing: Good

All pupils are happy and feel safe in school. They know whom to talk to if they have any concerns and are confident that staff will deal with these appropriately. They understand how to keep healthy by eating wisely and exercising regularly.

Nearly all pupils are enthusiastic and are fully engaged in their lessons. Nearly all make good progress in developing their social and life skills. They co-operate effectively with one another in groups and when working in pairs.

Pupils' behaviour is good. Nearly all show respect, care and concern for others and relate well to peers and adults. They show maturity and care when dealing with younger children.

Many pupils take an active part in school life. The school council, eco-committee and the 'Cryw Cymraeg' contribute positively to decisions that affect their life in school. Pupils' involvement with local organisations develops their awareness and understanding of their community effectively. For example, nearly all pupils have taken part in the 'Developing Llanfechain Playground' project. Their contribution to community activities, such as participating in concerts, services and community events, is a strong feature.

The school provides a range of school activities and extra-curricular experiences that enable pupils to develop their personal and social skills well.

Pupils' attendance is consistently good, placing the school in the top 25% of similar schools.

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

The school provides a wide range of stimulating learning experiences, which meet the needs of pupils well. Planning for developing pupils' skills is thorough and ensures effective continuity and progression for mixed-age classes. By involving pupils, staff ensure that learning experiences build on their interests well.

Teachers plan well to ensure that pupils acquire literacy and numeracy skills systematically and provide worthwhile opportunities for pupils to apply these skills across the curriculum. Many learning experiences enable pupils to develop independent learning, problem solving, decision-making and thinking skills appropriately.

There is good provision for developing pupils' Welsh language skills across the school. Careful planning ensures progression and continuity as pupils move through the school. Nearly all staff use Welsh regularly and encourage pupils to make suitable responses. Displays in corridors and classrooms promote relevant vocabulary well. All staff provide appropriate opportunities for pupils to learn about their locality and the history and culture of Wales. They make good use of the locality to study Welsh history and geography.

The school provides a good range of extra-curricular activities and makes effective use of the outdoor area to support learning for all pupils. Staff actively promote education for sustainable development and global citizenship. The enthusiastic eco-committee is developing its role effectively and involves the whole school community in its recycling initiatives.

Teaching: Good

Teachers and classroom assistants have very successful working relationships with their pupils and know them well. Teachers have good, up-to-date knowledge of the subjects they teach. Their lessons are carefully planned to provide pupils with interesting and often exciting opportunities to learn and develop. Teachers use a good range of approaches and maintain a brisk pace to their lessons. They make the learning objective clear and set success criteria that enable many pupils to evaluate their own progress realistically. Teachers use questioning skilfully in order to extend pupils' thinking. They challenge many pupils to achieve well, although they do not always stretch the most able enough. Learning support assistants work well alongside teachers and make a valuable contribution to learning, particularly in supporting pupils with additional needs.

In both classes, teachers provide effective written and verbal feedback. Their comments encourage pupils to do well and indicate to them how well they have met the learning objective for the lesson. Most pupils know their personal targets in English and mathematics, although their involvement in evaluating their own work, and that of their classmates, is at an early stage of development.

There are systematic procedures for assessing and tracking pupils' progress. Staff make effective use of a broad range of assessment opportunities to complement their day-to-day marking. They adapt their planning well in the light of these informal and formal assessment outcomes. Teachers make effective use of assessments to recognise when pupils require additional support and intervene promptly.

The school keeps parents and carers well informed about their children's progress and attainment. They attend two consultation meetings each year and receive detailed annual reports.

Care, support and guidance: Good

The quality of care, support and guidance offered to pupils contributes positively to their enjoyment of school and to their high levels of wellbeing. Relationships between staff, pupils, parents and friends are very positive and contribute strongly to the school's family-like ethos. The school makes appropriate arrangements for promoting healthy eating and drinking.

The school has effective partnerships with specialist services, such as speech and language therapists and the learning and behaviour support team. The school's police liaison officer visits each term to talk to children about a variety of issues that affect their learning and wellbeing, including how to use the internet safely.

Planning for personal and social education throughout the school is thorough. Pupils have opportunities to take responsibility for the health and wellbeing of their fellow pupils and they take pride in their roles. For example, they organise lunchtime clubs and games that benefit many pupils.

The school provides early and effective interventions and support for individuals with additional learning needs, enabling them to make good progress. Individual education plans are clear and specific. Pupils and parents contribute regularly to reviewing them. Staff provide good pastoral support for the notable number of pupils who join the school during the year. As a result, these pupils settle in quickly.

