



Report on

**Ysgol Pontrobert
Meifod
Powys
SY22 6JN**

Date of inspection: December 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

Ysgol Pontrobert is a Welsh-medium primary school. It is situated in the village of Pontrobert in Powys. It serves the village and a wide rural area, including the villages of Meifod, Bwlch y Cibau and Llangynyw.

There are a total of 28 pupils on roll. The school admits pupils on a part-time basis in the September following their third birthday. A minority of pupils come from Welsh-speaking households. There are no pupils from ethnic minority or mixed backgrounds.

Welsh is used as a teaching medium in the Foundation Phase. In key stage 2, pupils are taught through the medium of Welsh and English with the intention of ensuring that pupils develop to be completely bilingual by the end of their time at the school.

No pupils are eligible for free school meals. Nine per cent of pupils are on the school's additional learning needs register, which is considerably lower than the national figure. No pupils have a statement of special educational needs.

The school was last inspected in Autumn 2008. The headteacher has been in post since September 2012.

The individual school budget per pupil for Ysgol Pontrobert in 2014-2015 is £4,548. The maximum per pupil in primary schools in Powys is £13,848 and the minimum is £3,007. Ysgol Pontrobert is in 13th position of the 86 primary schools in Powys in terms of the school budget per pupil.

Summary

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

Current performance

Ysgol Pontrobert's performance is good because:

- most pupils make robust progress during their time at the school and attain good standards in literacy and numeracy;
- nearly all are confidently bilingual by the end of key stage 2;
- there are high levels of attendance and behaviour and almost all pupils participate enthusiastically in lessons;
- the school provides a wide and rich curriculum and the standard of teaching is robustly good across the school; and
- there is effective provision to promote wellbeing and an inclusive and homely ethos in which pupils feel happy and safe.

Prospects for improvement

Prospects for improvement are good because:

- the headteacher has a clear vision based on ensuring high standards and pupils' wellbeing and conveys it successfully to staff, parents and governors;
- the headteacher's high expectations and the staff's effective teamwork create a culture that promotes continuous improvement;
- the governing body is well informed and supportive, and it holds the school to account for its performance;
- leaders have a sound understanding of the school's strengths and areas that need to be improved and act appropriately on them; and
- there are a number of effective strategic partnerships, including with parents.

Recommendations

- R1 Raise pupils' standards of spelling in key stage 2 in both languages
- R2 Ensure that pupils of higher ability are challenged consistently across the curriculum
- R3 Create more opportunities for staff to exchange good practice with schools beyond the local area

What happens next?

The school will produce an action plan that shows how it will address the recommendations.

Main findings

Key question 1: How good are outcomes?

Good

Standards: Good

Most pupils make sound progress in their learning and achieve well during their time at the school. They use their skills effectively and show interest and perseverance in lessons.

Pupils' listening skills across the school are very good. Nearly all pupils are able to use the Welsh language increasingly confidently when they are undertaking their tasks and at other times during the day. By the end of the Foundation Phase, most pupils are able to converse clearly in Welsh and discuss familiar experiences and events confidently.

In key stage 2, most pupils respond eagerly to teachers' questioning and are keen to contribute to discussions. The majority are able to express an opinion in a mature way on a range of topics and listen to other people's contributions and consider their points of view. In key stage 2, most pupils' English oral skills are developing well. They communicate clearly and effectively and use a wide vocabulary when expressing an opinion and speaking about their work in class. Nearly all pupils attain a high standard of bilingualism and are able to move easily from one language to the other when discussing their work.

Most pupils' reading skills develop well across the school. Most pupils' standards of reading in the Foundation Phase are appropriate to their age and ability. Most are familiar with a range of reading strategies and are able to use them effectively to read meaningfully.

In key stage 2, most pupils read increasingly accurately and confidently in Welsh. They apply their reading skills well to support their work in a range of subjects. By the end of key stage 2, most pupils read meaningfully in English. They express an opinion about books and describe the main characters and the sequence of events in the stories meaningfully. They use various reading strategies skilfully in order to find information to support their work across the curriculum.

Across the school, most pupils' writing skills are developing effectively. Many pupils in the Foundation Phase spell and write increasingly accurately. They are also able to write independent pieces in a variety of topics, for example when expressing an opinion about a book. In key stage 2, most pupils use their writing skills in Welsh and English in a range of contexts across the curriculum. They write in an organised way and present ideas and information logically and effectively. The standard of extended written work of the best pupils is of high quality, for example when studying Britain at the end of the 1930s in history and recording investigations in science.

