



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

**Gilwern C.P. School
Cae Meldon
Gilwern
Abergavenny
Monmouthshire
NP7 0AY**

Date of inspection: January 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.

Every possible care has been taken to ensure that the information in this document is accurate at the time of going to press. Any enquiries or comments regarding this document/publication should be addressed to:

Publication Section
Estyn
Anchor Court, Keen Road
Cardiff
CF24 5JW or by email to publications@estyn.gov.uk

This and other Estyn publications are available on our website: www.estyn.gov.uk

© Crown Copyright 2014: This report may be re-used free of charge in any format or medium provided that it is re-used accurately and not used in a misleading context. The material must be acknowledged as Crown copyright and the title of the report specified.

Publication date: 01/04/2014

Context

Gilwern Community Primary School caters for pupils aged four to eleven years. The school is near the town of Abergavenny in Monmouthshire. It serves the village of Gilwern and the surrounding area, including the communities of Clydach and Llanelli Hill. There are 181 pupils on roll, taught in seven classes.

Around 13% of pupils are entitled to free school meals and approximately 12% of pupils have additional learning needs. These figures are below the national average. A very few pupils have statements of special educational needs. Nearly all pupils are white British. A very few pupils speak Welsh at home.

The headteacher has taught at the school since 1993 and been in post as headteacher since 2000. The school was last inspected in 2008.

The individual school budget per pupil for Gilwern C.P. School in 2013-2014 means that the budget is £3,498 per pupil. The maximum per pupil in the primary schools in Monmouthshire is £5,444 and the minimum is £2,856. Gilwern C.P. School is 15th out of the 31 primary schools in Monmouthshire in terms of its school budget per pupil.

Summary

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

Current performance

Current performance is good because:

- most pupils make good progress as they move through the school;
- most pupils have good oracy, reading and writing skills;
- standards of pupil wellbeing are good;
- the school provides a good range of exciting and creative learning experiences;
- the quality of teaching is good; and
- provision for pupils with additional needs is effective.

Prospects for improvement

Prospects for improvement are good because:

- the senior leadership team leads the school well;
- school leaders use the information from self-evaluation effectively to produce clear and detailed school improvement plans;
- school improvement focuses on pupil outcomes successfully; and
- the school has a range of useful partnerships that help improve provision and pupil standards effectively.

Recommendations

R1 Raise standards in pupils' use of the Welsh language

R2 Improve pupils' numeracy and information and communication technology (ICT) skills across the curriculum

R3 Ensure that planning and provision for science enable all pupils to achieve highly

R4 Provide all staff with up-to-date, accurate job descriptions that clearly define their roles and responsibilities

What happens next?

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

Main findings

Key Question 1: How good are outcomes?	Good
---	-------------

Standards: Good

Most pupils begin school with language, literacy, numeracy and personal and social skills that are appropriate to, or above, those expected for their age. Most pupils make good progress as they move through the school.

In the Foundation Phase, most pupils listen carefully. They speak clearly and respond to questions appropriately. At the end of key stage 2, most pupils have good speaking and listening skills. They speak with increasing confidence to adults and each other. For example, older pupils in key stage 2 use a wide vocabulary to explore and explain their ideas. Nearly all pupils maintain good concentration during lessons.

In the Foundation Phase, most pupils are able to read at a level expected for their age. They enjoy reading and talk confidently about characters and authors they like. Most pupils use their phonic skills effectively to read unfamiliar words. By the end of key stage 2, most pupils' reading skills are good. They read with appropriate fluency and expression. Many older pupils use higher order reading skills, such as skimming and scanning, well to gather information from non-fiction texts.

Most pupils' writing develops well as they progress through the school. By the end of Foundation Phase, many pupils write for a range of purposes, using 'wow' words for description and 'bossy' words for instructions effectively. They use a good range of strategies linked to their knowledge of phonics to help them spell unfamiliar words efficiently. In key stage 2, most pupils make good progress in developing their writing skills. They write well using a comprehensive range of styles, such as diary entries, recounts and descriptions. A few more able pupils use adventurous vocabulary successfully to produce interesting and humorous pieces of written work. Most pupils apply their writing skills well across the curriculum.

