



*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 Gymraeg Treganna  
Radnor Road  
Canton  
Cardiff  
CF5 1RB**

**Date of inspection: January 2012**

**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

This Welsh-medium county primary school was established in 1987 in the current building, with only one class, as one of a group of designated Welsh-medium schools serving the city and county of Cardiff.

Now, there are 208 pupils on roll, arranged in seven classes in the school. There are five classes in the main building, one class in a cabin, and one class located on the ground floor of a school that shares the site with Ysgol Treganna.

Almost all the pupils come from the Canton area in west Cardiff. The area is described as one that is neither prosperous nor economically disadvantaged.

At present, there are 14 pupils on the special educational needs register and none of the pupils has a statement of educational needs.

Fifty-nine per cent of pupils come from homes where English is the main language; at present, 80% of pupils speak Welsh as a first language or to an equivalent standard. Approximately 15% of pupils are from an ethnic background.

Two point eight eight (2.88%) per cent of pupils are entitled to free school meals, which is considerably lower than the national average.

The school was last inspected in April 2006.

The individual school budget per pupil for Ysgol Gymraeg Treganna in 2011-2012 is £3,217 per pupil. The maximum per pupil in primary schools in Cardiff is £19,708 and the minimum is £2,828. Ysgol Gymraeg Treganna is in 78th place out of the 116 primary schools in Cardiff in terms of the school budget per pupil.

In June 2011, plans were passed for a new school by Cardiff County Council. The new school will be built on a new site by 2013.

## Summary

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

### Current performance

Ysgol Treganna's current performance is good because:

- pupils are developing into independent, confident learners who achieve consistently high standards;
- nearly all pupils at the school take a lively interest in their work, and listen and respond in an excellent way in the sessions;
- pupils' behaviour is especially good at all times;
- in general, teachers' assessment results at the end of key stage 1 and key stage 2 at the expected levels show good and consistent progress;
- the school's processes for identifying, understanding and responding to pupils' needs are excellent;
- the school's schemes of work ensure effective progress and progression in pupils' work; and
- the school's teachers are very committed and the teaching is good with some excellent features.

### Prospects for improvement

The school's prospects for improvement are good because:

- under the headteacher's guidance, the school has a clear and agreed vision for the school's direction and values;
- the management team offers effective leadership based on a firm understanding of the school's performance;
- strategic plans are having a very positive impact on standards, wellbeing and provision across the school;
- the school's standards show general progress over the last five years; and
- the school improvement plan is linked clearly to the self-evaluation process, and identifies specific priorities for moving the school forward.

## Recommendations

In order to improve, the school needs to:

- R1 ensure that teachers' assessment results at the end of key stages reflect the high standards of the most able pupils.
- R2 ensure that the external area is organised suitably for Foundation Phase activities;
- R3 strengthen the role of the governing body in identifying and monitoring the school's standards and attainment; and
- R4 ensure more effective monitoring of the progress of the priorities of the school improvement plan through lesson observations.

### **What happens next?**

The school will produce an action plan in order to respond to the recommendations. Estyn will invite the school to produce a written case study, describing the excellent practice identified during the inspection.

## Main findings

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

Good

#### Standards: Good

Pupils at Ysgol Treganna make very strong progress during their period at the school, and are developing into increasingly independent and confident learners who consistently achieve high standards.

In the Foundation Phase and key stage 2, most pupils show a good understanding of their own learning across a wide range of subjects, and understand what they need to do in order to improve. Nearly all pupils reach their full potential during lessons and in their work books. The standards of the most able pupils are very high, but this is not reflected in teachers' assessment results at the end of Year 2 and Year 6.

Nearly all pupils are very confident when communicating orally in Welsh and English. They can talk clearly and at length about their work and informally in various situations by using increasingly rich vocabulary.

The reading skills of most pupils are developing effectively. In key stage 2, they are reading fluently, accurately and intelligently in Welsh and English. They can discuss the content of books effectively, express an opinion about them and discuss their favourite authors.

Across the school, most pupils can write at length to a high standard in Welsh and English. Most pupils' handwriting and presentation of work is neat and well organised, and they are very successful in using key skills in areas across the curriculum.

