



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

**Berriew C.P. School
Berriew
Welshpool
Powys
SY21 8BA**

Date of inspection: February 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.

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

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Context

The school is in the village of Berriew, near Welshpool, Powys. It serves a rural community and the majority of pupils travel to school from outlying farms and hamlets.

There are currently 84 pupils on roll aged three to 11 years, including seven children in the nursery.

Currently, there are no pupils who are entitled to free school meals. No pupils are looked after by the local authority and very few are from a minority ethnic background. None receives support for English as an additional language. Nearly all pupils come from English-speaking homes and Welsh is taught as a second language.

The school identifies that about 16% of pupils have additional learning needs, which is below the national average, and very few pupils have a statement of educational needs.

The school was last inspected in February 2008. The headteacher was appointed in September 2010.

The individual school budget per pupil for Berriew Primary School in 2013-2014 means that the budget is £3,616 per pupil. The maximum per pupil in the primary schools in Powys is £10,978 and the minimum is £3,102. Berriew Primary School is 56th out of the 88 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:

- many pupils make expected progress in relation to their starting points, particularly in their speaking, listening and reading skills;
- pupils' Welsh oracy and reading skills are good;
- many pupils with additional learning needs make good progress in line with their age and ability;
- pupils' thinking skills are developing well;
- almost all pupils have high standards of behaviour and wellbeing; and
- pupils with emotional and/or learning needs receive good support.

However:

- pupils do not write at length or for a range of purposes well enough across the curriculum;
- pupils are generally not confident in carrying out mathematical calculations and they do not apply their numeracy skills well across the curriculum;
- in many classes, teachers' expectations of what pupils can do are too low and they do not challenge more able pupils enough;
- the marking of pupils' work is inconsistent and often does not provide clear guidance for pupils on how they can improve; and
- there is no consistent trend of improved performance in pupils' results and too few pupils attain the higher-than-expected levels.

Prospects for improvement

The school's prospects for improvement are adequate because:

- all staff work together successfully to create a welcoming, well-ordered, inclusive learning environment where pupils feel valued, respected and ready to learn;
- effective links with a wide range of partnerships are having a positive effect on the wellbeing of pupils;
- changes to leadership and management roles are at an early stage of implementation and have yet to have a significant impact; and
- the school's self-evaluation report identifies its strengths and areas for improvement appropriately.

However:

- staff meetings do not focus effectively on the school's current priorities and do

- not result in agreed actions that need to be completed and reviewed;
- monitoring of teaching and learning does not focus well enough on the quality of teaching and pupils' outcomes;
- the processes for self-evaluation and planning for improvement are not rigorous enough; and
- the governing body does not challenge the school enough as a critical friend.

Recommendations

- R1 Raise standards in writing and numeracy across the curriculum
- R2 Raise the quality of teaching so that it consistently challenges pupils of all abilities and especially the more able ones
- R3 Improve the quality of assessment and secure consistency in approaches to assessment for learning
- R4 Strengthen further leadership and management roles across the school and ensure that self-evaluation focuses strongly on raising standards
- R5 Develop the role of the governing body in school improvement, strategic leadership and self-evaluation
- R6 Engage in networks of professional practice to improve opportunities for teachers' professional development

What happens next?

The school will draw up an action plan which shows how it is going to address the recommendations. Estyn will monitor the school's progress about 12 months after the publication of this report.

Main findings

Key Question 1: How good are outcomes?

Adequate

Standards: Adequate

During their time at the school, many pupils make expected progress in relation to their starting points, particularly in their speaking, listening and reading skills.

Pupils' speaking and listening skills develop well and, by the end of key stage 2, many pupils speak clearly and listen with interest to the class teacher and other pupils. For example, older pupils in key stage 2 are able to talk confidently about whether graffiti is an art.

Many pupils read an appropriate range of texts accurately and, with some prompting, retell what they have read. In the Foundation Phase, many pupils use their knowledge of letter sounds well to read unfamiliar words and they show pleasure and enjoyment in their reading. In key stage 2, many pupils are competent readers, with more able pupils reading fluently and expressively. These pupils use the text well to discuss characters and plots in stories. They can make inferences and extract relevant information from texts.