Most pupils' number skills are good. At the end of Foundation Phase, most pupils in Year 2 have good recall of simple multiplication tables and use mental strategies effectively to add and subtract. By the end of key stage 2, most pupils apply their number skills successfully to problem solving activities. They draw and measure angles with appropriate accuracy. However, pupils do not always use their numeracy skills well enough in other subjects, such as science.

Many pupils have suitable ICT skills and use these effectively to communicate information in the form of text, images and sound. However, pupils do not use spreadsheets and databases well enough.

At the end of Foundation Phase, most pupils understand a range of simple Welsh words and phrases. They respond to simple questions using a range of common sentence patterns appropriately. In key stage 2, a minority of pupils answer and ask questions in the present tense confidently. Very few pupils read with appropriate understanding or write well enough independently.

Many pupils across the school achieve good standards in their thinking skills. They use thinking strategies, such as 'thinking hats', to evaluate elements of the school's provision confidently.

Pupils with additional learning needs make good progress towards achieving the targets set for them.

In the Foundation Phase, performance in 2013 at the expected outcome 5 is higher than in 2012 in literacy and mathematical development. Over the last two years, performance has improved, moving the school from the lower 50% to the higher 50% of similar schools in both areas of learning.

In 2013, at the higher than expected outcome, for its performance in mathematical development, the school remained in the top 25% of similar schools. Performance in literacy improved, moving the school from the lower 50% in 2012 to the higher 50% in 2013.

In key stage 2, performance at the expected level is good in English, mathematics and science. With the exception of 2012 when school was in the lower 50% for all indicators, nearly all results have placed the school in the higher 50% when compared to similar schools over the last four years. In 2013, the school was in the top 25% for all three subjects.

Over the last four years, performance at the higher than expected level has placed the school consistently in the higher 50% for nearly all indicators, when compared to similar schools.

Wellbeing: Good

Nearly all pupils understand how to stay fit and keep healthy. Most pupils feel happy and safe in school. Nearly all pupils' behaviour in lessons and on the playground is good. Older pupils work successfully as peer mediators to support others who may occasionally feel sad or unhappy. Many older pupils act responsibly as house captains, classroom monitors and head boy and girl. Play leaders from upper key stage 2 organise games and activities at break times to engage younger pupils successfully.

Most pupils work well on their own, in pairs and in groups. They are motivated to learn and speak confidently about their work and their future. Nearly all pupils are courteous and polite and relate well to adults and each other.

Most pupils express their opinions confidently through the school council, eco-committee and pupils' rights group. Nearly all pupils understand their rights and responsibilities well, feel valued and know their views make a difference. For example, the school addressed the pupils' request for peer mediators successfully. Nearly all pupils are proud of their school and many make a significant contribution to the community through a range of organised activities such as fundraising and musical events.

Nearly all pupils arrive punctually. Attendance is improving slowly. It is around the average when compared to that of similar schools.

Key Question 2: How good is provision?	Good
---	-------------

Learning experiences: Adequate

The school provides a good range of exciting and creative learning experiences that interest and challenge nearly all pupils. The school's long term planning for the Foundation Phase and key stage 2 provides suitable coverage of all subjects and areas of learning. However, in a few classes, teachers do not make enough use of these plans to ensure that pupils have appropriate opportunities to develop their science and Welsh language skills.

The school's focus on providing good quality support for pupils who need extra help with their learning, including grouping pupils by ability for mathematics, has a positive impact on standards. The school's wide range of extra-curricular activities has a positive effect on pupils' wellbeing and enhances the taught curriculum.