Teachers' assessment results of the expected levels in key stage 1 (level 2 or above) in Welsh show good, consistent progress over a period of five years, while standards in mathematics and science are consistently high. The school's results are regularly higher than the averages for the family of schools and for Wales, and are considerably higher than expected. In mathematics and science, in comparison with similar schools in terms of the proportion of pupils entitled to free school meals, the school is in the top 25%, while performance in Welsh is within the lower 50%. Taking the three subjects together, the school has been in the upper 50% for five years, except for 2009, when it fell to be among the lower 50%.

Teachers' assessment results of the expected levels in key stage 2 (level 4 or higher) in Welsh, mathematics and science show consistent and good progress over the last five years, and results in English over the last three years are excellent. The results were significantly higher than expected in this period. In comparison with similar schools in terms of the proportion of pupils entitled to free school meals, the school has been among the top 25% in English over the last three years and in the upper 50% in mathematics, although performance in Welsh and science placed the school among the lower 50% in 2011. Taking the school's performance in Welsh or English, mathematics and science together, the school has been among the upper 50% of similar schools for four years.

In key stages 1 and 2, teachers' assessment results at the higher levels than expected (level 3 and higher in key stage 1 and level 5 in key stage 2) were considerably lower than the averages for the family of schools and for Wales.

In general, there is no pattern of difference in achievement between boys and girls, except in the higher levels in Welsh and science in key stage 1, and mathematics in key stage 2.

Pupils with additional learning needs are making good progress, and succeeding in meeting the targets set for them. Pupils who are entitled to free school meals, and those from a minority ethnic background, succeed to the same degree as the remainder of pupils at the school.

### **Wellbeing: Good**

Nearly all the school's pupils take a lively interest in their work, by listening and responding in an excellent way during sessions. They feel safe at school.

Pupils' behaviour is especially good at all times. They show respect for one another and for adults, and they work together very effectively in the class. This respect is also to be seen in the playground, and at lunchtime, despite the limited play area.

The latest attendance levels are 95.9%, which is higher than the local and national averages, and a small increase on the school's previous levels. In comparison with similar schools in terms of the number of pupils entitled to free school meals, the school is among the upper 50%.

Pupils are aware of the importance of eating healthily. Foundation Phase pupils benefit greatly from activities to grow and cook vegetables in the school allotment. All pupils enjoy regular cookery classes, in which there is an emphasis on healthy foods.

In general, pupils are aware of the importance of keeping healthy. In addition to physical education lessons, in a local leisure centre, they benefit from after-school club activities, for example the football club, and netball. They also enjoy taking part in competitions with local schools.

Pupils benefit from the close link with a number of organisations, agencies, businesses and individuals, which develop a range of social and personal skills. These links prepare them effectively for life outside school. Pupils benefit from taking part in public events in centres in the local community and beyond, for example Urdd eisteddfod activities.

Through the activities of the school council and the eco committee, pupils of all ages have a positive influence on the work of the school.

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

The school plans carefully in order to provide a wide range of appropriate learning activities for all pupils. The provision for more able and talented pupils challenges

them and extends them effectively. The Foundation Phase staff are effective in planning jointly to ensure progression and continuity from one year to the next.

The whole school plans, along with individual teachers' plans, ensures that there is robust development and progression in key skills across the curriculum. Teachers provide a variety of opportunities for pupils to develop their talking, listening and reading skills, and there are very effective systems for tracking progress. The school makes very effective use of ancillary staff to support reading.

Teachers set suitable homework on the school's website, with guidance in English for parents. This, along with the wider use of the website to support learning, is an obvious strength in the school, and is praised greatly by parents.

The Welsh dimension underpins the school's ethos and permeates all activities. The school provides a wealth of opportunities for pupils to perform and compete, as well as to take part in extra-curricular activities that enrich the curriculum.

The school provides good experiences that promote pupils' knowledge of sustainable development and global citizenship. One particular feature of the provision is the cookery lessons in the junior section, which enriches pupils' understanding of eating healthily and how to prepare food, in addition to improving their awareness of cultures and historical periods.

### **Teaching: Good**

Across the school, teaching is good, with some excellent aspects. Teachers respond very intelligently to pupils' needs and in the best classes pupils have opportunities to take responsibility for their learning by making their own decisions and working independently.

