



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

A report on

**Hafren C.P. Junior School
Park Lane
Y Drenewydd
Powys
SY16 1EG**

Date of inspection: December 2015

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:

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Context

Hafren Junior School Hafren is in Newtown in the Powys local authority. There are currently 159 pupils aged from seven to eleven on roll. There are five classes taught by four full-time and four part-time teachers. These include three mixed age classes.

Around 24% of pupils are eligible for free school meals, which is above the national average. The school identifies around 31% of pupils as having additional learning needs. No pupils have a statement of special educational needs. English is the main home language of nearly all pupils. Very few pupils come from an ethnic minority background or use Welsh as their first language.

The headteacher took up his post in January 2015. Estyn last inspected the school in January 2010.

The individual school budget per pupil for Hafren Junior School in 2015-2016 means that the budget is £3,281 per pupil. The maximum per pupil in the primary schools in Powys is £7,431 and the minimum is £3,035. Hafren Junior School is 68th out of the 84 primary schools in Powys in terms of its school budget per pupil.

Summary

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

Current performance

The current performance of the school is adequate because:

- The school provides a caring environment where pupils feel safe and secure
- Most pupils behave well in lessons and around the school
- Pupils' attendance is good
- Standards of reading and Welsh are good
- Most pupils' speaking and listening skills develop well
- Nearly all pupils have a good awareness of how to stay healthy

However:

- Pupils' skills in writing at length and independently are underdeveloped
- Pupils do not apply their numeracy skills well to solve problems and in other subjects
- Teachers' marking does not consistently give pupils clear guidance on how to improve their work
- Teachers do not consistently plan activities that successfully meet the needs of all learners

Prospects for improvement

The school's prospects for improvement are adequate because:

- The headteacher has recently introduced a number of worthwhile initiatives to improve provision at the school
- The headteacher provides enthusiastic and committed leadership.
- Leaders have established a thorough cycle of self-evaluation activities
- The school development plan is a detailed document that identifies a suitable number of priorities
- Members of the governing body know the school well and fulfil their responsibilities appropriately
- The school has strong partnerships with parents

However:

- Self-evaluation processes do not always accurately identify areas to be improved
- Leaders do not use data well enough to track the progress of pupils to identify the next steps in their learning

- Teachers' assessments at the end of key stage 2 are not always accurate, especially at the higher level
- Performance management is not used effectively to improve pupils' outcomes

Recommendations

- R1 Raise standards in numeracy and ensure that pupils apply their skills at the level that they are capable of across the curriculum.
- R2 Improve standards of teaching to ensure that teachers plan activities to meet the needs of all learners
- R3 Ensure that teacher assessment judgements are accurate, particularly at the higher level
- R4 Improve consistency of marking and assessment for learning so that pupils have a clear understanding of what they need to do to improve their work
- R5 Refine self-evaluation activities to focus more robustly on improving pupil outcomes and to make more accurate judgements
- R6 Improve the arrangements for the performance management of all staff to focus on improving outcomes for all pupils

What happens next?

'The school will draw up an action plan that shows how it is going to address the recommendations. Estyn will monitor the school's progress.'

Main findings

Key Question 1: How good are outcomes?

Adequate

Standards: Adequate

Most pupils enter the school with skills that are at or above those normally expected for their age. Overall, many pupils make good progress as they move through the school.

Most pupils make appropriate progress in developing their speaking and listening skills. They respond well to questioning, and communicate effectively with others when discussing their work. For example, members of the school council talk confidently about their decisions giving appropriate reasons.

Most pupils read with increasing fluency and accuracy as they move through the school. More able readers use a good range of expression. Many pupils express a preference for fact or fiction books, and accurately explain the differences between them. They describe the types of books that they like reading, for example those that are funny or those by favourite authors. Many pupils recall information from the text and describe characters' feelings and actions. More able pupils apply their reading skills successfully. For example, they skim and scan texts to find information quickly.

As pupils progress through the school, a majority begin to use appropriate punctuation correctly in their work. In Year 6, more able pupils use a wide range of punctuation, including speech marks and exclamation marks, effectively. Most pupils spell common words correctly, and many pupils that are more able spell more complex words with increasing accuracy. Many pupils use a suitable range of vocabulary to convey their ideas. Most pupils write appropriately for a range of purposes. For example, Year 6 pupils write interesting accounts of the school trip to the National Botanical Gardens and, in Year 4, pupils write detailed recipes for a sparkling summer event. However, most pupils' ability to write at length and independently using their own ideas is underdeveloped. They have limited skills in planning, drafting, and editing their work. The standard of presentation and handwriting of most pupils is good. Most pupils generally write at the same standard in other subjects, for example when describing parachutes in science lessons and writing diary entries on hurricanes in their geography topic.