The work of the majority of pupils in key stage 2 shows good standards in terms of accuracy of language in Welsh and English. However, more spelling mistakes than are expected are evident in the work of a minority of pupils in both languages. Standards of handwriting and presentation of the majority of pupils across the school are appropriate but the handwriting of a minority of pupils does not always reflect the good standard of work.

In the Foundation Phase, most pupils show a firm grasp of number facts and use this information effectively to solve number problems in their activities. They handle different measurements and use mathematical vocabulary correctly to discuss their work. Most pupils collect, analyse and present data in the form of graphs accurately, for example when presenting information about pets. In key stage 2, most pupils have a good understanding of numeracy strategies. They apply their skills skilfully and develop appropriate strategies for solving problems with good accuracy, for example when organising a holiday trip. They collect information and results in a systematic manner and present their conclusions correctly in the form of tables and graphs, for example when recording information about weather forecasts on Snowdon.

Nearly all pupils who have additional learning needs make good progress in relation to the targets in their individual education plan. Pupils who are eligible for free school meals make sound progress in line with their ability. Most pupils of higher ability make good progress in their literacy and numeracy skills but they are not always extended across learning activities.

The small numbers of pupils in each year group can have a considerable effect on the school's overall performance in assessments at the end of the Foundation Phase and key stage 2 from one year to the next.

In the Foundation Phase, over the last three years, in comparison with similar proportions of pupils who are eligible for free school meals, the school's performance at the expected outcome 5 in literacy skills places it in the top 25%. For performance in mathematical development, the school has moved from the lower 50% to the top 25%. Performance at the higher outcome in language skills in Welsh has moved the school from the lower 50% to the top 25% during the same period. Performance in mathematical development has varied, moving the school between the bottom 25% and the top 25% over the last three years.

In key stage 2, over the last three years, the school's performance in Welsh, English, mathematics and science has placed it in the top 25% in comparison with similar schools. During the same period, pupils' performance at the higher level has usually placed the school in the top 25% in the four subjects.

Wellbeing: Good

All pupils enjoy the life and work of the school and feel safe there. They are aware of the importance of health, fitness and eating and drinking healthily. They also achieve consistently well in their personal and social development. Nearly all pupils are enthusiastic, enjoy their lessons and contribute eagerly in all aspects of their learning.

Across the school, pupils' behaviour is very good and they are courteous and welcoming to visitors. Pupils are very caring towards each other and show respect for others in lessons and during play times. Pupils of all ages offer support and friendship to others regularly.

Attendance levels of pupils at the school are consistently high. This has placed the school among the top 25% of similar schools during the last four years. Punctuality is also good.

A prominent place is given to the pupil's voice which strengthens their involvement in their learning and their local community. Pupils play a role in the life and work of the school through their roles with the school council and the eco council. Members take pride in what they have achieved to improve their school and their environment. They also take part enthusiastically in social activities in the area.

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

The school provides a wide range of rich experiences in the school and beyond for its pupils, and responds fully to the requirements of the Foundation Phase, the National Curriculum and religious education, in addition to the needs of all pupils at the school. All teachers plan purposefully to meet the needs of almost all pupils. They ensure that learning experiences build successfully on pupils' previous experiences throughout the school. However, pupils of higher ability do not always have enough challenge in activities across the curriculum.

The school responds well to the requirements of the Foundation Phase and the Literacy and Numeracy Framework. Schemes of work in the Foundation Phase and key stage 2 pay good attention to developing communication, numeracy and information and communication technology skills.

Provision for the Welsh language and the Welsh dimension in a variety of contexts is rich and central to all the school's work. By visiting historically important local sites and taking part in eisteddfodau and the 'plygain', pupils have valuable opportunities to develop their awareness of their heritage. The contribution of authors and poets enriches these experiences effectively. A good example of this is a visit from the Welsh children's laureate to discuss Dylan Thomas' style with pupils.

Education for sustainable development and global citizenship has been developed well in lessons as well as through the activity of the eco council.

