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

A report on

Builth Wells C.P. School
Hospital Road
Builth Wells
Powys
LD2 3GA

Date of inspection: March 2017

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.

Publication date: 12/05/2017

Context

Builth Wells County Primary School, in Powys, is a bilingual, dual-stream school, which serves the town of Builth Wells and the surrounding area. The school has 260 pupils on roll, including 12 full-time nursery children. There are 10 classes including eight mixed age classes. There are five Welsh-medium and five English-medium classes.

There is an Area Learning Support Class (ALSC) in the school, which caters for pupils with special educational needs from the high school's catchment area. Around 17% of pupils have special educational needs, a figure which is below the national average. A very few pupils have a statement of special educational needs.

Around 6% of pupils are eligible for free school meals. This is below the average for Wales. A few pupils speak Welsh at home, and a very few are from an ethnic minority background.

The last inspection of the school was in July 2011. The current headteacher took up his post in January 2016.

The individual school budget per pupil for Builth Wells C.P. School in 2016-2017 means that the budget is £3,425 per pupil. The maximum per pupil in the primary schools in Powys is £5,561 and the minimum is £2,960. Builth Wells C.P. School is 52nd out of the 83 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 school's current performance is adequate because:

- Many pupils have sound listening skills and listen attentively to their teachers and other pupils
- Many pupils make strong progress in their numeracy skills and use these well when working across the curriculum
- Most pupils make good progress in developing their information and communication technology (ICT) skills throughout the school
- Most pupils with additional learning needs, especially those in the area learning resource class, make good progress against their targets
- Nearly all pupils feel happy, safe and secure in school and know to whom to turn if they need help or support
- Nearly all pupils behave well in lessons and around the school
- A good range of extra-curricular activities and visits enhances the curriculum successfully
- Most teachers use questioning well to develop pupils' thinking skills
- The provision for pupils' spiritual, moral, social and cultural development is good
- The school is a welcoming and inclusive community, where nearly all pupils and adults show mutual concern and respect for one another

However:

- There is too much inconsistency in standards throughout the school and too much variation in standards between classes
- Many pupils' skills in working independently and taking responsibility for their own learning are underdeveloped
- The school's overall attendance has placed it between the lower 50% and the bottom 25% when compared with similar schools over the last three years
- Planning for developing the principles of the Foundation Phase is inconsistent between classes and, in key stage 2, long and medium-term plans are not always detailed enough to ensure progression and continuity in skills across all National Curriculum subjects
- The quality of teaching is too variable across the school

Prospects for improvement

The school's prospects for improvement are adequate because:

- In the relatively short period since his appointment, the headteacher has made a number of key improvements that provide a purposeful strategic direction to the school's work
- The school has recently reorganised and strengthened its staffing structure with a clear allocation of leadership responsibilities that is beginning to have a positive impact on the quality of a few aspects of the school's work
- Governors have a sound understanding of the school's current performance and priorities for improvement
- The school has recently started to gather a wider range of suitable first-hand evidence to help leaders to identify strengths and areas to improve
- Recent actions in improvement planning are beginning to have a positive impact on improving the school's work
- The school collaborates well with a wide range of partners that support pupils successfully

However:

- A few leaders do not have high enough expectations of what pupils are capable of achieving and of what that they need to improve as a school
- The role of the governing body in holding the school to account for its provision and standards is underdeveloped
- Lesson observations are not regular enough, lack rigour and do not give sufficient attention to evaluating the quality of teaching and learning
- Over a notable period, the school has not ensured that the use of all available resources supports pupils' learning

Recommendations

R1 Raise standards of pupils' English reading and writing skills in the English stream and pupils' writing skills in both languages in the Welsh stream at key stage 2

R2 Improve the standards of pupils' Welsh second language oracy skills and increase pupils' use of the language outside Welsh lessons

R3 Improve pupils' ability to work independently and to take responsibility for their own learning

R4 Improve the consistency and quality of teaching to ensure that pupils of all abilities make the best progress they are capable of making

R5 Develop the leadership skills of all staff and the role of governors in holding the school to account for its outcomes

R6 Strengthen the skills of leaders at all levels to bring more rigour and accountability to monitoring activities in order to raise the quality of teaching and learning

R7 Address the health and safety issue identified during the inspection

What happens next?