Planning to develop pupils' literacy skills is good and meets the needs of most pupils well. The school is making appropriate progress in developing pupils' numeracy skills across the curriculum. Overall, provision for ICT is appropriate. However, pupils have too few opportunities to develop their understanding of spreadsheets and databases. The school makes good use of a range of thinking strategies to develop problem-solving skills.

The school's provision for developing pupils' understanding of the Welsh culture is good. However, a few classes do not teach Welsh consistently for enough time each week to enable pupils to make sufficient progress. There are too few opportunities for pupils to use their Welsh language skills outside of Welsh lessons.

The school promotes education for sustainable development successfully. This helps pupils gain a good knowledge and understanding of why everyone needs to recycle, reduce waste and save energy. Nearly all pupils develop a good understanding of the wider world through the school's work with a range of international partnerships. For example, pupils contact pen friends in an Indian school and exchange written work using electronic mail.

Teaching: Good

All staff have good working relationships with pupils. Teachers plan interesting lessons that have appropriate pace and engage pupils in their learning successfully. Most teachers share learning objectives with pupils well. They provide suitable levels of challenge to pupils and match learning activities to pupils' abilities effectively. Learning support assistants make a significant contribution to the quality of pupils' learning.

Most teachers use effective questioning techniques that help pupils reflect on their learning. All teachers mark pupils' work regularly and comment positively on pupils' achievements. They usually provide pupils with feedback on their work. However, in a few cases, this does not focus well enough on giving pupils useful information on how to improve.

Staff use an electronic tracking system to monitor pupils' progress in all subjects and areas of learning appropriately. They use this information to inform future learning objectives effectively. They use the tracking system to record the progress of specific groups of learners, but do not always evaluate this data well enough.

The school provides comprehensive reports that provide clear information to parents and carers about their children's achievements.

Care, support and guidance: Good

The school has effective arrangements to promote pupils' spiritual, moral, social and cultural development. Visitor, pupil and teacher led collective worship support these well.

The school has thorough processes to promote good behaviour. An effective and consistently applied 'traffic light' system of sanctions and rewards reinforces positive behaviour. Nearly all pupils understand this system and its consequences well.

A suitable range of outside agencies, such as local firefighters and police, make a valuable contribution to pupils' wellbeing. The school has detailed policies for personal and social and sex education. The school nurse service provides appropriate guidance to pupils on these areas. The school has beneficial links with a range of outside agencies, including the education psychology and speech and language services. These ensure that pupils receive useful help and support when needed.

Provision for pupils with additional needs is effective. Support groups meet the needs of individuals and groups of pupils well. Individual education plans are clear and provide helpful guidance for pupils and parents. They are reviewed and updated regularly and help to ensure that pupils make sound progress.

The school's arrangements for safeguarding pupils meet requirements and give no cause for concern. The school makes appropriate arrangements for promoting healthy eating and drinking.

Learning environment: Good

The school creates a very open and inclusive community through its aims and objectives, based on the United Nations Rights of the Child. These inform pupils about their rights and responsibilities very effectively. This has a positive impact in developing pupils' mutual respect, care of the environment and self-confidence. All pupils have equal access to all aspects of school life.

The accommodation provides a stimulating learning environment. Staff ensure that classrooms and teaching areas in the school are decorated well and maintained to a good standard. The school has a good range of teaching resources that support learning and teaching well. The school has developed its large site effectively to promote pupils' physical development and their knowledge and understanding of the environment. Teachers use the space well as an outdoor teaching and learning area.

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

Good

Leadership: Good

The senior leadership team leads the school well. Senior leaders work together effectively to set a clear direction for the school. They receive valuable support from other teachers and support staff with leadership roles. Leaders have managed recent changes to the senior leadership team well, enabling the school to continue to run effectively. However, job descriptions do not outline individual responsibilities well enough. As a result, leaders are not always able to hold staff to account for their actions well enough.

