



*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**

**Irfon Valley C.P. School  
Garth  
Llangamarch Wells  
Powys  
LD4 4AT**

**Date of inspection: October 2013**

**by**

**Estyn, Her Majesty's Inspectorate for Education  
and Training in Wales**

During each inspection, inspectors aim to answer three key questions:

**Key Question 1: How good are the outcomes?**

**Key Question 2: How good is provision?**

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

Inspectors also provide an overall judgement on the school's current performance and on its prospects for improvement.

In these evaluations, inspectors use a four-point scale:

<b>Judgement</b>	<b>What the judgement means</b>
<b>Excellent</b>	Many strengths, including significant examples of sector-leading practice
<b>Good</b>	Many strengths and no important areas requiring significant improvement
<b>Adequate</b>	Strengths outweigh areas for improvement
<b>Unsatisfactory</b>	Important areas for improvement outweigh strengths

The report was produced in accordance with Section 28 of the Education Act 2005.

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**Publication date: 10/12/2013**

## Context

Irfon Valley Primary School is in the village of Garth, about six miles west of Builth Wells. It opened in 1980 as a result of the closure of five small village schools, including one in Garth. The school now serves a large rural area of approximately 100 square miles. The last inspection was in 2007.

The school currently has 50 pupils aged between four and 11, organised into three mixed-age classes during the mornings, and two during the afternoons. There is a separate pre-school playgroup, which operates on the school site on three mornings per week. Currently, no pupils are entitled to free school meals. The proportion of pupils with additional learning needs is 17%, which is slightly lower than the average. No pupils speak English as an additional language, and none speaks Welsh as a first language at home. The current headteacher took up his post in 2006.

The individual school budget per pupil for Irfon Valley Primary School in 2013-2014 means that the budget is £4,078 per pupil. The maximum per pupil in the primary schools in Powys is £10,978 and the minimum is £3,102. Irfon Valley Primary School is 28th out of the 88 primary schools in Powys in terms of its school budget per pupil.

## Summary

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

### Current performance

The school's overall performance is adequate because:

- many pupils make good progress in English during their time at Irfon Valley;
- many pupils who receive additional help make rapid progress, for example with their reading; and
- pupils with additional learning needs are supported well by caring, well-qualified adults.

However,

- many pupils do not develop their skills in numeracy, writing and Welsh well enough in key stage 2;
- more able pupils do not achieve well enough, particularly in mathematics;
- too many pupils are off-task in lessons in key stage 2; and
- teachers do not always have high enough expectations of what pupils can achieve, especially more able pupils in key stage 2.

### Prospects for improvement

Prospects for improvement are judged as adequate because, although recent developments in provision and partnerships with parents have led to improved standards in English, especially for boys:

- current monitoring arrangements are not sufficiently robust to enable leaders to recognise and to challenge shortcomings in the quality of teaching and learning in key stage 2; and
- the governing body does not challenge the school's leaders rigorously or hold them fully to account for the standards achieved.

## **Recommendations**

- R1 Raise standards of pupils' skills in writing, numeracy and Welsh in key stage 2
- R2 Improve the performance of more able pupils in mathematics at the end of Foundation Phase and key stage 2
- R3 Improve the level of challenge in lessons in key stage 2, especially for more able pupils
- R4 Develop clear systems to monitor the quality of teaching and learning accurately and effectively
- R5 Develop systems and strategies to enable the governing body to hold the school to account more rigorously
- R6 Ensure that acts of collective worship comply with statutory requirements

### **What happens next?**

#### **Significant improvement**

In accordance with the Education Act 2005, HMCI is of the opinion that this school is in need of significant improvement. 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

In the Foundation Phase, most pupils listen carefully to their teacher and each other, and concentrate for an appropriate length of time. By the end of Year 6, pupils are able to speak confidently about a range of subjects that interest them.

Most pupils' standards and skills in reading are good. Most make good progress, especially those who follow a targeted reading support programme. By the end of Year 6, they are able to read confidently and accurately. They make good use of their knowledge of the sounds that letters make to work out unfamiliar words, and they speak confidently about books that they have enjoyed. Older pupils develop good skills to skim and scan texts in order to extract meaning efficiently. Boys in particular make rapid progress across key stage 2 in developing the skills they need to read well.