Older Foundation Phase pupils develop their early writing skills appropriately. A minority use full stops and capital letters suitably and spell words correctly. In key stage 2, pupils write for a limited range of purposes and audiences. Very few pupils write at length or in enough detail to engage and interest the reader. Pupils do not always produce neat work with legible, joined handwriting. Many pupils' spelling skills are inconsistent. In both key stages, pupils do not apply their literacy skills well enough across all curricular areas.

In the Foundation Phase, pupils are developing basic number skills well. They use these skills to good effect when measuring, using money and occasionally in handling data. In key stage 2, most pupils have effective number skills and a good understanding of shapes and measures. However, the majority do not carry out a relevant range of calculations competently or develop a sound understanding of data handling. Most pupils do not apply their numeracy skills well enough across the curriculum. Pupils' information and communication technology (ICT) skills are developing appropriately.

Many pupils are developing successful thinking skills. In the Foundation Phase, for example, pupils take on different roles and answer questions in response to their classmates. In key stage 2, many pupils ask mature questions, for example in relation to the use of circuits and electricity.

Throughout the school, many pupils have positive attitudes to learning Welsh. Pupils make a good start to learning Welsh in the Foundation Phase. In key stage 2, many make good progress in using their speaking and listening skills. They ask and answer a good range of questions about the weather, express how they feel during class sessions and talk about their likes and dislikes. Older pupils at the end of key

stage 2 are often confident enough to use Welsh independently. Reading skills are developing well in the Foundation Phase and in key stage 2. Pupils' writing skills are developing appropriately.

Many pupils with additional learning needs make good progress in line with their age and ability.

In 2013, pupils' performance at the expected outcome 5 at the end of the Foundation Phase placed the school in the bottom 25% for literacy and mathematical development when compared with similar schools. This was worse than in 2012 when performance had placed it in the lower 50% for both areas. Pupils' attainment at the higher-than-expected outcome 6 in 2013 placed it in the lower 50% for literacy, but in the higher 50% for mathematical development when compared with similar schools. In both areas of learning, pupil performance was worse in 2012.

In key stage 2, performance at the expected level 4 in English and mathematics has varied considerably over the last four years when compared with that of similar schools. Performance in English has varied between the top 25% in 2010 and the bottom 25% in two out of the four previous years, while performance in mathematics has varied between the higher 50% in 2010 and the bottom 25% in 2012. Pupils' performance at the higher-than-expected level 5 has also varied over the same period and in 2013 was in the lower 50% for English and in the bottom 25% for mathematics when compared with performance levels of similar schools.

Wellbeing: Good

Most pupils have a good understanding of what they need to do to be fit and healthy. They are happy and safe in school. Many take part in a suitable variety of extra-curricular and sporting clubs on offer, which enhance their wellbeing and enjoyment of school life. Most pupils take an active part in a wide range of community activities. This has a positive effect on their development as responsible individuals.

The school and eco councils are well established and members make a valuable contribution to decision-making in the school. They are proud of their achievements and take their roles seriously. For example, they have made significant contributions to the ICT provision and designed the school logo.

Pupils' behaviour around the school and in lessons is good. Nearly all pupils participate conscientiously in lessons and are keen to learn. They demonstrate a high level of tolerance and respect towards each other.

The school's overall attendance rate last year was 97% and placed the school in the top 25% when compared with similar schools. In three of the previous four years, attendance also placed the school in the top 25% of similar schools. The punctuality of pupils is good. There have been no exclusions over the last five years.

Key Question 2: How good is provision?

Adequate

Learning experiences: Adequate

The curriculum is broad and balanced and covers the requirements of the Foundation Phase, the National Curriculum and religious education. The school has responded well to the requirements of the national literacy and numeracy framework. A wide range of extra-curricular activities and educational visits enhances pupils' learning well.

Recent improvements in teachers' planning are beginning to have a positive impact, but long-term curricular planning does not provide pupils with enough opportunities to develop and apply their writing and numeracy skills across subjects. There are often far too many worksheets in pupils' books, which restricts their opportunities to write at length, and planning does not ensure that there is enough challenge in the tasks set for pupils, especially the more able.