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

Main findings

Key Question 1: How good are outcomes?	Adequate

Standards: Adequate

Many pupils enter the school with skills, knowledge and understanding at a level expected for their age. Although many pupils achieve work of at least an appropriate standard in lessons and in books, there is too much inconsistency in standards throughout the school. There is also too much variation in standards between classes.

Most pupils with additional learning needs, especially those in the area learning resource class, make good progress against their targets. However, more able pupils do not always achieve as well as they could. Many pupils' thinking skills are developing appropriately, for example when posing questions on work by a local artist.

Throughout the school, many pupils have sound listening skills and listen attentively to their teachers and other pupils. By the end of the Foundation Phase, many pupils make good progress in their oracy skills in both English and Welsh first language. They speak confidently using an increasing use of vocabulary and sentence structures. Throughout key stage 2 many pupils speak confidently and successfully in formal and informal situations in both languages. However, a lack of vocabulary and syntax in lower key stage 2 limits a few pupils' ability to develop their ideas through the medium of Welsh.

Throughout the Welsh stream, most pupils make good progress in their reading skills in Welsh first language. By Year 2, most read confidently and with expression. More able pupils are able to discuss the plot and characters in their story books skilfully. By Year 6, most pupils talk maturely about the books they enjoy in both languages. They are able support their opinions well by using relevant information from the text.

Many pupils in the English stream Foundation Phase classes only make satisfactory progress in their English reading. A majority of pupils read familiar texts appropriately. However, a minority do not have a strong enough knowledge of phonics in order to build unfamiliar words successfully. By the end of key stage 2, a majority of pupils have a good understanding of the styles of different authors and draw similarities between their work. Overall, in both streams, a majority of pupils are developing their higher order reading skills effectively in both languages. However, the reading skills of pupils in the English stream are less developed than those in the Welsh stream.

Many pupils in the Welsh stream Foundation Phase classes develop their early writing skills effectively in Welsh first language. They form letters correctly and are beginning to write simple sentences successfully to convey meaning, for example when writing a description of the wolf. By Year 2, many pupils vary their sentences well to make their writing interesting for the reader with more able pupils making effective vocabulary choices. Many write confidently in a range of genres across the

curriculum, for example when writing a description of their home. In the English stream, a majority of pupils are beginning to form simple words competently in the reception class, for example when writing instructions on making a jam sandwich. By Year 2, many use suitable punctuation, for example to demarcate sentences. A majority use a variety of simple sentences appropriately when writing across the curriculum, for example when writing a description of Saint David. However, their ability to develop and vary sentences to make their writing interesting for the reader is underdeveloped.

By the end of key stage 2, many pupils in both streams are developing an effective understanding of the features of different styles of writing, use a suitable range of vocabulary and organise their work into paragraphs successfully. However, they develop many of these skills towards the end of the key stage and do not make sustained progress throughout key stage 2. Generally, many pupils apply writing skills sufficiently when writing across the curriculum, for example when creating a leaflet about renewable sources of energy.

In the Foundation Phase, a majority of pupils make good progress in their number, shape and data handling skills. They are able to apply these skills successfully to solve problems, for example when finding different angles in the outside area. However, standards of numeracy and reasoning are stronger in the Welsh stream. In key stage 2, most pupils make strong progress in their numeracy skills. They use their understanding of these skills effectively when working across the curriculum, for example when calculating the average price of sheep over a four year period.