Teachers have a good understanding of the requirements of the curriculum and various strategies to promote pupils' independence in a number of aspects of the curriculum. In almost all of the lessons observed, teachers and other adults stimulated pupils by providing regular opportunities for pupils to self-assess their work and their peers' work. Assessment for learning processes are well rooted in the school, and are implemented consistently and increasingly effectively in every class.

All teachers have high expectations of pupils and they are very committed and work hard to ensure high standards. They prepare tasks that are suitable for the ability range in each class, including extended and challenging work that meets the needs of more able pupils. The practice of encouraging pupils to choose the task that is most suitable for them is one of the strengths of the teaching and places responsibility on them to challenge themselves. The pace of lessons, probing questioning and teachers' enthusiasm contribute successfully to developing independent learners. Support staff are used effectively in all classes.

The school has effective assessment procedures that record clearly each pupil's attainment. They also identify opportunities for extending more able and talented pupils. However, teachers' end of key stage assessments do not record accurately the high standards of the most able pupils.

Reports to parents meet the statutory requirements.

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

This is a very inclusive school. The formal, rigid process of identifying, understanding and responding to pupils' needs is excellent. Teachers work together very effectively to use a wide range of methods and sources of information in order to identify personal and educational needs, and they respond effectively and in a timely manner. As a result, the school succeeds in targeting help and support very effectively.

There is comprehensive provision for pupils with additional learning needs, including more able and talented children. The teachers and the special educational needs co-ordinator identify needs quickly. Through regular assessments, a close eye is kept on their progress and suitable improvement targets are set for them. Parents have an active role in all the processes. Very effective use is made of ancillary staff to support these pupils. The school makes effective use of specialist services such as the local authority's partnership co-ordinator, advisory teachers and occupational therapists.

Healthy living is promoted as part of the Healthy Schools scheme. The school council is active and influences aspects of school life.

Joint worship encourages pupils to reflect on their own lives and those of other people and to discuss values such as perseverance and respect.

The school promotes a positive attitude towards behaviour effectively, and pupils' moral, social and cultural development is developed well.

### **Learning environment: Good**

The school offers a welcoming, colourful and attractive environment with a safe, family ethos. All pupils have equal access to the curriculum and to all areas of the provision.

The displays in the hall and in the classrooms are purposeful and striking, and they support pupils' learning. There are good resources in the classrooms in order to meet the requirements of areas of the curriculum. Although the condition and lack of space in the building are a cause of concern for a number of parents and school staff, they do not have an adverse impact on standards of learning and teaching. The school provides a good learning environment.

In the Foundation Phase, the classrooms are well organised on the whole, and in an appropriate way, and learning areas are defined clearly. However, the school does not make the best use of the outside area to ensure that the outdoor environment supports the Foundation Phase curriculum.

Advantage is taken of various local centres in order to ensure opportunities for pupils to have physical education and drama lessons and to take part in performances and experience outdoor activities. The school makes very good use of the allotment in order to teach Foundation Phase pupils about the environment.

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

The headteacher has a clear vision for the school and pupils, staff, parents/carers and governors have full ownership over it. The headteacher and management team offer effective leadership and management. They convey high expectations and challenge staff positively and effectively. The strategic plans have a very positive impact on standards, wellbeing and provision across the school.

The procedure of sharing responsibilities is effective, and all members of staff have valuable opportunities to contribute to aspects of management across the school.

Effective use is made of staff meetings in order to ensure the successful implementation of the School Improvement Plan and to deal with the school's business matters. The management team uses data effectively in order to monitor school performance.

The school is supported well by the governors. They have good knowledge of pupils' standards of achievement. They are prepared to support the school as a critical friend and hold the school to account on the basis of the information they receive. However, they do not have sufficient knowledge of provision in the school's classes, or specific knowledge of curriculum subjects. Their curricular responsibilities have not been developed sufficiently.

National and local priorities are identified and included well in literacy improvement strategies, principles of the Foundation Phase, assessment for learning and other current activities that arise from the priorities in the improvement plan.

### **Improving quality: Good**

The school's leaders have a firm understanding of the school's performance. Effective use is made of data in order to monitor progress and the school asks regularly for the opinion of pupils, staff and parents/carers. Subject co-ordinators take an overview of their areas annually and feed their findings to staff. However, monitoring of lessons does not take place regularly enough and insufficient attention is paid to the standards achieved by pupils in lessons.