Teachers provide good opportunities to develop pupils' understanding of the culture and heritage of Wales. A few members of staff use incidental Welsh regularly and provision for the development of pupils' Welsh language in structured lessons is good.

There is good provision for education for sustainable development. The eco council is active and engages enthusiastically in a range of interesting projects. Pupils collect paper and printer cartridges for recycling and use compost bins in the school garden. Provision to develop pupils' understanding of global citizenship is less well developed.

Teaching: Adequate

Most teachers have good knowledge of the subjects they teach and develop effective working relationships with pupils. Teachers and support staff manage pupils' behaviour well. They use praise, encouragement and positive reinforcement successfully to stimulate and encourage pupils' learning.

Teachers share learning objectives consistently with pupils and they make sure that pupils participate actively in pair, group and whole-class discussions. Teachers promote oral work well through effective questioning. They probe pupils' understanding and encourage them to extend their answers well. Teachers use a wide range of approaches, and they vary the activities from lesson to lesson.

In the minority of lessons where teaching is less effective, teachers do not have high enough expectations of pupils and they do not adapt the work to meet the needs and abilities of all pupils, particularly the more able. There are weaknesses in the pace, structure and timing of activities in these less effective lessons. Teachers often fail to assess the effectiveness of the learning taking place.

The school gathers a wide range of assessment data, and a whole-school approach to tracking pupils' progress is in place. The school makes good use of standardised tests to monitor individual pupils' progress. Teachers regularly mark pupils' work, but

comments do not always make clear what pupils have done well and what they need to do to improve their work. Teachers encourage pupils to assess their own work and the work of others, but the use of assessment for learning strategies is limited.

Annual reports to parents are clear and informative and include targets for improvement.

Care, support and guidance: Good

The school makes appropriate arrangements for promoting healthy eating and drinking, and pupils' wellbeing. Pupils learn about the importance of personal hygiene and keeping themselves fit and healthy.

The school works well to develop pupils' self-esteem and confidence and to improve their personal and social skills. It uses the information gained through pupil attitude surveys successfully to inform and adapt its provision, and promotes pupils' spiritual, moral, social and cultural development well.

There is good provision to meet the needs of pupils with additional learning needs. Staff identify pupils' additional needs at an early stage and quickly put in place appropriate support. The targets in pupils' individual education plans are specific enough for staff to monitor progress carefully. Overall, pupils receiving extra support make good progress. Parents have good opportunities to contribute to and discuss the additional provision for their children. Learning support assistants implement intervention programmes well and have a positive impact on pupil attainment.

The school works well with other specialist services, such as counselling and behaviour support, and these make a valuable contribution to the health and wellbeing of identified pupils. Pupils with additional learning needs receive effective outreach support from a nearby special school.

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

Learning environment: Good

The school is a happy and welcoming community with a safe family atmosphere, where all pupils have equal opportunities. The school treats pupils fairly and helps them to recognise and celebrate diversity. Learning activities and school assemblies help pupils to develop respect and tolerance for each other. The school places a good emphasis on celebrating pupils' achievements and talents.

The school's accommodation is well maintained and classrooms are well-organised, stimulating learning environments. The school has developed its outdoor areas successfully. Staff and pupils make good use of a wide range of resources, including up-to-date ICT equipment. Displays of good quality in classrooms and communal areas are colourful, engage pupils' interest and celebrate their work well.

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

Leadership: Adequate

The headteacher and governing body work well together to promote a positive school ethos where the pupils feel valued, happy and safe. Staff promote caring and supportive values that make a positive contribution to the wellbeing of pupils. The headteacher and the recently-appointed, acting assistant headteacher work well together. Together they have introduced significant change over the last six months. Leadership at the school also benefited 18 months ago when the headteacher received an element of non-teaching time to undertake management duties. However, many of the recent changes have yet to have a significant impact on standards.