Throughout the Foundation Phase, most pupils make good progress in developing their ICT skills. They use data packages well to present information on a graph, for example when creating a pictogram of their favourite fruits. In key stage 2, most pupils use a wide range of programs to develop and enhance their work across the curriculum. For example, they use mapping and route planning confidently to calculate the distances that evacuees travelled from Liverpool to Builth Wells during the Second World War. Many pupils evaluate a wide range of software successfully to make informed choices on what technology and software are best suited to their work. Throughout the school, nearly all pupils have a strong understanding of the need to be safe online and the dangers of sharing personal information.
Nearly all pupils in the English stream are enthusiastic about learning Welsh. Overall, most pupils make satisfactory progress in learning and using the Welsh language. In the Foundation Phase, they follow basic instructions successfully. In key stage 2, many pupils communicate competently when writing. They read familiar texts with accurate pronunciation and have a good understanding of what they have read. However, across the school, many pupils are not confident enough in using a range of patterns and vocabulary when speaking in different situations. A very few pupils use Welsh outside of Welsh lessons.

There are a very few pupils from the local authority with additional learning needs in a specialist class for both Foundation Phase and key stage 2 pupils, which slightly affects the school's performance data.

In the Foundation Phase, over the last four years, the school's performance at the expected outcome and the higher outcome in literacy (English and Welsh) and mathematical development has generally placed the school below the median.

At the end of key stage 2, pupils' performance at the expected level and the higher than expected level over the same period usually places the school below the median in all core subjects.

There are very few pupils who are eligible for free school meals, which makes comparison of their performance with that of other pupils unreliable.

Generally, girls perform better than boys in literacy (English and Welsh) in the Foundation Phase and key stage 2. In mathematics, boys tend to perform better than girls do at the higher outcome in Foundation Phase and at the expected level in key stage 2.

Wellbeing: Adequate

Nearly all pupils feel happy, safe and secure in school and know to whom to turn if they need help or support. They are confident that staff will deal promptly with any concerns or incidents that arise. Nearly all pupils enjoy school and understand the benefits of exercise and a healthy lifestyle. Many attend the after school rugby and netball clubs.

Nearly all pupils behave well during lessons, at lunchtimes and playtimes. They move around the school calmly and are courteous and polite to each other. They show respect towards each other, staff and visitors. Most pupils display positive attitudes towards their work and generally sustain their concentration well. Many are enthusiastic learners who contribute well in lessons. However, many pupils' skills of working independently and taking responsibility for their own learning are underdeveloped.

Many older pupils make purposeful decisions about their learning. For example, they choose aspects of the term's topic to follow their own lines of enquiry. They are active in supporting many charities, such as Children in Need and Air Ambulance, which raises their awareness of local and wider issues successfully.

Many pupils take on extra responsibilities effectively. For example, the work of the Digital Leaders in teaching skills to other pupils throughout the school is having a positive effect on pupils' ICT skills. The school council is beginning to take a more active role in school life, for example in choosing resources for the playground in order to improve pupils' enjoyment and participation in different activities. This has significantly improved behaviour during playtimes. However, its role in contributing to the strategic direction of the school is in its early stages of development.

The school's overall attendance has placed it between the lower 50% and bottom 25% when compared with similar schools over the last three years. The attendance of pupils eligible for free school meals is generally lower than that of other pupils. Nearly all pupils arrive punctually at the start of the school day.

Key Question 2: How good is provision?	Adequate

Learning experiences: Adequate

Overall, the school provides a broad and balanced curriculum, which meets the requirements of the National Curriculum and religious education appropriately. The curriculum in the area learning support centre addresses the needs of those pupils very well. For example, teachers and support assistants plan stimulating individual programmes that ensure that all these pupils make good progress towards their individual targets.

Generally, most teachers plan interesting topics and activities that engage most pupils well. However, planning for developing the principles of the Foundation Phase is inconsistent between classes. In classes where this provision is less effective, teachers do not always provide an appropriate balance of adult-led and child-initiated tasks for children to learn independently through carefully planned play. Planning in key stage 2 ensures appropriate coverage of all subjects. However, long and medium-term plans are not always detailed enough to ensure progression and continuity in skills across all areas of learning or National Curriculum subjects. A good range of extra-curricular activities and visits enhances the curriculum successfully. Teachers plan trips to support areas of study well. For example, they visit the local military museum to enhance their topic work.