Many pupils develop appropriate numeracy skills as they move through the school. By the end of Year 6, they add and subtract decimals, measure angles accurately and calculate percentages successfully. Many more able pupils work out averages and display data accurately in a variety of graphs. However, many pupils do not regularly apply their numeracy skills independently to solve a range of problems. Most pupils across the school do not apply their numeracy skills in other subjects consistently well.

Most pupils make good progress in developing their Welsh skills. By Year 6, they speak confidently on a range of familiar subjects and with accurate pronunciation. More able pupils answer questions at length using a range of extended vocabulary

correctly. Many pupils make good progress in their written work and write for a variety of subjects. For example, pupils in Year 6 write detailed conversations about their holidays. However, most pupils' use of Welsh outside of the classroom is limited.

At the end of key stage 2 at the expected level 4, pupils' performance in English, mathematics and science has generally placed the school in the lower or higher 50% of similar schools over the last four years. Overall, outcomes show an upward trend in all three subjects. Performance of pupils at the higher-than-expected level 5 has varied from year to year, but with an overall downward trend. Pupils eligible for free school meals generally perform less well than other pupils.

Wellbeing: Good

Nearly all pupils are kind and courteous to one another. Most pupils display good social, moral and life skills and have a good awareness of honesty and respect for others. They work willingly and co-operatively in lessons in pairs and in groups.

Most pupils behave well around the school and in lessons. Many older pupils are positive role models and take on additional responsibilities willingly. These roles include school ambassadors, playground buddies, and first-aid monitors. These pupils effectively support younger members of the school community.

Nearly all pupils feel safe in school and know whom to talk to if upset. They have a good understanding of the importance of healthy eating and taking regular exercise. For example, pupil ambassadors for sports successfully raise other pupils' awareness of maintaining a healthy lifestyle. Nearly all pupils are aware of how to stay safe when using the internet.

The school council is well established and represents other pupils effectively. Members have a good understanding of their roles and are beginning to make a difference to the school. For example, they have made a worthwhile contribution to ideas for improving the quality of the school toilets and establishing a useful community room. The work of the eco and health sub-committees is at an early stage of development.

Pupils regularly organise successful charity events to raise money for local and national causes. For example, they work with a local church to send shoe boxes to Cambodia each Christmas. As a result, pupils develop a sound understanding of the importance of helping those less fortunate than themselves.

Levels of attendance have steadily improved over the last four years and have placed the school in the higher 50% or top 25% when compared with similar schools. Most pupils arrive punctually at the start of the school day.

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

The school provides a suitable range of learning experiences for pupils that meet the requirements of the National Curriculum and the Literacy and Numeracy Framework. Teachers plan a range of relevant and stimulating topics that engage most pupils successfully in their learning.

Teachers provide appropriate opportunities for pupils to apply their literacy skills in other subjects. However, arrangements for pupils to apply their numeracy skills regularly across the curriculum are less well developed. As a result, pupils do not have enough opportunities to apply these skills at a suitable level across the curriculum often enough in other subjects.

Teachers' plans outline suitable opportunities for pupils to develop their information communication technology (ICT) skills. For example, pupils in Years 4 and 5 record and analyse data from science experiments accurately.

Provision for pupils to develop their Welsh language skills in Welsh lessons is good. Pupils also have appropriate opportunities to learn about Welsh culture and traditions. For example, they learn about Welsh artists such as Kyffin Williams and Martyn Evans, and Year 6 pupils visit Llangrannog.

The school provides regular opportunities to help all pupils develop a sound awareness of sustainability and recycling. These include a garden area for pupils to learn about where food comes from, and the regular recycling of waste materials. Pupils develop a suitable understanding of the wider world, for example through their well-established links with schools in Cambodia and through the exchange of letters with Ngoro orphans in Africa.

Teachers plan a range of worthwhile visits within the local community to enhance pupils' learning. For example, pupils visit the local fire station and art gallery. The school provides a suitable range of extra-curricular activities, particularly in the summer months, for example a film club, a cookery club and various sporting activities. Many pupils further their enjoyment of learning by attending these activities.