Teaching: Good

The standard of teaching is effective across the school. Teachers have high expectations and good subject knowledge. They plan thoroughly with a clear focus on reinforcing skills. Teachers use a good variety of effective strategies and explain tasks clearly. They question probingly in order to ensure that pupils understand the requirements of the task in question. The pace of lessons, along with teachers' enthusiasm, contributes successfully towards engaging pupils' interest and enthusiasm. Classroom assistants contribute significantly to the quality of pupils' learning and provide good support to individuals and groups of pupils.

In lessons, all teachers provide valuable oral feedback for pupils. Teachers' marking is constructive and responds to pupils' work by offering ideas on how to move learning forward. Teachers share the objectives and discuss success criteria effectively. However, feedback comments in books do not always refer specifically to success criteria. Teachers provide regular opportunities for pupils to reflect on their work and this helps pupils to learn how to improve their own work.

The school has thorough procedures for assessing and tracking pupils' progress. Procedures for levelling and moderating pupils' work over time ensure that teachers' assessments are robust. Parents receive valuable information about their children's achievements and development.

Care, support and guidance: Good

The school's whole ethos encourages pupils' involvement with their school and its community. This promotes the school's sense of care for pupils very effectively. Teachers ensure that learning experiences provide valuable opportunities to promote pupils' spiritual, moral, social and cultural development. Opportunities are provided regularly for pupils to understand the importance of caring for those less fortunate than themselves. The school makes appropriate arrangements for promoting eating and drinking healthily.

The school provides good individual support for individual pupils on educational, social and personal issues. It co-operates closely with external agencies and ensures that pupils benefit from the relevant support that is available to them.

Provision for pupils who have additional learning needs is effective. Teachers identify these pupils' needs at an early stage and ensure beneficial support for them within classrooms. This ensures full access to all the school's provision. The individual education plans for pupils include clear targets and there are appropriate arrangements for discussing progress with parents. Through regular assessments, the school follows their progress carefully to ensure that they achieve in line with their targets.

The school's arrangements for safeguarding pupils meet requirements and are not a cause for concern.

Learning environment: Good

The school is an inclusive and friendly community in which pupils are treated equally. All staff encourage pupils' good behaviour very effectively. This is one of the school's strengths and is based on values that promote respect and care. There are effective procedures for ensuring that no pupils suffer because of disadvantage and for improving pupils' wellbeing and attainment significantly.

There is a good supply of resources for delivering lessons and activities across the curriculum. Classrooms and walls around the school are colourful and attractive and include a variety of displays that celebrate successes and give prominence to pupils' work. Learning areas within the building and outside for the Foundation Phase are suitable and contribute effectively towards meeting requirements.

The school is situated on a pleasant site and effective use is made of the whole site. The building and the playground are in good condition and maintained in an orderly way. The school's various external areas encourage pupils to keep healthy and to appreciate the environment around them. Good use is made of the hall and the nearby communal park to promote pupils' physical development.

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

Leadership: Good

The headteacher has a clear vision that is based on ensuring pupils' high standards and wellbeing. She conveys that vision successfully to staff, parents and governors. The headteacher's high expectations and the staff's effective teamwork create a culture that promotes continuous improvement at the school.

Regular staff meetings are held, which focus appropriately on pupils' standards of achievement and progress. Everyone is included in discussions and decisions regularly. As a result, all members of staff have a good understanding of their responsibilities in direct relation to the school's strategic plans.

Governors are supportive of the work of the school, they meet regularly and fulfil their duties conscientiously. They contribute appropriately to self-evaluation processes by discussing attainment data, observing lessons and monitoring provision for pupils. Governors have a sound understanding of the school's strengths and the areas that need to be improved. This enables them to act as effective critical friends that challenge the school and hold it to account for its performance.

The school pays good attention to national priorities. The Foundation Phase has been established successfully and planning for implementing the literacy and numeracy framework is developing well.

Improving quality: Good

The school's robust self-evaluation process includes a thorough review of all aspects of school life and how these affect pupils' standards. Staff and members of the governing body monitor standards and provision through analysing data, scrutinising books and observing lessons.

Monitoring reports are of good quality and balance strengths with recommendations for improvement appropriately. As a result, monitoring by leaders has a positive effect on the quality of provision and on pupils' standards of attainment. The self-evaluation document is comprehensive and gives a clear picture of the life and work of the school. It is evaluative and identifies correctly the school's strengths and areas that need to be improved.

The school collects the opinions of pupils, parents, staff and governors and gives them fair consideration. For example, at the pupils' request, the school has adapted the external play area and has recently changed the school logo.