The school is beginning to respond appropriately to the requirements of the literacy and numeracy framework. Curriculum planning for numeracy is effective and builds progressively on pupils' skills. However, the planning for literacy across the curriculum is inconsistent and does not always provide enough opportunities for pupils to apply their literacy skills in different contexts. The school plans effectively for developing the full range of pupils' ICT skills. As a result, most pupils' ICT skills are good throughout the school.

Provision for the development of pupils' Welsh language skills is suitable. For example, the 'Criw Cymraeg' is beginning to have a positive effect on developing pupils' awareness of using Welsh outside the classroom environment. Teachers plan worthwhile opportunities to learn about the history and culture of Wales, for example through a topic comparing the history of The Eppynt in the 1940s with Tryweryn in the 1960s.

There is effective provision for developing pupils' understanding of sustainability and environmental issues within the school, for example where the school and the local high school survey the grounds in order to plan changes to increase the population of pollinators. The school provides relevant opportunities to develop pupils' understanding of the wider world, for example when studying fair trade. This develops pupils' understanding of the importance of a fair price for produce.

Teaching: Adequate

Overall, the quality of teaching is too variable across the school. Most teachers have appropriate subject knowledge and plan interesting activities that engage most pupils' interest. They use questioning well to develop pupils' thinking skills. However, in a minority of classes, teachers and support staff over direct the learning. This limits pupils' ability to work independently. Nearly all teachers create a calm learning environment for pupils and manage their behaviour well.

In a majority of classes, where teaching is most effective, teachers provide stimulating contexts for learning and use resources well to engage pupils fully in their learning. In these classes, teachers organise and structure lessons effectively and conduct them at a brisk pace. Across the school, teachers do not always plan tasks well enough to match the needs of pupils of different abilities. They do not consistently provide enough challenge for more able pupils. Consequently, pupils that are more able do not always achieve as well as they could.

Generally, teachers' use of assessment for learning strategies is developing appropriately. They share learning objectives and success criteria regularly with pupils. This enables pupils to know what they are learning and how to succeed in their work. Recently the school has ensured that written feedback to pupils across the school is more consistent. As a result, in many classes, pupils are beginning to respond to feedback to make improvements in their work. Teachers provide relevant opportunities for pupils to assess their own work and the work of their peers.

The school has appropriate procedures for tracking the progress of pupils. Very recently, leaders have introduced a new electronic tracking system. Although in its early days, teachers are beginning to use the information from this suitably to aid their planning. However, it is too early to measure its effectiveness on pupil outcomes.

Parents receive appropriate information about their children's progress through regular parents' meetings and annual reports. However, annual reports to parents do not report on pupils' achievements and progress in all areas of learning and subjects. As a result, they do not meet all statutory requirements.

Care, support and guidance: Good

The school uses tailored programmes to promote positive behaviour successfully. This ensures that there is a calm and orderly atmosphere in lessons and around the school. Care, support and guidance are central features of the school's provision. The school is successful in encouraging pupils to develop a shared sense of values, including respect for others.

There are effective arrangements for promoting healthy eating and drinking. Staff encourage pupils to take regular exercise and to be active on the yard. The provision for pupils' spiritual, moral, social and cultural development is good. The school provides worthwhile opportunities for pupils to develop their spirituality, for example through reflective assemblies and meaningful studies of world religions.

The school makes beneficial use of a wide range of specialised agencies and expertise within the school such as the police and fire service. This raises pupils' awareness of how to keep healthy and safe, including when using the internet.