Teaching: Adequate

Most teachers have good working relationships with pupils and have appropriate subject knowledge. They share learning objectives with pupils successfully and, in most lessons, pupils know what they need to do to succeed. Most teachers have high expectations of pupils' behaviour and manage this well. In the majority of classes, learning support assistants support pupils' learning effectively.

A majority of teachers question pupils effectively to help to promote their understanding and to recall prior learning. However, teachers do not consistently challenge more able pupils effectively and, in a minority of lessons, work is too difficult for a few pupils. As a result, a minority of pupils do not make sufficient progress, particularly in developing their independent learning skills. In a few lessons, the pace of teaching is too slow and does not fully engage all pupils.

All teachers mark pupils' work regularly and thoroughly, but their comments do not always give pupils enough guidance on how to improve their work. Many teachers use assessment for learning strategies appropriately, but there is a lack of consistency across classes. Pupils are beginning to be involved appropriately in assessing their own work and in setting their own learning targets, but this is at an early stage of development.

Leaders have suitable arrangements to evaluate end of key stage assessment data and to monitor pupils' progress in national and internal tests. They use this information appropriately to identify pupils who need additional support in their learning. However, the school's arrangements to track the ongoing progress of pupils are ineffective. As a result, teachers do not always accurately identify the next steps in pupils' learning. Teachers' assessments at the end of key stage 2 are broadly accurate at the expected level, but less secure at the higher level.

Reports to parents are informative and meet statutory requirements.

Care, support and guidance: Good

The school is a welcoming and nurturing community that ensures that all pupils are well cared for and feel safe. It promotes pupils' health and wellbeing successfully. Staff encourage pupils to participate in regular physical exercise. For example, the school provides valuable opportunities for pupils to take part in a range of sporting events and competitions. It has appropriate arrangements to promote healthy eating and drinking.

The school supports pupils' moral, spiritual, and cultural development effectively through a range of activities. These include daily acts of worship, the school's involvement with the community and links with various charities. For example, as a result of its involvement with the local Rotary club, the school regularly raises money for local charities.

Teachers have appropriate arrangements to identify pupils with additional learning needs at an early stage. A specialist teacher uses an effective range of literacy and numeracy support programmes to ensure that a majority of pupils make good progress from their start points. Many teaching assistants provide beneficial support for targeted individuals and groups of pupils. Individual education plans meet requirements. The school makes effective use of a range of specialist services to support pupils' learning and wellbeing. These include local police officers and the educational psychology service.

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

Learning environment: Good

The school has a caring and welcoming environment. The inclusive, family ethos ensures that all pupils receive equal access to all aspects of the school's provision. Staff promote equality and diversity successfully through a wide range of appropriate activities. For example, the headteacher leads regular assemblies to teach pupils about different religions and cultures.

The school site is secure and generally well maintained. Internal accommodation is bright and cheerful. Classrooms are spacious and provide a comfortable learning environment. Colourful wall displays enhance the school environment and celebrate pupils' achievements appropriately. The school has sufficient, good quality resources to meet the needs of all pupils. For example, the newly refurbished library provides a stimulating environment that successfully promotes reading. Extensive outdoor facilities, including a forest area and vegetable garden, support learning effectively.

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

The headteacher provides enthusiastic and committed leadership. He maintains a visible presence around the school that all pupils, staff, and parents welcome. All staff share a vision to meet the individual needs of all pupils in a happy and friendly environment. The school achieves this vision well in relation to nearly all aspects of pupils' wellbeing. However, it is less effective in supporting all pupils to fulfil their academic potential.

The school has introduced many improvement initiatives recently, for example detailed analysis of pupils' performance data. However, leaders do not always ensure that all staff implement improvement priorities effectively. The headteacher is beginning to share leadership opportunities successfully. For example, a recent review of planning arrangements by senior staff has improved coverage of the Literacy and Numeracy Framework.

The school responds appropriately to national and local priorities. As a result, the performance of pupils eligible for free school meals improved notably during the last year.

Governors understand their roles and responsibilities well. They contribute appropriately to self-evaluation and improvement planning processes. This gives them a sound understanding of the school's strengths and improvement priorities. They use this knowledge to provide suitable levels of challenge to school leaders in relation to pupils' standards. Governors make difficult strategic decisions when necessary. Recently, they restructured the number of classes to improve financial stability. Governors listen and respond appropriately to parents' views. For example, a meeting with the parents' forum led to improved arrangements for pupils' homework.