Leaders and managers make sound use of performance data to monitor pupils' performance. Performance management systems include all staff effectively. Senior leaders use these processes to set suitable staff targets that link to school improvement successfully.

Governors fulfil their statutory duties well. They are knowledgeable about the school's performance data, its strengths and shortcomings. They challenge the school about the quality of its provision and pupils' standards appropriately.

The school has made suitable progress against meeting national and local priorities. The Foundation Phase is well established and the school is addressing the introduction of the national literacy and numeracy framework appropriately.

Improving quality: Good

Self-evaluation and school development planning are important and regular parts of the school's working life. Most staff make a valuable contribution to self-evaluation. They use a wide range of activities successfully, including lesson observations, scrutiny of pupils' work and a suitable analysis of data. This gives them a generally clear picture of the school's strengths and shortcomings. However, leaders are not always critical enough of the quality of some of the school's provision. This has led to insufficient provision for Welsh and science in a few classes. A strong feature of self-evaluation is the contribution that pupils make through surveys and discussions.

Leaders and managers use the information from self-evaluation effectively to produce clear and detailed school improvement plans. These focus on pupil outcomes well. Priorities for improvement are clear and measurable. They have appropriate finance, timescales and resources allocated to them. Leaders monitor initiatives well and review progress against the targets set appropriately.

At the end of each year, school leaders evaluate the impact of the previous year's improvement plan effectively. Previous plans have resulted in recent improvements in standards of mathematics, reading and pupils' wellbeing.

Partnership working: Good

The school has a range of useful partnerships that help improve provision and pupil standards effectively.

Parents support the school well in a number of ways. Many volunteer to help with reading, games and sports. This has a positive effect on the standards pupils achieve. The parents' association organises a range of successful events. It has collected considerable sums of money over recent years. The school uses the funds to improve provision for ICT and games and to pay for trips and visits. These resources and visits such as the pupils' visit to a local heritage site enrich the curriculum effectively.

The school works well with the local playgroup. Staff visit the setting to meet practitioners and discuss children's wellbeing. The deputy headteacher provides useful support to the playgroup about numeracy. This partnership provides the school with more accurate entry data and helps pupils to settle into school easily. The school's partnerships with local high schools are successful in helping to ease the pupils' transition to secondary education.

Links with local businesses have provided the school with valuable funds to improve the range and quality of reading materials. These are starting to have a positive impact on raising pupils' performance, especially boys' reading.

Connections with other schools in Wales have led to a worthwhile project focused on wellbeing that has helped to raise the self-esteem and confidence of vulnerable pupils.

Resource management: Good

The school deploys teachers effectively. It makes good use of their knowledge and skills to deliver the curriculum successfully. Support staff make a significant contribution to many aspects of the school's life and work. All staff work together well to plan stimulating activities and experiences for pupils and to raise standards.

Most staff take advantage of a wide range of training, both by colleagues and external providers. This has a good influence on developing staff confidence to teach numeracy and literacy effectively and has had a positive impact on improving pupil standards and wellbeing. Arrangements for planning, preparation and assessment time are appropriate.

The school is involved in successful projects across the local authority and consortia. For example, the deputy headteacher's participation in the 'outstanding teacher project' has benefitted the school by improving resources and raising pupils' standards of mathematics.

The headteacher and the governing body manage the budget to meet the priorities outlined in the school improvement plan effectively. Pupils benefit from a wide range of suitable learning resources and from an interesting and stimulating learning environment. The school has carried over a significant budget surplus for the last three years. School leaders' plans to reduce the surplus lack clarity. However, current indications are that the surplus will reduce in this financial year, to appropriate levels.

In view of the standards that pupils achieve, the effective teaching in the school and the strong leadership, the school provides good value for money.

Appendix 1

Commentary on performance data

In 2013, the percentage of pupils who achieved the expected outcome 5 and the higher outcome 6 at the end of the Foundation Phase was above the average for the family of similar schools in literacy, mathematical development and personal and social development.