Provision for pupils with additional learning needs is a strength in the school. Teachers identify pupils' learning needs early and provide beneficial support for them. Trained support staff make a worthwhile contribution to meeting pupils' learning needs through providing a range of effective intervention programmes. Special educational needs teachers make effective use of assessment data to measure pupils' progress and to adjust support appropriately. As a result, these

pupils make good progress towards achieving their targets. Teachers include parents and pupils effectively in the process of setting and reviewing individual education plans. Meticulously planned programmes and support ensure that pupils in the area learning support class make very worthwhile progress form their starting point.

The school's arrangements for safeguarding meet requirements and give no cause for concern. However, inspectors brought a health and safety issue to the attention of the headteacher and governing body during the inspection.

Learning environment: Good

The school is a welcoming and inclusive community, where nearly all pupils and adults show mutual concern and respect for one another. Pupils have equal access to all areas of the curriculum and school life, including those pupils with specific learning needs who attend the learning support class.

The building and grounds are well maintained, and are generally safe and secure. Teachers make good use of the indoor space to support pupils' learning effectively. There are attractive displays in the communal areas and classrooms. These support pupils' learning beneficially and celebrate their work well. The school has a good range of resources that are used well to support pupils' learning. The school has recently invested in resources to improve hardware for ICT. This is having a positive effect on further developing pupils' ICT standards. The school has started to develop its extensive grounds purposefully to promote learning in the outdoors.

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

Leadership: Adequate

The headteacher, staff and governors have a clear and shared vision for the school where all staff and pupils are valued and respected. In the relatively short period since his appointment, the headteacher has made a number of key improvements to the school that provide a purposeful strategic direction to its work. This has enabled the school to address issues such as improving behaviour, which has had a positive effect on wellbeing. The headteacher has implemented appropriate plans to raise standards in literacy and numeracy and to improve assessment and provision across the school. These have started to have a positive effect on a few areas of learning such as in developing pupils' numeracy skills. However, generally these plans are still at a relatively early stage of development and are not yet consistent across all areas of teaching and learning.

The school has recently reorganised and strengthened its staffing structure. This now includes a clear allocation of leadership responsibilities for all areas of learning. Although these new leadership roles are relatively new, they are beginning to have a positive effect on the quality of a few aspects of the school's work, for instance in improving literacy and numeracy strategies. However, a few leaders do not have high enough expectations of what pupils are capable of achieving and of what that they need to improve as a school. Clear job descriptions and regular meetings with senior leaders ensure that most teaching and support staff understand their roles and perform them conscientiously.

Overall, the school makes suitable progress in addressing national priorities such as developing pupils' numeracy skills across the curriculum. However, addressing literacy across the school is less effective. In addition, leaders do not ensure that all teachers implement all the elements of the Foundation Phase philosophy effectively.

The school has appropriate systems for the performance management of all staff. Targets match the school's improvement priorities well and are starting to have a positive effect on provision and pupil outcomes, for example in the development of pupils' ICT skills.

Governors have a sound understanding of the school's current performance and priorities for improvement. They are developing an appropriate knowledge of teaching and learning within the school, through regular visits. However, their knowledge of analysing data relies heavily on information provided by the headteacher. All governors have recently adopted appropriate roles and responsibilities linked to improving standards at the school, for example for monitoring the performance of pupils' Welsh language skills. These roles match priorities in the school improvement plan well. However, the role of the governing body in holding the school to account for its provision and standards is underdeveloped.

Improving quality: Adequate

The school has recently started to gather a wider range of suitable first-hand evidence to help leaders to identify strengths and areas to improve. For example, a detailed monitoring programme includes learning walks, book scrutiny and planning reviews. Self-evaluation activity is beginning to consider the views of pupils, for example on the range of teaching methods to develop extended writing.

Leaders and governors undertake a range of monitoring activities including lesson observations, scrutiny of pupils' work and listening to learners. However, lesson observations are not regular enough, lack rigour and do not give sufficient attention to evaluating the quality of teaching and learning. Consequently, teaching, provision and standards across the school and between classes are too inconsistent. Since of the appointment of the headteacher, senior leaders are beginning to use performance data appropriately to monitor progress and plan for improvement, for example through the introduction of pupil progress meetings. This is developing their ability to hold all staff to account for provision and pupil outcomes suitably.