Standards in writing during English lessons have improved recently. By the end of the Foundation Phase, most pupils are able to write clearly, for example when sharing their news about weekend activities. In key stage 2, most pupils are able to write both fiction and non-fiction texts using appropriate language. Many pupils are able to spell age-appropriate words accurately, and write with a legible script. By the end of Year 6, a minority are able to write extended texts using exciting vocabulary and accurate punctuation. However, many pupils in key stage 2 do not achieve the same good standards in their writing across the curriculum.

Many pupils in the Foundation Phase develop appropriate skills in numeracy. By the end of Year 2, most pupils have a good knowledge of their two and ten times tables, and know which numbers add and subtract to make 10 and 20. They recognise common flat and solid shapes and can measure using non-standard units, for example counting how many paperclips measure the side of their book. Most pupils make good use of their numeracy skills to solve problems in other areas of learning, for example working out how to pay in coins for fruit from the tuck shop.

By the end of Year 6, many pupils have a good knowledge of number facts and calculation. They calculate fractions and percentages of numbers and have a good knowledge of place value. However, in key stage 2, pupils do not use the methods they have practised in mathematics lessons to solve problems or to investigate number patterns enough. They have too few opportunities to use weights, measures and capacity, and, as a result, are not able to make sensible estimates, for example about length. Many older pupils are not able to use their numeracy skills well in other subjects, such as in science and geography.

Most pupils in the Foundation Phase make good progress in their early development of Welsh second language. Most respond confidently to basic instructions and develop an appropriate vocabulary linked closely to everyday activities. However, pupils do not maintain this progress consistently throughout key stage 2, mainly due

to the over-use of worksheets, which inhibits many pupils' development. A few older pupils read and write simple sentences based on basic oral phrases they know, but too many pupils write with a limited range of sentence patterns. The majority of pupils have difficulty in sustaining a conversation confidently and, consequently, speak very little Welsh around the school.

Due to the small number of pupils at the end of both key stages, the results of pupil assessments have to be treated with care because one pupil's results can have a significant impact on school performance.

At the end of Foundation Phase, pupil outcomes at the expected outcome 5 in language, literacy and communication and mathematical development skills place the school consistently in the top 25% of similar schools. When compared with relative performance levels in other schools in its family, pupils' performance in these areas of learning was above the average in 2013. Pupils' performance in personal and social skills, wellbeing and cultural diversity at outcome 5 fluctuates. At the higher than expected outcome 6, pupils' performance compared with that in other schools in the same the family was above average in 2013 for language, literacy and communication skills, fluctuated in mathematical development, and was in line with the family average for personal and social skills, wellbeing and cultural diversity. Performance at outcome 6 fluctuates when compared with that in similar schools.

At the end of key stage 2, performance at level 4 in science has been consistently above the family average and has placed the school in the top 25% of similar schools. In other subjects, results have fluctuated. In English, results at both level 4 and level 5 show a trend of improvement over time. However, in mathematics, there is no clear trend of improvement. In 2013, results at level 4 in all subjects were in line with the family average. At level 5, results in English were above the family average, but results in mathematics and science were below.

### **Wellbeing: Adequate**

Most pupils behave well around the school. They demonstrate courtesy towards each other. Older pupils care for and support younger pupils well. Almost all pupils in the Foundation Phase enjoy learning and participate fully in lessons. However, too many pupils in key stage 2 do not concentrate well and cause inappropriate disruptions, particularly when they are not engaged well in their learning. A few show a lack of respect towards staff and each other.

In the Foundation Phase, most pupils are involved in planning their own learning experiences. For example, many pupils enjoyed devising a mind map to ask questions about bread making and the baker's shop. However, a minority of older pupils rely heavily on adult guidance in lessons. As a result, they have not developed enough confidence to make choices about their own learning.

The school council and eco council take on responsibility willingly. They make a positive contribution to school life.

Recent systems devised by the headteacher have been effective in improving the attendance and punctuality of targeted pupils. Attendance has improved steadily, although it remains below the average for similar schools.

Almost all pupils understand the importance of healthy eating, drinking water and participating in regular exercise. Many pupils enjoy the regular whole school exercise sessions ('hwyl a heini').

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

The school provides a broad and balanced curriculum that meets the needs of many pupils. A suitable range of extra-curricular activities and educational visits helps to support pupils' learning well.