Improving quality: Adequate

The school has recently introduced appropriate systems to evaluate the effectiveness of its work. The headteacher analyses performance data from tests and the end of key stage teacher assessments comprehensively to identify strengths and areas for improvement. However, other aspects of self-evaluation are less effective. These include the scrutiny of pupils' work and lesson observations. Within these activities, leaders do not always identify important shortcomings in provision, and do not evaluate the impact of improvement initiatives on the standards that pupils achieve

robustly enough. Occasionally, subject leaders make useful evaluations of their areas of responsibility. Pupils and parents contribute appropriately to self-evaluation work. For example, parents were influential in the introduction of a resource to improve pupils' self-esteem and wellbeing.

Leaders use the findings of self-evaluation activity appropriately to create a detailed school improvement plan. The plan includes a suitable range of improvement priorities that reflect the needs of the school well at the current time. There are sound arrangements for leaders to monitor progress towards improvement goals, for example through termly milestone meetings with governors. The school's plan contains useful information about its longer-term improvement goals.

Partnership working: Good

The school has successful partnerships with parents. There is effective communication between the school and families, for example through weekly newsletters. The school hosts valuable family learning events to help parents to support their child at school, for example to improve pupils' reading skills. The school's family liaison officer works effectively with pupils and their families to raise pupils' self-esteem and to nurture positive attitudes to learning. This has helped to improve rates of attendance for most of these pupils.

The school works well in partnership with the local infant and high schools. Joint initiatives with the infant school, such as a shared approach to developing pupils' handwriting skills, have a positive impact on standards. There are effective transition arrangements to support pupils as they move from one stage of their education to the next. These include a useful range of induction activities and appropriate information sharing in relation to pupils' prior attainment.

The school works successfully with a good range of organisations within the community, such as places of worship and businesses. For example, a local supermarket provides pupils with valuable learning experiences during topic work about healthy eating.

There are suitable partnerships with the local authority and regional consortium. These have supported the school to manage its finances effectively and to identify appropriate priorities for future improvement.

Resource management: Adequate

The school has sufficient qualified teaching staff to deliver the curriculum appropriately. Overall, leaders deploy staff efficiently. They identify suitable opportunities for teachers to use their professional skills effectively. For example, a specialist is deployed to provide support for pupils with additional learning needs. Arrangements for teachers' planning, preparation and assessment time meet requirements. This ensures that all teachers plan appropriately to cover the curriculum and mark pupils' work regularly. However, teachers do not always use this time well enough to plan lessons that meet the needs of all pupils effectively. There are suitable systems for the performance management of teachers, although this process does not always support teachers to improve professional practice well

enough. There are no arrangements in place to manage the performance of learning support assistants. As a result, the quality of their work varies too much between classes.

The school manages its budget appropriately. There are suitable arrangements to link spending decisions to the school's priorities for improvement. The school uses the Pupil Deprivation Grant successfully, for example to improve family engagement and pupils' literacy skills.

Given the adequate standards that pupils achieve and shortcomings in aspects of its provision, the school provides adequate value for money.

Appendix 1: Commentary on performance data

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

6662056 - HAFREN C.P. SCHOOL

Number of pupils on roll	142
Pupils eligible for free school meals (FSM) - 3 year average	25.2
FSM band	4 (24%<FSM<=32%)

Key stage 2

	2012	2013	2014	2015
Number of pupils in Year 6 cohort	47	29	37	28
Achieving the core subject indicator (CSI) (%)	80.9	79.3	78.4	89.3
Benchmark quartile	3	3	4	2
English				
Number of pupils in cohort	47	29	37	28
Achieving level 4+ (%)	83.0	79.3	86.5	92.9
Benchmark quartile	3	4	2	2
Achieving level 5+ (%)	31.9	48.3	37.8	28.6
Benchmark quartile	2	1	2	3
Welsh first language				
Number of pupils in cohort	*	*	*	*
Achieving level 4+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematics				
Number of pupils in cohort	47	29	37	28
Achieving level 4+ (%)	87.2	82.8	83.8	92.9
Benchmark quartile	2	3	3	2
Achieving level 5+ (%)	38.3	37.9	18.9	32.1
Benchmark quartile	1	2	4	3
Science				
Number of pupils in cohort	47	29	37	28
Achieving level 4+ (%)	87.2	79.3	91.9	96.4
Benchmark quartile	3	4	2	1
Achieving level 5+ (%)	31.9	48.3	24.3	35.7
Benchmark quartile	2	1	3	2

The core subject indicator (CSI) represents the percentage of pupils achieving level 4 or above in English or Welsh (first language), mathematics and science in combination.