The school uses self-evaluation findings appropriately to identify many relevant priorities. Nearly all staff are developing a clearer understanding of their role in achieving targets highlighted in the school improvement plan. There are suitable arrangements to allocate funding to support improvements and training for all members of staff is closely linked to the schools priorities. Recent actions are beginning to have a positive effect on improving the school's work, for example in improving provision and outcomes in pupils' numeracy skills.

Only since the appointment of the current headteacher has the school started to make suitable progress towards meeting the recommendations of the previous inspection.

Partnership working: Good

The school collaborates well with a wide range of partners that support pupils successfully. Parents and community volunteers make regular and valuable contributions to the school's work, for example by using reading buddies from the community to support pupils reading experiences. Increasingly, parents engage well with the school. For example, many parents attended a ground force day to develop the outdoor areas of the school in order to improve the quality of provision for all pupils. The friends of the school are very supportive by raising considerable funds to provide additional resources, particularly in ICT.

The school has strong links with new parents and staff at the local pre-school setting. This ensures that younger pupils settle confidently into the school. The school undertakes regular transition activities with the local secondary school that support pupils well as they move to the next stage in their learning. The school ensures that arrangements for pupils in the area support class as they move to their next school are effective and supportive. For example, a teacher from the high school has observed teaching approaches used in the support class to ensure the continuity of effective numeracy strategies. There are appropriate systems for joint moderation of pupils' work with other local schools. Generally, this ensures that most teachers are have a secure knowledge when levelling pupils' work.

The school works closely with many specialist agencies from the local authority, for example to support pupils with specific needs effectively. The staff from the learning support class share good practice with other schools and teachers within the authority.

Strong links with the local community provide worthwhile learning opportunities for pupils. For example, the local vicar visits the school to discuss pupils' designs for creating a stained glass window for the local church. Local businesses support pupils' understanding of local agriculture practices successfully.

Resource management: Adequate

The school has enough appropriately qualified staff and a sufficient range of resources to deliver the curriculum suitably. The headteacher deploys staff competently to meet the needs of most pupils. Arrangements for teachers' planning, preparation and assessment time meet requirements. However, teachers do not always use this time effectively enough to ensure consistency in planning between classes.

The school is developing appropriately as a learning community. The headteacher provides staff with an effective range of training opportunities that enable them to develop their professional practice. These include training to use numeracy and writing strategies. This is beginning to have a positive effect on pupil outcomes, especially in numeracy.

School leaders have identified suitable actions for using the Pupil Deprivation Grant by, for example, developing specific literacy and numeracy support programmes and play therapy. These are having a positive effect on raising standards of groups of learners and for improving their wellbeing.

The headteacher, members of the governing body and the local authority meet regularly to oversee the school's finances and plan appropriately for future anticipated spending needs. However, over a significant period, the school has retained a substantial proportion of its budget. This means that governors have not ensured that available resources have been used appropriately for the benefit of all pupils. In view of the standards that pupils achieve and the overall quality of standards and teaching, the school offers adequate value for money.

Appendix 1: Commentary on performance data

6662089 - BUILTH WELLS C.P. SCHOOL

Number of pupils on roll	262
Pupils eligible for free school meals (FSM) - 3 year average	7.6
FSM band	1 (FSM<=8%)