All staff have detailed job descriptions and teaching staff have responsibility for the development of specific areas of the curriculum. In general, staff have a good understanding of their roles within the school. However, leadership responsibilities are not sufficiently shared. Many of the strategies to manage the school are not systematic enough and do not focus sufficiently on their impact on raising standards, for example through the evaluation of information on pupils' performance. School leaders and staff meet regularly, but discussions do not always focus sharply enough on raising standards and improving the quality of teaching. There are appropriate systems in place for the performance management of staff.

The school takes good account of local and national priorities, and has raised standards in reading and in Welsh. The implementation of the Foundation Phase has had a positive impact on pupils' wellbeing and learning.

The governing body meets regularly and fulfils all statutory requirements. Governors are supportive of the school, but their understanding of their roles and responsibilities is at an early stage of development. The headteacher provides governors with an appropriate range of information about the school's performance and priorities for improvement. However, the governing body does not challenge the school enough in its role as a critical friend.

Improving quality: Adequate

The school's current self-evaluation report is broadly evaluative and identifies its strengths and several areas for improvement. The report draws on an appropriate range of evidence, including analysis of performance data and the views of pupils, parents and the local authority.

Self-evaluation procedures, such as the scrutiny of pupils' books, are in place, but these are in the early stages of development. A number of priorities have led to measureable improvements, for example, in the development of the Foundation Phase, reading and Welsh, but initiatives often lack systematic planning and clear direction.

The school development plan links appropriately to the outcomes of the school's

self-evaluation processes and focuses on key areas, such as improving literacy and planning for the development of pupils' skills. While the plan provides a useful basis for improvement, it is not always clear how intended actions will have an impact on standards. Too many actions lack specific and measurable success criteria and, in many instances, targets are not precise enough.

The procedures for monitoring how well the school is doing and for evaluating progress against previously set targets are not systematic enough. This means the school does not always have a fully accurate understanding of its strengths and areas for development.

The school has made sound progress in addressing the recommendations of the last inspection, particularly in relation to Welsh and design and technology, but progress in improving aspects of assessment has been limited.

Partnership working: Good

The school has established a range of partnerships that impact positively on pupils' learning and wellbeing. Parents are very supportive of the school, and they are productively involved in many aspects of the school's work. The active parent-teacher association plays an important part in the school's life and provides significant additional funds to improve the outdoor environment and ICT resources.

The school has valuable links with the local community. The local church and local businesses all contribute well to the work of the school. Local residents come to the school to talk about their work and experiences and pupils undertake visits within the locality to enrich their learning experiences. Pupils often visit the nearby arts museum and participate in a major project each year; for example, their art and craft work was recently displayed in a 360-degree projection dome in the museum.

Relationships with the pre-school setting, based in the adjacent community centre, are particularly successful in ensuring a smooth transition for children into the Foundation Phase class. There are beneficial links with other schools in the area and effective transition plans help pupils move confidently to the high school. Arrangements with other local primary schools to moderate and standardise pupils' work are good.

Resource management: Adequate

The school has sufficient, appropriately-qualified staff to teach the curriculum and deploys teachers well to make best use of their expertise. Teachers and support staff work well together.

The school meets the requirements of the national workload agreement and teachers' planning, preparation and assessment time is appropriately covered by qualified teachers internally and by an external sports agency. Support staff make a valuable contribution to pupils' learning across the school.

There are currently no active networks of professional practice within the school and no links with external professional learning communities.

The headteacher and the governing body manage the financial resources appropriately to support the school's priorities. The school has a small surplus, which the governing body intends to use to support staffing. Pupils benefit from a good level of interesting learning resources. Staff make effective use of the school's accommodation and outside areas.

Due to the standards achieved by pupils, the school gives adequate value for money.

Appendix 1

Commentary on performance data

In the Foundation Phase in 2013, pupil performance at the expected outcome 5 was below the family average in literacy and mathematical development, but above in personal and social skills. At the higher-than-expected outcome 6 in 2013, pupils performed below the family average in literacy and personal and social skills but above the family average in mathematical development.