* This item may disclose information on individuals, or it is not sufficiently robust for publication, not applicable or is otherwise unavailable.

The benchmark quartile compares the performance of one school against others who have similar levels of pupils with free school meals (FSM). FSM is used as a proxy of social deprivation in schools. This allows a comparison of the performance of a school against others who are in the same FSM category, and who might therefore have a similar intake of pupils from deprived backgrounds.

A school in benchmark quartile 1 is in the highest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are higher than many other schools with similar levels of pupils from deprived backgrounds. A school in benchmark quartile 4 is in the lowest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are lower than many other schools with similar levels of pupils from deprived backgrounds.

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.	115		115 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
			98%	2%	
The school deals well with any bullying.	115		114 99%	1 1%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			92%	8%	
I know who to talk to if I am worried or upset.	115		114 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	115		114 99%	1 1%	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.	115		112 97%	3 3%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			96%	4%	
I am doing well at school	115		109 95%	6 5%	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.	115		115 100%	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.	115		115 100%	0 0%	Rwy'n gwybod beth I'w wneud a gyda phwy i siarad os ydw I'n gweld fy ngwaith yn anodd.
			98%	2%	
My homework helps me to understand and improve my work in school.	115		110 96%	5 4%	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.	114		114 100%	0 0%	Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
			95%	5%	
Other children behave well and I can get my work done.	114		95 83%	19 17%	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	114		107 94%	7 6%	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.	84	62 74%	22 26%	0 0%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		64%	33%	3%	1%		
My child likes this school.	84	67 80%	17 20%	0 0%	0 0%	0	Mae fy mhentyn yn hoffi'r ysgol hon.
		73%	25%	1%	0%		
My child was helped to settle in well when he or she started at the school.	83	57 69%	26 31%	0 0%	0 0%	0	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		73%	26%	1%	0%		
My child is making good progress at school.	82	56 68%	26 32%	0 0%	0 0%	2	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		62%	34%	3%	1%		
Pupils behave well in school.	83	47 57%	35 42%	1 1%	0 0%	0	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		48%	47%	4%	1%		
Teaching is good.	83	61 73%	22 27%	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.	83	63 76%	20 24%	0 0%	0 0%	0	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		65%	33%	1%	0%		
The homework that is given builds well on what my child learns in school.	83	53 64%	28 34%	2 2%	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.
		50%	42%	6%	2%		
Staff treat all children fairly and with respect.	82	65 79%	16 20%	1 1%	0 0%	1	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		61%	34%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	83	60 72%	23 28%	0 0%	0 0%	0	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		61%	37%	2%	0%		
My child is safe at school.	83	65 78%	18 22%	0 0%	0 0%	0	Mae fy mhentyn yn ddiogel yn yr ysgol.
		67%	31%	1%	0%		
My child receives appropriate additional support in relation to any particular individual needs'.	76	54 71%	22 29%	0 0%	0 0%	3	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.	82	54 66%	24 29%	3 4%	1 1%	1	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		50%	40%	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.	83	62 75%	21 25%	0 0%	0 0%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		63%	31%	4%	2%		
I understand the school's procedure for dealing with complaints.	80	53 66%	27 34%	0 0%	0 0%	3	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.	83	61 73%	21 25%	1 1%	0 0%	0	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		58%	39%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	68	50 74%	17 25%	1 1%	0 0%	11	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		53%	41%	5%	1%		
There is a good range of activities including trips or visits.	82	57 70%	25 30%	0 0%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		55%	38%	5%	1%		
The school is well run.	82	62 76%	20 24%	0 0%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		62%	33%	3%	2%		

Appendix 3

The inspection team

Elizabeth Jane Counsell	Reporting Inspector
Richard Lloyd	Team Inspector
Kenneth Elwyn Dackevych	Lay Inspector
Paul Lobban Samuel	Peer Inspector
Carl Hyde	Nominee

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.