Foundation Phase

	2013	2014	2015	2016
Number of pupils in Year 2 cohort	42	38	37	31
Achieving the Foundation Phase indicator (FPI) (%)	83.3	73.7	83.8	93.5
Benchmark quartile	3	4	4	2
Language, literacy and communication skills - English (LCE)				
Number of pupils in cohort	28	21	18	17
Achieving outcome 5+ (%)	89.3	66.7	88.9	94.1
Benchmark quartile	3	4	4	3
Achieving outcome 6+ (%)	39.3	38.1	33.3	35.3
Benchmark quartile	3	3	4	4
Language, literacy and communication skills - Welsh (LCW)				
Number of pupils in cohort	14	17	19	14
Achieving outcome 5+ (%)	85.7	88.2	94.7	92.9
Benchmark quartile	3	3	3	3
Achieving outcome 6+ (%)	21.4	17.6	26.3	42.9
Benchmark quartile	4	4	4	2
Mathematical development (MDT)				
Number of pupils in cohort	42	38	37	31
Achieving outcome 5+ (%)	92.9	76.3	86.5	93.5
Benchmark quartile	3	4	4	3
Achieving outcome 6+ (%)	33.3	13.2	32.4	45.2
Benchmark quartile	2	4	4	3
Personal and social development, wellbeing and cultural diversity (PSD)				
Number of pupils in cohort	42	38	37	31
Achieving outcome 5+ (%)	92.9	97.4	97.3	96.8
Benchmark quartile	4	3	3	4
Achieving outcome 6+ (%)	50.0	34.2	48.6	64.5
Benchmark quartile	3	4	4	3

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.

6662089 - BUILTH WELLS C.P. SCHOOL

Number of pupils on roll	262
Pupils eligible for free school meals (FSM) - 3 year average	7.6
FSM band	1 (FSM<=8%)

Key stage 2

	2013	2014	2015	2016
Number of pupils in Year 6 cohort	42	35	46	43
Achieving the core subject indicator (CSI) (%)	85.7	82.9	87.0	95.3
Benchmark quartile	4	4	4	3
English				
Number of pupils in cohort	42	35	46	43
Achieving level 4+ (%)	83.3	85.7	87.0	95.3
Benchmark quartile	4	4	4	3
Achieving level 5+ (%)	23.8	31.4	39.1	41.9
Benchmark quartile	4	4	3	4
Welsh first language				
Number of pupils in cohort	18	11	14	20
Achieving level 4+ (%)	77.8	81.8	92.9	95.0
Benchmark quartile	4	4	3	3
Achieving level 5+ (%)	22.2	18.2	42.9	35.0
Benchmark quartile	4	4	2	3
Mathematics				
Number of pupils in cohort	42	35	46	43
Achieving level 4+ (%)	90.5	91.4	91.3	97.7
Benchmark quartile	3	3	4	3
Achieving level 5+ (%)	35.7	37.1	23.9	41.9
Benchmark quartile	3	3	4	4
Science				
Number of pupils in cohort	42	35	46	43
Achieving level 4+ (%)	92.9	91.4	93.5	97.7
Benchmark quartile	4	4	4	3
Achieving level 5+ (%)	26.2	37.1	28.3	44.2
Benchmark quartile	4	3	4	3