In 2013, pupils' performance at the expected outcome 5 at the end of the Foundation Phase placed the school in the bottom 25% for literacy and mathematical development in comparison with similar schools but in the top 25% for personal and social skills. In 2012, performance placed it in the lower 50% for literacy and mathematical development and in the bottom 25% for personal and social skills. Pupils' attainment of the higher outcome 6 in 2013 placed it in the lower 50% for literacy skills, but in the higher 50% for mathematical development. In both areas of learning, pupil performance was worse in 2012.

At the end of key stage 2 in 2013, pupils' performance at the expected level 4 was above the family average in English and below the family average in mathematics and science. At the higher-than-expected level 5 pupil performance was below the family average in the three core subjects.

At the end of key stage 2, pupils' performance at the expected level 4 in English and mathematics has varied considerably over the last four years when compared with that of similar schools. Performance in English has varied between the top 25% in 2010 and the bottom 25% in two out of the four previous years, while in mathematics it has varied between the higher 50% in 2010 and the bottom 25% in 2012. Performance of more able pupils at level 5 has also varied over the same period and in 2013 it was in the lower 50% for English and the bottom 25% for mathematics.

At the end of the Foundation Phase in 2013, boys as a group performed better than girls at the higher outcome 6, while, at the end of key stage 2 over the last four years, boys have tended to perform better at the higher level 5 in mathematics and science. The number of pupils entitled to free school meals is often very small in each year group, or there are no pupils entitled to free school meals. This makes any analysis of performance in relation to free school meals of limited value.

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.	53	53 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	53	52 98%	1 2%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	53	52 98%	1 2%	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	53	53 100%	0 0%	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.	52	52 100%	0 0%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	53	52 98%	1 2%	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.	53	52 98%	1 2%	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.	53	52 98%	1 2%	Rwy'n gwybod beth I'w wneud a gyda phwy i siarad os ydw I'n gweld fy ngwaith yn anodd.
		98%	2%	
My homework helps me to understand and improve my work in school.	53	48 91%	5 9%	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.	53	50 94%	3 6%	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.	53	50 94%	3 6%	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	53	51 96%	2 4%	Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
		84%	16%	

Responses to parent questionnaires

denotes the benchmark - this is a total of all responses since September 2010.

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
Overall I am satisfied with the school.	34	24 71%	10 29%	0 0%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	35	27 77%	8 23%	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.	35	28 80%	4 11%	2 6%	1 3%	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.	35	24 69%	9 26%	2 6%	0 0%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	35	21 60%	14 40%	0 0%	0 0%	0	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	46%	4%	1%		
Teaching is good.	35	22 63%	11 31%	0 0%	0 0%	2	Mae'r addysgu yn dda.
		60%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	35	21 60%	14 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.	35	17 49%	14 40%	2 6%	0 0%	2	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.	34	21 62%	11 32%	1 3%	0 0%	1	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.	35	24 69%	9 26%	0 0%	0 0%	2	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.	35	28 80%	7 20%	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'.	35	14 40%	16 46%	0 0%	0 0%	5	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		50%	35%	4%	1%		

	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 am kept well informed about my child's progress.	35	15 43%	19 54%	0 0%	0 0%	1	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		49%	41%	8%	2%		
I feel comfortable about approaching the school with questions, suggestions or a problem.	35	25 71%	10 29%	0 0%	0 0%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		62%	31%	4%	2%		
I understand the school's procedure for dealing with complaints.	34	15 44%	15 44%	1 3%	0 0%	3	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.	34	22 65%	9 26%	2 6%	0 0%	1	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		55%	39%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	33	18 55%	10 30%	0 0%	0 0%	5	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		42%	34%	4%	1%		
There is a good range of activities including trips or visits.	35	22 63%	10 29%	1 3%	0 0%	2	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	39%	5%	1%		
The school is well run.	35	21 60%	13 37%	0 0%	0 0%	1	Mae'r ysgol yn cael ei rhedeg yn dda.
		60%	33%	3%	2%		

Appendix 3

The inspection team

David Evans	Reporting Inspector
Christopher Dolby	Team Inspector
Alwena Morgan	Lay Inspector
Simon Phillips	Peer Inspector
Arwyn Jones	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.