In the Foundation Phase, teachers provide stimulating activities for pupils, taking good account of the literacy and numeracy framework. Teachers in the Foundation Phase ensure that planned learning experiences match pupils' individual learning needs carefully. Although teachers in key stage 2 plan daily activities carefully to cover the requirements of English and mathematics, these are not always challenging enough to stretch more able pupils. However, the planned provision to support pupils at risk of falling behind with their reading has a very positive impact in accelerating their progress. This helps them to catch up with their peers well.

The Cwricwlwm Cymreig has a central place throughout the school. There are appropriate opportunities in the Foundation Phase for pupils to develop their knowledge of Welsh systematically. However, teachers' planning does not help pupils to develop their skills appropriately as they move from class to class. The provision for Welsh in key stage 2 does not ensure that pupils use the language enough beyond their Welsh lessons, and teachers' expectations are generally low.

The eco committee plays an active role in developing the school grounds. Pupils have appropriate opportunities to learn about sustainability and other cultures, for example through a recent workshop on Jamaica.

### **Teaching: Adequate**

Teaching is most effective in the Foundation Phase, where learning is exciting and the activities motivate pupils well. For example, in a Foundation Phase lesson, pupils acted out the story of the Little Red Hen, and then they initiated and wrote their own creative and imaginative adaptations of the tale for their peers to enjoy. Teachers match tasks carefully to pupils' learning needs. Teaching assistants are very effective in helping pupils to learn.

However, this good practice is not consistent across the school. In the less effective lessons in key stage 2, the activities do not challenge all pupils, especially the more able, to achieve as well as they could. In these lessons, the pace of learning is too



slow and not all pupils engage enough in learning. As a result, too many pupils lose concentration and do not behave well.

Teachers mark most work regularly. They have recently changed the way in which they mark pupils' books and this has improved the quality of feedback to pupils. Older pupils receive written comments that help them to improve their work and teachers encourage them to respond to the comments. In the Foundation Phase, pupils assess their own work and their peers' work accurately, with support from their teacher. This helps them to understand how to improve.

Teachers track the progress of individual pupils carefully and make good use of this information, for example to inform groups in guided reading. They assess pupils' work accurately at the end of each key stage. Reports to parents are detailed and informative.

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

Adequate arrangements exist to support pupils' health and wellbeing. The school makes appropriate arrangements for promoting healthy eating and drinking. The school supports pupils well in taking responsibility for their own behaviour around the school, for example at lunchtimes and break times. However, these systems are not always effective in lessons in key stage 2.

During the inspection, acts of collective worship made a positive contribution to pupils' spiritual, social and moral development. However, over time, the school's arrangements for daily collective worship do not meet statutory requirements, as they do not contribute to pupils' spiritual development regularly enough.

The school supports pupils with additional learning needs very well. Individual support ensures that pupils with significant physical or emotional needs integrate well. They make good progress from their individual starting points. Teachers make good use of assessments to identify pupils who need additional support. Pupils receive appropriate help from skilled support staff. Parents are well informed and involved in reviewing their child's individual education plan. The school supports families well to access specialist agencies, such as the physiotherapist and occupational health services, and works effectively with other professionals to implement their specialist advice for the benefit of pupils.

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

### **Learning environment: Adequate**

The well-maintained school site and buildings provide an appropriate learning environment. Displays of pupils' work enhance the classrooms and communal areas.

Classrooms have a satisfactory range of resources to support pupils' learning. The school has recently invested in new reading resources and these are having a positive impact on pupils' attitudes to reading, especially for boys. The school's resources for information and communication technology (ICT) are limited. Leaders

have identified this shortfall and have recently purchased some tablet computers. However, it is too early to be able to assess the impact of the improved provision.

The outside play area, which includes a covered space, is very spacious and has a good range of playground equipment. However, the area outside the Foundation Phase classroom has a limited range of resources and does not currently provide a stimulating or engaging outdoor learning environment. Teachers do not use the outdoor environment well enough to support all areas of learning.

The school is an inclusive community. Teachers ensure that pupils with additional needs are included well and benefit from the full range of school activities. The school provides additional support to pupils who have disabilities or additional learning needs, for example in providing ramps for wheelchair access to most areas of the school. Assemblies and classroom activities promote equality and diversity sufficiently, for instance through the study of Chembokalli.