The school promotes pupils' spiritual, moral, social and cultural development effectively. Collective worship contributes significantly to the caring atmosphere of the school and meets statutory requirements.

All necessary health and safety measures are in place and appropriate risk assessments are completed when necessary. The school's procedures for safeguarding pupils meet requirements and give no cause for concern.

Learning environment: Good

The school has a caring ethos that is positive and supports the development of every pupil well. Staff and pupils treat everyone with respect, regardless of gender, social background, race or faith. All members of staff work closely together to celebrate pupils' talents and differences and to raise pupils' aspirations, self-esteem and self-confidence very successfully.

The school promotes positive attitudes and behaviour successfully. Extensive and vibrant displays in classrooms, corridors and communal areas celebrate pupils' achievements and provide a good focus for learning.

The school has adequate resources, including books and computers that meet pupils' needs and support their learning well. The accommodation is in good condition. The spacious open classrooms provide pupils with an attractive and well-maintained environment for learning. The extensive outdoor area provides a wide range of opportunities for creative play, such as the school garden, the well-maintained grassed areas and sports fields. All staff work effectively to promote an interesting range of activities in the outdoors. This is a strong feature of the school.

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

The executive headteacher provides clear strategic leadership that focuses appropriately on improving outcomes and provision for all pupils. She has high expectations of pupils and staff and a clear understanding of the school's strengths and areas for development. In the relatively short period since her appointment, she has made a number of key improvements to the school. For example, she has improved planning to ensure the successful development of pupils' skills in literacy and numeracy. The newly formed structure for management and responsibility has strengthened the staff team and supported them in working together to move the school forward.

All staff have up-to-date job descriptions. The school now has appropriate systems for the management of teachers' performance, with objectives that link well to school priorities for improvement. Regular meetings have a clear focus on improving pupils' standards and addressing school priorities.

The governing body meets regularly and fulfils all its statutory requirements. Regular reports from the executive headteacher ensure that they have a good understanding of pupils' learning experiences and the standards that they achieve. Around half of

the governing body have begun to make regular visits to the school. Their monitoring role is developing through specific training in how to conduct book scrutiny and focused learning walks. Consequently, they are in a better position to challenge the school to improve.

The school has responded well to national priorities. For example, it works effectively to improve the teaching and use of Welsh throughout the school and to develop pupils' literacy and numeracy skills.

Improving quality: Good

The school has recently established a systematic process for self-evaluation. This leads to the identification of specific priorities for improvement in the school's development plan. The comments and views of staff, parents, governors and pupils are a key part of this process. Leaders use a wide range of direct evidence, including analysing data, observing lessons and scrutinising pupils' work effectively to identify the school's strengths and areas to be developed. As a result, the current self-evaluation report provides an accurate picture of the school's strengths and priorities for development.

The school development plan contains a manageable number of relevant short and long-term priorities for improvement. These priorities indicate clearly detailed actions, success criteria, timescales and relevant financial costs for implementation. Members of staff take responsibility for overseeing specific elements of the plan and monitor their progress towards meeting targets regularly. Governors share responsibility for the development of the main priorities and discuss progress at every full meeting of the governing body. Progress in the current cycle is already leading to improvements in teachers' practice and pupils' learning experiences.

Partnership working: Good

The school has established a number of supportive partnerships that enrich pupils' learning experiences and outcomes. There is a strong partnership with parents, who support the school's work. The school communicates clearly and regularly with parents and welcomes comments and questions. The Friends of the School contribute well to the school's funding by buying additional resources, such as tablet computers for the pupils to use in class. There is a good partnership between the school and the local community. A number of visitors come to the school, for example to teach ballet to pupils and to run a lunchtime gardening club. This enriches pupils' learning experiences well and helps them to forge strong links with the community.

The executive headteacher's responsibility for two other local schools has brought about greater opportunities for partnership working. As a result, staff benefit from sharing good practice, which is improving teaching and learning.

A toddler group meets weekly in the school hall. The school liaises well with this group to introduce children to school gradually so that the children are more confident on transfer. Similarly, well-established transition arrangements with the local secondary school ensure that older pupils have a smooth transfer to the next stage in their education.

Effective partnerships with the cluster of local schools ensure consistency in standardising and moderating assessments and pupils' work. Staff are increasingly confident that their assessments are accurate when levelling pupils' work and sharing good practice among themselves.

