



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

Report on

**Llanerfyl Church in Wales Foundation School
Llanerfyl
Welshpool
Powys**

SY21 0HZ

Date of inspection: November 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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Context

Ysgol Gynradd Llanerfyl is a Church in Wales Foundation School. The school is situated in the rural village of Llanerfyl, near Welshpool, in Powys local authority. There are 38 full-time pupils on roll, aged between three and 11 years.

Nearly all pupils are of White British origin, and Welsh is the first language for many of them. Very few pupils are eligible for free school meals, which is much lower than the national and local averages.

The school indicates that about 23% of pupils have additional learning needs. This is a little higher than the national averages. No pupil has a statement of special educational needs.

The school's last inspection was held in November 2008. The acting headteacher is on secondment from another school for a year and has been in post since September 2014.

The individual school budget for Ysgol Gynradd Llanerfyl in 2014-2015 means that the budget is £4,054 per pupil. The maximum per pupil in primary schools in Powys is £13,848 and the minimum is 3,007. Ysgol Gynradd Llanerfyl is in 26th place of the 86 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 achieve and make suitable progress;
- pupils have a positive attitude towards learning;
- the school ensures pupils' spiritual, personal and social development and wellbeing successfully;
- nearly all pupils behave responsibly;
- there is a safe and caring community, which appreciates all pupils equally;
- staff use the building and the outside area effectively; and
- there are very beneficial partnerships with parents and the local community.

However:

- pupils do not make enough progress in their ability to write at length;
- pupils' standards in mathematics and information and communication technology (ICT) are not robust;
- the quality of lesson planning is inconsistent and there is a lack of progression in learning experiences; and
- teaching and assessment does not do enough to challenge pupils in line with their ability.

Prospects for improvement

Prospects for improvement are adequate because:

- the acting headteacher is beginning to introduce improvements through new systems and initiatives;
- governors are supportive of the school; and
- the current improvement plan is based appropriately on the outcomes of self-evaluation.

However:

- leadership to date has not had enough effect on raising standards and improving provision;
- the improvement plan does not include important aspects of provision that need to be improved; and
- governors do not hold the school to account thoroughly enough.

Recommendations

- R1 Improve pupils' ability to write independently and at length
- R2 Improve standards in mathematics
- R3 Develop pupils' ICT skills
- R4 Ensure that lesson plans indicate consistent progression in all subjects and all areas of learning
- R5 Improve teaching and assessment in order to challenge pupils according to their abilities
- R6 Develop the strategic roles of the new management team and the governors in school improvement systems

What happens next?

The school will produce an action plan that shows how it will address the recommendations. Estyn will monitor the school's progress.

Main findings

Key Question 1: How good are outcomes?

Adequate

Standards: Adequate

Many pupils begin at the school with skills that are above those that are expected for their age. During their period at the school, many pupils make suitable progress from their starting points.

In the Foundation Phase and in key stage 2, many pupils' standards of talking and listening are robust. They discuss and consider different concepts across the curriculum confidently. The majority of pupils use appropriate language across the curriculum in Welsh and English, for example by describing interesting adjectives about life as evacuees. Many pupils use Welsh effectively in the classroom and outside lessons.

By the end of the Foundation Phase, many pupils are able to read with increasing fluency. They pay meaningful attention to punctuation in order to read and make sense. A few pupils are able to discuss the meaning of common idioms intelligently. They make good use of their higher reading skills to predict what will happen next in a story. A few pupils use a sensible voice and tone when reading aloud.

By the end of key stage 2, many pupils read to a standard that is at least appropriate to their ability. Many of them are able to answer questions sensibly about the various types of writing that they read, such as explanations and instructions. They understand the purpose of factual books and share their views successfully orally about their favourite authors.

In both the Foundation Phase and key stage 2, many pupils write appropriately in a variety of forms, for example when producing personal letters and various types of poetry such as haiku and cinquain. However, only a minority of pupils extend their writing independently, without adult intervention. The quality of handwriting and presentation of work is appropriate across the school.

With help, the majority of younger pupils in the Foundation Phase are able to count, arrange and sort numbers up to 10 correctly. They identify shapes such as square, rectangle, triangle and circle and use them effectively practically. By the end of the Foundation Phase, a few pupils use number bonds up to 20 successfully and the majority build three dimensional shapes such as cubes and cuboids intelligently. However, only a few pupils are confident in discussing and using their understanding of mathematical concepts effectively when analysing and solving problems.

The majority of pupils in key stage 2 use mathematical language consistently correctly in a range of contexts. They use decimal notation appropriately when adding to reach a total. Most pupils have a satisfactory understanding of how to present various data. However, standards in mathematics across key stage 2 are uneven. Many pupils are over reliant on adult guidance in mathematics and they do not use their mathematical knowledge across the curriculum independently.

Almost all pupils' ICT skills have not been established firmly. They persevere and strive purposefully when finishing ICT tasks. However, the majority of pupils do not use a wide range of ICT skills across the curriculum to find, develop, create and present information.

Over the last few years, only a few pupils were in the year groups to be assessed at the end of the Foundation Phase and key stage 2. As a result, this can affect the school's performance in comparison with the benchmarks of similar schools and national averages.