There is a close link between the findings of the self-evaluation and the school improvement plan. The improvement plan is a clear document that informs the school's work skilfully. It includes success indicators, appropriate timetables and reasonable resources in order to attain the improvement targets. The evaluation of the previous improvement plan is thorough and focuses well on measuring the effect of the school's work on pupils' outcomes.

Partnership working: Good

The school has established a number of effective partnerships. There is a strong relationship between parents and the school. The school shares information successfully about the school's activities and the work of the class through regular letters. Parents are very supportive of the school's work and raise considerable sums of money which enrich pupils' experiences. For example, parents pay for brass instrument lessons for all pupils from Year 2 to Year 6. As a result, the school band has had considerable success in many eisteddfodau over a number of years.

As a result of the valuable links with the community, pupils understand the importance of contributing to the life of their local area. There are strong links between the school and the nursery group, which is situated in the nearby community hall. There are beneficial transition arrangements with both the secondary schools to which pupils will transfer. These arrangements enable pupils to move confidently forward to the next stage in their education. Standardising and moderating meetings with schools in the cluster ensure consistency and accuracy when assessing pupils' work.

Partnerships with schools in the local area are beneficial. Partnerships have a positive effect on the school's work, for example when improving the outdoor provision for the Foundation Phase. However, there are few opportunities for staff to exchange good practice with schools beyond the local area in order to build the school's capacity for further improvement.

Resource management: Good

The school manages its resources effectively. It makes good use of the expertise of teachers and learning assistants to improve provision and raise pupils' standards. Assistants work effectively as a team with teachers and contribute considerably to pupils' learning and wellbeing.

Performance management arrangements for teachers and support staff are effective. All members of staff have regular opportunities for continuous professional development, which is linked to the school's priorities. Arrangements for teachers' planning, preparation and assessment are appropriate.

The school is developing effectively as a learning community. An example of this is the close co-operation with schools in the cluster to develop pupils' numeracy skills. This has a positive effect on pupils' standards.

The finance sub-committee meets regularly, and with the support of the authority's finance officer, they monitor the budget carefully. This ensures a good supply of resources that respond to pupils' needs. The headteacher and governors manage all their resources, including the effective pupil deprivation grant, and they make appropriate budgetary decisions according to the school's needs and priorities.

Considering the good outcomes in the school, the school provides good value for money.

Appendix 1: Commentary on performance data

6662041 - Ysgol Pontrobert

Number of pupils on roll	35
Pupils eligible for free school meals (FSM) - 3 year average	10.1
FSM band	2 (8%<FSM<=16%)

Foundation Phase

	2012	2013	2014
Number of pupils in Year 2 cohort	7	6	*
Achieving the Foundation Phase indicator (FPI) (%)	71.4	100.0	*
Benchmark quartile	4	1	*
Language, literacy and communication skills - English (LCE)			
Number of pupils in cohort	*	*	*
Achieving outcome 5+ (%)	*	*	*
Benchmark quartile	*	*	*
Achieving outcome 6+ (%)	*	*	*
Benchmark quartile	*	*	*
Language, literacy and communication skills - Welsh (LCW)			
Number of pupils in cohort	7	6	*
Achieving outcome 5+ (%)	100.0	100.0	*
Benchmark quartile	1	1	*
Achieving outcome 6+ (%)	14.3	66.7	*
Benchmark quartile	3	1	*
Mathematical development (MDT)			
Number of pupils in cohort	7	6	*
Achieving outcome 5+ (%)	85.7	100.0	*
Benchmark quartile	3	1	*
Achieving outcome 6+ (%)	14.3	50.0	*
Benchmark quartile	3	1	*
Personal and social development, wellbeing and cultural diversity (PSD)			
Number of pupils in cohort	7	6	*
Achieving outcome 5+ (%)	85.7	100.0	*
Benchmark quartile	4	1	*
Achieving outcome 6+ (%)	42.9	33.3	*
Benchmark quartile	2	4	*

The Foundation Phase indicator (FPI) represents the percentage of pupils achieving outcome 5 or above in PSD, LCE/LCW, and MDT 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.