The self-evaluation report identifies strengths and areas for improvement well. The School Improvement Plan is linked clearly to the self-evaluation process and includes priorities that have been timetabled effectively, and identifies clearly every staff member's part in implementing it. The success criteria focus well on pupils' outcomes.

The school is part of professional learning communities and frameworks in the school and beyond, that have had a positive impact on pupils' wellbeing and elements of their achievement. The school has played a prominent part in establishing some of them and leading on good practice, for example tracking systems and pupils' wellbeing. Members of the school's staff have been training others in this area.

### **Partnership working: Good**

The school has positive links with parents and carers, and the school's website is an excellent resource for contacting, sharing information and promoting teaching in the home.

Good arrangements have been established with nearby nursery institutions for welcoming new pupils to the school. There is very effective joint working with the secondary school to ensure that older pupils transfer there successfully, and also to plan and assess pupils' work. The school works well with teacher training colleges and childminders. Following the recent federalisation developments, the school has formalised very effective joint working arrangements with the partner school, which enriches the provision for pupils.

The school is a natural part of its community and the school makes extensive and imaginative use of a number of locations in order to enrich pupils' learning experiences.

### **Resource management: Good**

Effective use is made of funds in order to ensure that the school's staffing levels are appropriate. Good use is made of teachers' specialisms and they are trained thoroughly to enable them to deliver all areas of the curriculum successfully.

The school's ancillary staff are an effective part of the team and they have a positive impact on learning and teaching.

Very effective staff organisation is in place following the arrangements to federalise the school with another school. Teachers and leaders make good use of non-contact time for planning and carrying out curricular and regulatory duties.

There is an effective performance management procedure for teaching staff that leads to appropriate targets. A system for managing the performance of ancillary staff does not exist at present.

The school's budget is managed effectively. The school is successful in targeting the funding available to respond to the areas prioritised in the School Improvement Plan.

In terms of the standards of teachers' assessment results in both key stages, the school gives good value for money.

## Appendix 1

### Commentary on performance data

#### Key stage 1

Teachers' assessment results at the end of key stage 1 in the core subject indicator (namely Welsh, mathematics and science together) show consistent progress over the last five years. The results are consistently approximately four percentage points above the family's average results, and about ten percentage points above the average for the whole of Wales. Compared with similar schools in terms of the proportion of pupils who are entitled to free school meals, the school has been in the upper 50% over the five years, except for 2009, when the results placed the school among the lower 50%. There is no specific pattern of difference between the performance of boys and girls. In 2011 the performance was considerably higher than expected within the family.

In Welsh, considering the percentage of pupils who reached the expected level (level 2 or higher), there has been a general increase over five years. The school has performed consistently about three percentage points above the family average and five percentage points above the national average. In comparison with similar schools in terms of the proportion of pupils entitled to free school meals, performance was inconsistent, falling in 2011 to place the school among the lower 50%. Within the family, this performance was considerably higher than expected. There is no pattern of difference in the performance of boys and girls.

There was a steady decline during the four years up to 2011 in the percentage of pupils who attained higher levels (level 3 or higher) in Welsh. By 2011 the school's results were about eight percentage points below the family's average performance, but very close to the average for the whole of Wales. In comparison with similar schools in terms of the proportion of pupils who are entitled to free school meals, results placed the school among the lower 50%. The school's performance was close to that expected within the family, and girls have performed considerably better than boys during the last three years.

In mathematics, considering the percentage of pupils who reached the expected level (level 2 or above), there has been a general increase over five years, and the results for 2010 and 2011 reached 100%. The school's performance has been consistently about three percentage points above the family average and considerably higher than the average for Wales. In 2010 and 2011, in comparison with similar schools in terms of the proportion of pupils who are entitled to free school meals, results placed the school among the top 25% and were considerably higher than expected within the family.

During the last five years, the percentage of pupils who attained the higher levels (level 3 or higher) in mathematics has varied. Although there is a general trend for performance to be higher than the family's average over time, the results in 2011 were considerably lower, although equal to the average for Wales. In comparison with similar schools in terms of the proportion of pupils who are entitled to free school

meals, results placed the school among the lower 50%. The school's performance was close to that which was expected within the family, with a trend of girls performing better than boys before 2011.