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

The headteacher has clear aims and objectives for the school and shares these appropriately with the small number of staff, pupils, governors and parents. He has identified some important aspects for improvement based on a thorough analysis of data. The staff's understanding of the priorities for improvement is appropriate and leads to relevant actions. For example, following a thorough whole-school review of the provision for reading, standards have improved. Staff have also improved the provision for additional learning needs significantly since the last inspection. However, teacher expectations across the school vary too much between classes and current monitoring arrangements have had little impact on addressing this.

The headteacher undertakes a heavy teaching commitment and between them, the teachers share many leadership responsibilities. Individual leaders have developed pockets of good practice, for example within the Foundation Phase. Nevertheless, subject co-ordinators have not had sufficient opportunities to work with other members of staff across all three classes in order to lead their subjects effectively.

The governing body supports the school's day-to-day activities. The chair has identified areas to improve their effectiveness and has introduced ways of strengthening the governors' roles. Through regular presentations on school data, most governors have a good knowledge of pupil attainment and the school's performance. They understand the pitfalls in analysing data when cohort numbers are small. However, they are not involved directly enough in the school's self-evaluation processes and in improvement planning. As a result, they do not challenge the school's leaders effectively or hold them fully to account for the standards achieved.

The school pays appropriate attention to many national and local priorities. For example, the school's focus on improving standards in reading and on improving boys' performance links successfully to local cluster initiatives and to national

priorities. However, action towards improving Welsh second language skills is limited.

### **Improving quality: Adequate**

The headteacher identifies many appropriate priorities and actions for the school improvement plan. For example, recent actions to improve attendance have been effective, and actions to improve reading have accelerated pupils' progress. The improvement plan indicates timescales, costs, and roles of key persons. On occasions, however, actions lack the clear success criteria and milestones necessary for leaders to be able to measure and to evaluate their progress.

Self-evaluation processes focus predominantly on the headteacher's analysis of the school's data and the staff's annual moderation of pupils' work. Teachers contribute their good understanding of pupils' progress towards their targets over time. Pupils, parents and all staff are involved in contributing their views towards the self-evaluation report. However, the school does not have enough formal monitoring procedures, and the leaders' scrutiny of work and lesson observations are too informal to make an accurate judgement about the quality of teaching and learning. For example, current monitoring arrangements are not sufficiently robust to enable leaders to recognise and to challenge shortcomings in the quality of teaching and provision in key stage 2.

The governing body does not play a strategic enough role in monitoring and evaluating the impact of actions taken by the school.

### **Partnership working: Adequate**

The school generally works well with a range of community partners to enrich most pupils' learning and wellbeing. There is a strong relationship with parents, who support specific developments, such as the reading initiative. This has had a positive impact on reading standards throughout the school. Parents also support their children's learning by attending fundraising events, such as fairs and annual performances of the pupils. Members of the community visit the school occasionally to share experiences with pupils, such as bee keeping and basket weaving.

There are suitable links between the school and the pre-school playgroup. These help to prepare children well for entry to the Foundation Phase class. The school is developing appropriate links with the local secondary school. There are suitable plans and arrangements to ensure a smooth transition to secondary school.

All staff have benefited from collaborating with other schools on a project to raise standards in reading. However, there are very few opportunities to work with other schools to share good practice and joint planning. The school has begun to work with other primary schools in the cluster to moderate pupils' work. This has ensured a better understanding of the requirements of the curriculum as well as more robust assessment of pupils' work by teachers.

**Resource management: Adequate**

The school employs suitably qualified staff. The teaching and support staff work effectively and conscientiously as a team, especially in the Foundation Phase.

The school generally deploys staff appropriately to ensure that they contribute positively to the work of the school. However, as a result of the headteacher's considerable teaching commitment, he has had insufficient non-teaching time to develop the strategic overview of the school effectively. Other staff with responsibilities also have very little time to undertake their roles appropriately. This makes it difficult for them to monitor standards of teaching and to plan for suitable improvement. Performance management procedures are appropriate, but their impact on the professional development of staff is limited overall.

The governing body monitors the budget appropriately and has worked effectively to eradicate a significant deficit. The headteacher works diligently to acquire and allocate sufficient funding to address the priorities within the school development plan. The school has a suitable range of appropriate resources.

Taking into account the overall adequate standards achieved by pupils, the school gives adequate value for money.

## Appendix 1

### Commentary on performance data

Due to the small number of pupils at the end of both key stages, the results of pupil assessments have to be treated with care because one pupil's results can have a significant impact on school performance.