6662041 - Ysgol Pontrobert

Number of pupils on roll	35
Pupils eligible for free school meals (FSM) - 3 year average	10.1
FSM band	2 (8%<FSM<=16%)

Key stage 2

	2011	2012	2013	2014
Number of pupils in Year 6 cohort	*	5	*	6
Achieving the core subject indicator (CSI) (%)	*	100.0	*	100.0
Benchmark quartile	*	1	*	1
English				
Number of pupils in cohort	*	5	*	6
Achieving level 4+ (%)	*	100.0	*	100.0
Benchmark quartile	*	1	*	1
Achieving level 5+ (%)	*	40.0	*	66.7
Benchmark quartile	*	2	*	1
Welsh first language				
Number of pupils in cohort	*	5	*	6
Achieving level 4+ (%)	*	100.0	*	100.0
Benchmark quartile	*	1	*	1
Achieving level 5+ (%)	*	20.0	*	50.0
Benchmark quartile	*	3	*	1
Mathematics				
Number of pupils in cohort	*	5	*	6
Achieving level 4+ (%)	*	100.0	*	100.0
Benchmark quartile	*	1	*	1
Achieving level 5+ (%)	*	60.0	*	50.0
Benchmark quartile	*	1	*	1
Science				
Number of pupils in cohort	*	5	*	6
Achieving level 4+ (%)	*	100.0	*	100.0
Benchmark quartile	*	1	*	1
Achieving level 5+ (%)	*	80.0	*	66.7
Benchmark quartile	*	1	*	1

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

Report on stakeholder satisfaction

Responses to the learner questionnaire

Denotes the benchmark – this is a total of all responses to date since September 2010.

	Number of responses Nifer o ymatebion	Agree Cytuno	Disagree Anghytuno	
I feel safe in my school.	18	18 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	18	17 94%	1 6%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	18	18 100%	0 0%	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	18	18 100%	0 0%	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.	18	17 94%	1 6%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	18	18 100%	0 0%	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.	18	18 100%	0 0%	Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddysgu a gwneud cynnydd.
		99%	1%	
I know what to do and who to ask if I find my work hard.	18	18 100%	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.	18	18 100%	0 0%	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.	18	18 100%	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.	18	16 89%	2 11%	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	18	17 94%	1 6%	Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
		84%	16%	

Response to the parent questionnaire

Denotes the benchmark – this is a total of all responses to date 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.	16	12 75%	4 25%	0 0%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	17	13 76%	4 24%	0 0%	0 0%	0	Mae fy mhentyn yn hoffi'r ysgol hon.
		73%	26%	1%	0%		
My child was helped to settle in well when he or she started at the school.	17	11 65%	6 35%	0 0%	0 0%	0	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		72%	26%	1%	0%		
My child is making good progress at school.	17	15 88%	2 12%	0 0%	0 0%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	17	12 71%	5 29%	0 0%	0 0%	0	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	45%	4%	1%		
Teaching is good.	17	14 82%	3 18%	0 0%	0 0%	0	Mae'r addysgu yn dda.
		60%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	17	15 88%	2 12%	0 0%	0 0%	0	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		63%	33%	1%	0%		
The homework that is given builds well on what my child learns in school.	17	9 53%	8 47%	0 0%	0 0%	0	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhentyn yn ei ddysgu yn yr ysgol.
		47%	40%	6%	1%		
Staff treat all children fairly and with respect.	17	11 65%	5 29%	0 0%	0 0%	1	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		58%	33%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	17	10 59%	7 41%	0 0%	0 0%	0	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		59%	36%	2%	0%		
My child is safe at school.	17	14 82%	3 18%	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'.	17	10 59%	7 41%	0 0%	0 0%	0	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		50%	34%	4%	1%		
I am kept well informed about my child's progress.	17	10 59%	7 41%	0 0%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		49%	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.	17	11 65%	6 35%	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.	17	11 65%	6 35%	0 0%	0 0%	0	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		45%	39%	7%	2%		
The school helps my child to become more mature and take on responsibility.	17	10 59%	7 41%	0 0%	0 0%	0	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		56%	38%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	17	12 71%	4 24%	0 0%	0 0%	1	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		42%	33%	4%	1%		
There is a good range of activities including trips or visits.	17	11 65%	6 35%	0 0%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	38%	5%	1%		
The school is well run.	17	13 76%	4 24%	0 0%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	32%	3%	1%		

Appendix 3

The inspection team

Goronwy Morris	Reporting Inspector
Rhian Jones	Team Inspector
David Jenkins	Lay Inspector
Bethan Morris-Jones	Peer Inspector
Catherine Parry	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 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.