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.	96		95	1		Rwy'n teimlo'n ddiogel yn fy ysgol.
			99%	1%		
			98%	2%		
The school deals well with any bullying.	96		95	1		Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			99%	1%		
			92%	8%		
I know who to talk to if I am worried or upset.	96		94	2		Rwy'n gwybod pwy i siarad ag ef/â hi os ydw I'n poeni neu'n gofidio.
			98%	2%		
			97%	3%		
The school teaches me how to keep healthy	96		95	1		Mae'r ysgol yn fy nysgu i sut i aros yn iach.
			99%	1%		
			97%	3%		
There are lots of chances at school for me to get regular exercise.	96		95	1		Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			99%	1%		
			96%	4%		
I am doing well at school	93		91	2		Rwy'n gwneud yn dda yn yr ysgol.
			98%	2%		
			96%	4%		
The teachers and other adults in the school help me to learn and make progress.	95		95	0		Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddysgu a gwneud cynnydd.
			100%	0%		
			99%	1%		
I know what to do and who to ask if I find my work hard.	96		95	1		Rwy'n gwybod beth I'w wneud a gyda phwy i siarad os ydw I'n gweld fy ngwaith yn anodd.
			99%	1%		
			98%	2%		
My homework helps me to understand and improve my work in school.	96		87	9		Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol.
			91%	9%		
			90%	10%		
I have enough books, equipment, and computers to do my work.	95		94	1		Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
			99%	1%		
			95%	5%		
Other children behave well and I can get my work done.	95		67	28		Mae plant eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
			71%	29%		
			77%	23%		
Nearly all children behave well at playtime and lunch time	96		84	12		Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
			88%	12%		
			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.	63	26 / 41%	31 / 49%	0 / 0%	4 / 6%	2	Rwy'n fodlon â'r ysgol yn gyffredinol.
		62%	34%	3%	1%		
My child likes this school.	63	34 / 54%	26 / 41%	0 / 0%	2 / 3%	1	Mae fy mhlentyn 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.	63	34 / 54%	25 / 40%	3 / 5%	0 / 0%	1	Cafodd fy mhlentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		72%	26%	1%	0%		
My child is making good progress at school.	63	27 / 43%	29 / 46%	4 / 6%	2 / 3%	1	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
		61%	35%	3%	1%		
Pupils behave well in school.	62	14 / 23%	38 / 61%	3 / 5%	2 / 3%	5	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		47%	48%	4%	1%		
Teaching is good.	63	26 / 41%	30 / 48%	3 / 5%	2 / 3%	2	Mae'r addysgu yn dda.
		61%	36%	2%	0%		
Staff expect my child to work hard and do his or her best.	63	29 / 46%	29 / 46%	2 / 3%	2 / 3%	1	Mae'r staff yn disgwyl i fy mhlentyn weithio'n galed ac i wneud ei orau.
		64%	34%	1%	0%		
The homework that is given builds well on what my child learns in school.	63	9 / 14%	34 / 54%	12 / 19%	3 / 5%	5	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhlentyn yn ei ddysgu yn yr ysgol.
		49%	43%	6%	2%		
Staff treat all children fairly and with respect.	61	19 / 31%	34 / 56%	1 / 2%	2 / 3%	5	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		60%	35%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	63	26 / 41%	34 / 54%	1 / 2%	1 / 2%	1	Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		59%	38%	2%	0%		
My child is safe at school.	62	34 / 55%	26 / 42%	0 / 0%	2 / 3%	0	Mae fy mhlentyn yn ddiogel yn yr ysgol.
		66%	32%	2%	1%		
My child receives appropriate additional support in relation to any particular individual needs'.	60	16 / 27%	26 / 43%	1 / 2%	3 / 5%	14	Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		55%	39%	4%	1%		
I am kept well informed about my child's progress.	62	13 / 21%	37 / 60%	7 / 11%	4 / 6%	1	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		49%	41%	9%	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.	63	30 / 48%	27 / 43%	3 / 5%	3 / 5%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		62%	31%	5%	2%		
I understand the school's procedure for dealing with complaints.	61	11 / 18%	31 / 51%	4 / 7%	4 / 7%	11	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		48%	42%	8%	2%		
The school helps my child to become more mature and take on responsibility.	63	17 / 27%	38 / 60%	1 / 2%	2 / 3%	5	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		57%	40%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	60	9 / 15%	25 / 42%	3 / 5%	2 / 3%	21	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		52%	41%	5%	1%		
There is a good range of activities including trips or visits.	63	19 / 30%	36 / 57%	6 / 10%	2 / 3%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		54%	39%	6%	1%		
The school is well run.	63	20 / 32%	33 / 52%	3 / 5%	2 / 3%	5	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	34%	4%	2%		

Appendix 3

The inspection team

Jonathan Cooper	Reporting Inspector
Vanessa Bowen	Team Inspector
Jeremy Turner	Lay Inspector
Buddug Bates	Peer Inspector
Gareth Cornelius	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.