In the Foundation Phase, performance in 2013 at the expected outcome 5 was higher than in 2012 in all three areas of learning. Over the last two years, performance has improved, moving the school from the lower 50% to the higher 50% of similar schools. At the higher outcome 6, performance in 2013 was higher than in 2012 in literacy and personal and social skills. In literacy, the school improved from the lower 50% of similar schools in 2012 to the higher 50% in 2013. In personal and social skills, school remained in the higher 50% and in mathematical development remained in the top 25% of similar schools.

In the Foundation Phase in 2013, there was no significant difference in the attainment of boys and girls at the expected outcome 5. The performance of girls at the higher level was significantly better than that of boys in language, literacy and communication and personal and social development, but boys did better than girls in mathematical development at the higher level. There is little difference in the performance of pupils entitled to free school meals and that of their peers.

In 2013, the percentage of key stage 2 pupils who achieved the expected level 4 and the higher level 5 was above the family average in English, mathematics and science.

In key stage 2, performance at the expected level 4 has shown no real trend over the last few years. With the exception of 2012 when school was in the lower 50% for all indicators, nearly all results place school in the higher 50% when compared to similar schools. At the higher than expected level 5, performance over the last four years has placed the school in the higher 50% for nearly all indicators, when compared to similar schools.

In key stage 2 in 2013, there was no significant gender difference in any subject and no significant difference in the performance of pupils entitled to free school meals and that of their peers.

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.	86	86 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	86	76 88%	10 12%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	86	85 99%	1 1%	Rwy'n gwybod pwy i siarad ag ef/â hi os ydw I'n poeni neu'n gofidio.
		97%	3%	
The school teaches me how to keep healthy	86	85 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.	86	84 98%	2 2%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	84	83 99%	1 1%	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.	86	86 100%	0 0%	Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddysgu a gwneud cynnydd.
		99%	1%	
I know what to do and who to ask if I find my work hard.	86	85 99%	1 1%	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.	83	73 88%	10 12%	Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol.
		91%	9%	
I have enough books, equipment, and computers to do my work.	86	82 95%	4 5%	Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
		95%	5%	
Other children behave well and I can get my work done.	85	69 81%	16 19%	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	85	77 91%	8 9%	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	13 52%	11 44%	1 4%	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.	25	17 68%	8 32%	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.	25	12 48%	13 52%	0 0%	0 0%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	25	6 24%	16 64%	1 4%	0 0%	2	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	46%	4%	1%		
Teaching is good.	25	13 52%	10 40%	2 8%	0 0%	0	Mae'r addysgu yn dda.
		60%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	25	15 60%	10 40%	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.	25	8 32%	15 60%	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.	25	12 48%	10 40%	3 12%	0 0%	0	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.	25	16 64%	8 32%	1 4%	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	16 64%	9 36%	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'.	25	11 44%	11 44%	1 4%	1 4%	1	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		50%	34%	4%	1%		
I am kept well informed about my child's progress.	25	10 40%	12 48%	3 12%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		49%	41%	8%	2%		
I feel comfortable about approaching the school with questions, suggestions or a problem.	25	12 48%	9 36%	3 12%	1 4%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		62%	31%	4%	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 understand the school's procedure for dealing with complaints.	25	9 36%	12 48%	2 8%	1 4%	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.	25	13 52%	11 44%	0 0%	0 0%	1	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.	23	9 39%	9 39%	0 0%	0 0%	5	Mae fy mhlentyn wedi'i barato'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.	25	13 52%	11 44%	1 4%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	38%	5%	1%		
The school is well run.	24	12 50%	10 42%	0 0%	1 4%	1	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	33%	3%	2%		

Appendix 3

The inspection team

Andrew Thorne	Reporting Inspector
Richard Hawkley	Team Inspector
Rhiannon Boardman	Lay Inspector
Bethan Hocking	Peer Inspector
Roger Guy	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.