At the end of Foundation Phase, standards at the expected outcome 5 are good. In 2012 and 2013, in literacy, language and communication skills and mathematical development, the school was placed in the top 25% when compared with similar schools at the expected outcome 5. For personal and social skills, wellbeing and cultural diversity, the school was placed in the bottom 25% in 2012, but the top 25% in 2013. At outcome 6, results fluctuate. In 2012, standards in literacy, language and communication skills and mathematical development placed the school in the top 25% compared with similar schools, but in 2013 standards placed it in the lower 50%. For personal and social skills, wellbeing and cultural diversity, the school has remained in the lower 50% in both years.

In 2012 and 2013, Foundation Phase standards at outcome 5 were above the family average in language, literacy and communication skills and mathematical development, and in line with the family average in personal and social skills, wellbeing and cultural diversity. At outcome 6, standards were above the family average in language, literacy and communication skills, in line with the average in personal and social skills, wellbeing and cultural diversity, and they have fluctuated in mathematical development. Standards have been consistently above the average for Wales in literacy, language and communication skills and mathematical development.

At the end of key stage 2, standards have also fluctuated. At the expected level 4, standards in science have been consistently good over the last four years, placing the school above the family average and in the top 25% when compared with similar schools. When compared with those in similar schools, in English and mathematics, the school's results have fluctuated between the top 25% in 2012 and the lowest 25% in 2013. In English, there is a trend of improvement, but there is no clear trend in mathematics. At the higher level 5, standards in English over time show a rising trend, moving the school from the lower 50% of similar schools to the upper 50%. They have risen to be in line with the family average. In mathematics and science, there is no clear trend of improvement at the higher levels. In 2013, results were below the family average, although this is not consistently the case. Since 2011, results in all subjects, except English at level 4, have been above the average for Wales. The improvement in English means that level 4 and level 5 results have also exceeded the national average since 2012. Level 5 results in mathematics and science have fluctuated when compared with the national average.

## 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.	25	24 96%	1 4%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	24	21 88%	3 12%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	25	22 88%	3 12%	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	25	24 96%	1 4%	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.	25	22 88%	3 12%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	25	22 88%	3 12%	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.	24	24 100%	0 0%	Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddsygu a gwneud cynnydd.
		99%	1%	
I know what to do and who to ask if I find my work hard.	25	25 100%	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.	25	18 72%	7 28%	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.	24	19 79%	5 21%	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.	24	10 42%	14 58%	Mae plant eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
		78%	22%	
Nearly all children behave well at playtime and lunch time	24	17 71%	7 29%	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.	35	22 63%	11 31%	2 6%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	35	26 74%	7 20%	2 6%	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.	34	27 79%	7 21%	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.	35	23 66%	7 20%	3 9%	1 3%	1	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	0%		
Pupils behave well in school.	35	17 49%	12 34%	4 11%	0 0%	2	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	46%	4%	1%		
Teaching is good.	33	20 61%	11 33%	0 0%	1 3%	1	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%	12 34%	1 3%	1 3%	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.	34	15 44%	15 44%	2 6%	1 3%	1	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.	35	20 57%	10 29%	4 11%	0 0%	1	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		58%	34%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	35	19 54%	16 46%	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.	35	25 71%	9 26%	0 0%	1 3%	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'.	32	17 53%	9 28%	1 3%	1 3%	4	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		50%	35%	4%	1%		
I am kept well informed about my child's progress.	34	17 50%	9 26%	6 18%	1 3%	1	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		49%	41%	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.	34	20 59%	8 24%	5 15%	1 3%	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	16 47%	13 38%	2 6%	1 3%	2	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	19 56%	13 38%	0 0%	1 3%	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.	30	9 30%	10 33%	2 7%	1 3%	8	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.	34	15 44%	19 56%	0 0%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	38%	5%	1%		
The school is well run.	34	17 50%	15 44%	1 3%	1 3%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	32%	3%	1%		



## Appendix 3

### The inspection team

Fiona Arnison	Reporting Inspector
Dyfrig Ellis	Team Inspector
Alwena Morgan	Lay Inspector
Lisa Bailey	Peer Inspector
Gareth Cornelius	School Nominee

## Copies of the report

Copies of this report are available from the school and from the Estyn website ([www.estyn.gov.uk](http://www.estyn.gov.uk))

### 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.