In science, the school's performance at the expected levels (level 2 or higher) has been consistently high, and consistently higher than family and all-Wales averages. In 2010 and 2011, the results were 100% and placed the school in the top 25% in comparison with similar schools in terms of the proportion of pupils who are entitled to free school meals. In 2011, the school's performance was considerably higher than expected within the family, and there is no difference in the achievements of boys and girls.

During the last five years, the percentage of pupils who reached the higher levels (level 3 or higher) in science has varied. Although there was a general trend for performance to be higher than the family average over time, the results in 2011 were lower than the family and Wales averages. In comparison with similar schools in terms of the proportion of pupils who are entitled to free school meals, the results in 2011 placed the school among the lower 50%. The school's performance was close to that expected within the family. Girls have performed better than boys during the last three years.

## **Key stage 2**

The results of teachers' assessments at the end of key stage 2 in the core subject indicator (namely Welsh or English, mathematics and science together) show consistent progress over the last five years. The results are consistently approximately five percentage points higher than the family's average results, and considerably higher than the average percentage for the whole of Wales. In comparison with similar schools in terms of the proportion of pupils entitled to free school meals, the school has been in the upper 50% over the last four years. There is no consistent pattern of difference between the performance of boys and girls, although girls have performed better than boys during the last two years. In 2011, the school's performance was considerably higher than expected within the family.

In English, considering the percentage of pupils who attained the expected level (level 4 or higher), the standard of performance has been consistently high, reaching 100% for the last three years. The school has performed consistently better than the family and Wales averages. In comparison with similar schools in terms of the proportion of pupils who are entitled to free school meals, performance has placed the school in the top 25% for three years. Within the family, performance was substantially higher than expected. There is no pattern of difference in the performance of boys and girls.

There was a steady decline during the four years up to 2010 in the percentage of pupils who attained the higher levels (level 5 or higher) in English, with an increase in 2011. The school's results were considerably lower than the family and all-Wales averages during the same period. In comparison with similar schools in terms of the proportion of pupils who are entitled to free school meals, the school's results during the last three years placed the school among the bottom 25%. The school's performance was close to that expected within the family. There is no pattern of difference between the performance of boys and girls.

In Welsh, considering the percentage of pupils who attained the expected level (level 4 or above), there has been a steady decline since reaching 100% in 2009. The school has performed consistently higher than the family's average and considerably higher than the national average. In comparison with similar schools in terms of the proportion of pupils who are entitled to free school meals, performance placed the school among the top 25% in 2009, falling to among the upper 50% for the following two years. Within the family, 2011's performance was considerably higher than expected. There is no pattern of difference in the performance of boys and girls.

There was a steady decline during the four years up to 2010 in the percentage of pupils who attained the higher levels (level 5 or higher) in Welsh, with an increase in 2011. The school's results were considerably lower than the family and all-Wales averages during the same period. In comparison with similar schools in terms of the proportion of pupils who are entitled to free school meals, the results during the last two years have placed the school among the bottom 25%. The school's performance has been close to that expected within the family. There is no specific pattern of difference between the performance of boys and girls.

In mathematics, considering the percentage of pupils who attained the expected levels (level 4 or higher) there has been a general increase over five years. The school's performance has been consistently higher than the family's average and considerably higher than the Wales average. In 2010 and 2011, in comparison with similar schools in terms of the proportion of pupils who are entitled to free school meals, results placed the school among the upper 50% and were considerably higher than expected within the family. There is no significant difference between the performance of boys and girls.

During the last five years, the percentage of pupils who attained the higher levels (level 5 or higher) in mathematics varied, with a general decline over the last three years. The school's performance has been consistently considerably lower than the family and Wales averages. In comparison with similar schools in terms of the proportion of pupils who are entitled to free school meals, results placed the school among the bottom 25% in 2010 and 2011. The school's performance was close to that expected within the family, with a trend of boys performing better than girls.