Resource management: Good

The school has enough well-qualified and experienced staff. The executive headteacher deploys them effectively to make good use of their skills and to deliver the curriculum successfully. Learning support staff make a significant contribution to many aspects of the school's life and work. Staff use resources and the indoor and outdoor learning areas well to provide interesting learning opportunities for pupils. Teachers receive appropriate time for planning, preparation and assessment. Effective arrangements to manage the performance of staff lead to relevant training opportunities. For example, teachers have recently attended training in critical thinking. They have set up a network of professional practice to share their expertise in teaching and supporting pupils in using their problem-solving skills.

There is careful financial management within the school and the governing body provides good oversight of the school's spending. There are appropriate plans to reduce the current budget deficit. The school spends its Pupil Deprivation Grant appropriately to provide a nurture group to support vulnerable pupils. This is having a positive effect on their self-esteem and attitudes to learning.

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

Appendix 1: Commentary on performance data

There are very small cohorts in many of the years of Foundation Phase and key stage 2 performance data available for this school. Where this is the case, we do not include a table of performance data.

Further information is available from the Welsh Government My Local School website at the link below.

<http://mylocalschool.wales.gov.uk/index.html?lang=eng>

Appendix 2

Stakeholder satisfaction report

Responses to learner questionnaires

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.	24		24 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
			98%	2%	
The school deals well with any bullying.	24		23 96%	1 4%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			92%	8%	
I know who to talk to if I am worried or upset.	24		22 92%	2 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	24		22 92%	2 8%	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.	24		24 100%	0 0%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			96%	4%	
I am doing well at school	24		21 88%	3 12%	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.	24		24 100%	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.	24		23 96%	1 4%	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.	24		22 92%	2 8%	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.	24		22 92%	2 8%	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.	24		21 88%	3 12%	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	24		23 96%	1 4%	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.	24	19 79%	5 21%	0 0%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	24	20 83%	4 17%	0 0%	0 0%	0	Mae fy mhentyn yn hoffi'r ysgol hon.
		73%	26%	1%	0%		
My child was helped to settle in well when he or she started at the school.	24	21 88%	3 12%	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	18 75%	6 25%	0 0%	0 0%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		62%	34%	3%	1%		
Pupils behave well in school.	24	13 54%	11 46%	0 0%	0 0%	0	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		48%	47%	4%	1%		
Teaching is good.	24	16 67%	8 33%	0 0%	0 0%	0	Mae'r addysgu yn dda.
		62%	36%	2%	0%		
Staff expect my child to work hard and do his or her best.	24	16 67%	8 33%	0 0%	0 0%	0	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		65%	34%	1%	0%		
The homework that is given builds well on what my child learns in school.	23	12 52%	10 43%	1 4%	0 0%	1	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.
		50%	42%	6%	2%		
Staff treat all children fairly and with respect.	24	19 79%	5 21%	0 0%	0 0%	0	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		60%	34%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	24	13 54%	10 42%	1 4%	0 0%	0	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		60%	37%	2%	0%		
My child is safe at school.	24	13 54%	11 46%	0 0%	0 0%	0	Mae fy mhentyn yn ddiogel yn yr ysgol.
		66%	31%	2%	1%		
My child receives appropriate additional support in relation to any particular individual needs'.	23	13 57%	9 39%	1 4%	0 0%	1	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		56%	38%	4%	1%		
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 mhentyn.
		49%	41%	8%	2%		

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
I feel comfortable about approaching the school with questions, suggestions or a problem.	24	17 71%	7 29%	0 0%	0 0%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		62%	31%	5%	2%		
I understand the school's procedure for dealing with complaints.	23	11 48%	10 43%	2 9%	0 0%	1	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		49%	42%	8%	2%		
The school helps my child to become more mature and take on responsibility.	24	17 71%	7 29%	0 0%	0 0%	0	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		58%	40%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	16	11 69%	5 31%	0 0%	0 0%	7	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		52%	41%	5%	1%		
There is a good range of activities including trips or visits.	23	8 35%	14 61%	1 4%	0 0%	1	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		55%	39%	6%	1%		
The school is well run.	24	16 67%	8 33%	0 0%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		62%	33%	3%	2%		

Appendix 3

The inspection team

Mr Christopher Ian Dolby	Reporting Inspector
Mrs Mary Elspeth Dyas	Team Inspector
Miss Sarah Chandler (Acting Headteacher)	Nominee
Mr Terry James Davies	Lay Inspector
Mr David Stephen Lloyd	Peer Inspector

Copies of the report

Copies of this report are available from the school and from the Estyn website (www.estyn.gov.wales)

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
- 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
- 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 eligible for 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 eligible for 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 eligible for 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.