In science, the school's performance at the expected levels (level 4 or higher) up to 2011 was consistently high, and consistently higher than the family and Wales averages. There was a decline of five percentage points in 2011. In 2009 and 2010, the results were at 100%, and this placed the school in the top 25% in comparison with similar schools in terms of the proportion of pupils who are entitled to free school meals. In 2011, the school was placed among the lower 50%, although performance was considerably higher than expected within the family. There is no difference in the achievements of boys and girls.

In general, during the last three years, the percentage of pupils who attained the higher levels (level 5 or higher) in science has declined. The performance is lower than the family and Wales averages. In comparison with similar schools in terms of the proportion of pupils who are entitled to free school meals, results in 2010 and 2011 placed the school among the bottom 25%. The school's performance was close to that expected within the family. There is no pattern of difference between boys' and girls' results.

## Appendix 2

### Stakeholder satisfaction report

#### Pupils' questionnaires

Ninety-eight pupils responded to the questionnaire. Most pupils feel safe at school, and believe that teachers and other adults help them to learn and make progress. Nearly all pupils know what to do and to whom to speak if they find their work difficult. Many pupils say that the school deals well with any bullying and that they know to whom to speak if they are worried or anxious. Many of them believe that the school teaches them how to keep healthy but approximately half say there are many opportunities for regular physical exercise at school. Many pupils believe that they are doing well at school, and that they have sufficient books, equipment and computers to do their work. They say that other children behave well and that they can do their work. A little over half of the pupils believe that homework helps them to understand and improve their school work, and a little over half also believe that not all children behave well at playtime and lunchtime.

#### Parent questionnaires

Eighteen responses were received to the parents' questionnaires. Most parents said that their children like school, that the teaching is good and that staff expect their children to work hard and do their best. They believe that their children are safe at school and all parents said that pupils behave well at school. Most also believe that the school helps their children to become more mature and to shoulder responsibility. Everyone believed that their children are prepared well for moving on to the next stage of their education. Many parents are satisfied with the school in general, and say that their children get support to settle in well when they begin there. They say that their children are making good progress at school and that homework builds well on what the children learn at school. Many parents also believe that the staff treat each child fairly and with respect, that their children are encouraged to keep healthy and to take regular physical exercise. Many are of the opinion that the school is well run and that there is a good variety of activities, including trips or visits. In addition, they believe that their children get appropriate additional support in relation to any individual needs. A little over half of parents say that they get regular information about their children's progress. About the same number feel comfortable in asking the school a question, making suggestions or identifying a problem and understand the school's procedure for dealing with complaints.

## Appendix 3

### The inspection team

Terwyn Tomos	Reporting Inspector
Stella Gruffydd	Team Inspector
Eirian Youngman	Lay Inspector
Meriel Parry	Peer Inspector
Rhys Harries	School 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))

Under the Independent School Standards (Wales) Regulations 2003, the school must provide copies of the report to all parents of the school. Where a pupil is subject to placement by a local authority, a copy of the report should be sent by the school to each relevant authority. If it is available, the data report can be seen on our website alongside this report.

### Year groups 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 LEAs.

The term 'Reception' (FPR) refers to the year group of pupils in a primary school who reach the age of five during the academic year. FPYear 1 refers to the year group of pupils who reach the age of six during the academic year and so on. Year 13 is the year group of students who reach the age of 18 during the academic year.

Primary phase:

Year	FPR	FPY1	FPY2	Y3	Y4	Y5	Y6
Ages	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 four key stages cover the following year groups:

Foundation Phase	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**

### **National Curriculum**

#### **Expected National Curriculum levels**

- By the end of the key stage 1, at the age of seven, learners are expected to reach level 2 and the more able to reach level 3.
- By the end of the key stage 2, at the age of eleven, learners are expected to reach level 4 and the more able to reach level 5.

#### **Core subject indicator in all key stages**

The core subject indicator relates to the expected performance in English or Welsh first language, mathematics and science, the core subjects of the National Curriculum. Learners must gain at least the expected level in either English or Welsh first language together with mathematics and science to gain the core subject indicator.

#### **All-Wales Core Data sets**

Schools and local authorities may refer to performance relative to their family of schools. These families of schools have been created to enable schools to compare their performance to that of similar schools across Wales. Families include schools with similar proportions of pupils entitled to free school meals, living in 20% most deprived areas of Wales, having special education needs at school action plus or statemented and with English as an additional language acquisition less than competent.