In 2014, the percentage of pupils who achieved the expected outcome (outcome 5) at the end of the Foundation Phase places the school in the top 25% for literacy in comparison with similar schools. This was an improvement on 2012 and 2013, when literacy was either in the lower 50% or the bottom 25%. In mathematical development, the school was in the top 25% in 2013 and 2014.

At the higher than expected outcome 6, the school was in the top 25% for literacy in 2014. This was an improvement on 2012 and 2013, when literacy was consistently in the lower 50%. Mathematical development has been either in the lower 50% or the bottom 25% since 2012.

Over the last two years, results at the end of key stage 2 in Welsh at the expected level (level 4), have placed the school in the top 25%. This is an improvement on the last two years, when the school was placed in the lower 50% and the bottom 25%. During this time, performance in English, mathematics and science is similar to Welsh.

At level 5, pupils' performance over the last four years in English and Welsh has varied between the bottom 25% and the top 25%. In mathematics, performance has varied between the lower 50% and the top 25%. Results for science have tended to remain in the top 25% during this period.

Considering evidence of pupils' work over time, neither assessments in the Foundation Phase nor in key stage 2 are an accurate reflection of standards, especially at the higher than expected outcome and level

Wellbeing: Good

Nearly all pupils are aware of the importance of health, fitness and eating healthily and achieve well in terms of their personal, social and cultural development. Nearly all pupils say that they feel safe and free from disruption at school and that they know to whom to speak if they are worried or anxious.

Pupils behave very well and nearly all of them are courteous and respond respectfully to adults and their peers. They understand that they have rights as individuals and most pupils enjoy their lessons. Pupils possess a robust awareness of the local community as a result of their links with the church, the chapel and the village hall.

The school council is active and meets regularly to discuss their fellow pupils' views and ideas. Members of the school council and the eco committee take an active part in school life and arrange activities to support charities. They make sensible decisions and co-operate effectively with parents and friends of the school to ensure funding in order to buy outdoor equipment.

Nearly all pupils are punctual in arriving at the school. Pupils' attendance levels have placed the school between the upper 50% and the lower 50% of similar schools over the last four years. Pupils' attendance rate overall compares favourably with the attendance at similar schools over time.

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

A wide range of appropriate learning experiences is provided to gain pupils' interest in learning. The curriculum fulfils statutory requirements for the National Curriculum and the Foundation Phase. Enriching activities and educational visits reinforce pupils' learning experiences successfully.

Recently, the school has begun to pay appropriate attention to developing pupils' literacy and numeracy. However, day to day planning is inconsistent and does not always challenge pupils according to their abilities effectively enough. Recent planning is beginning to focus appropriately on developing areas of learning, the range of subjects in the National Curriculum and progression in skills as pupils move through the school. Teachers do not provide enough opportunities for pupils to develop their independent extended writing skills and their ICT skills.

Intervention groups to improve individuals' standards are organised thoroughly. Learning experiences in the outdoor areas and in the building provide beneficial activities that enrich learning experiences. Regular homework builds robustly on what pupils learn in the classroom.

Apart from the lack of opportunities to write at length, provision for pupils' development in Welsh is appropriate across the school. There are various opportunities for pupils to learn about their area, and the history and culture of Wales, for example by tracing the history of local characters in the First World War.

The school promotes sustainable development and global citizenship suitably across the curriculum. The eco committee has contributed to effective improvements in recycling and saving energy.

Teaching: Adequate

Staff foster and maintain a positive relationship between them and the pupils, and create an appropriate learning environment in lessons. A happy ethos and a sense of respect are evident in classes, and all staff use strategies to manage behaviour effectively. Pupils benefit from the fact that adults speak sensitively to them and praise them for the quality of their work.

In the majority of lessons, robust subject knowledge, skilful questioning and a variety of teaching methods gain pupils' interest. All staff provide good language models. However, in the minority of lessons in which teaching is not as good, introductions and the pace of lessons are too long and too slow and there is not enough challenge for pupils. In these lessons, there is a lack of opportunities for pupils to extend their work, knowledge and independence when learning. There is not enough consideration of different ability levels in order to ensure that pupils make full progress.

Teachers mark pupils' work regularly. However, marking does not always show the way forward for pupils to improve their work. The process of setting personal targets for pupils is beginning to have a positive effect on pupils' work.

The process of levelling and moderating pupils' work over time is not reliable. As a result, levelling pupils' attainment is not consistently accurate.

Reports to parents report clearly on pupils' progress, as well as identifying appropriate targets for what needs to be improved.

Care, support and guidance: Good

The school is a safe and caring community that values all pupils equally. It supports pupils' spiritual, moral, social and cultural development successfully, especially through its close contact with the local church. There are beneficial arrangements to support pupils' health and wellbeing and to encourage them to take part in the school's activities and in the wider community. The school has appropriate arrangements to promote eating and drinking healthily.

The school has high expectations in terms of pupils' behaviour. Staff promote respect and sensitivity towards other people consistently in all classes. This aspect is a strength at the school. The school's arrangements for safeguarding fulfil requirements and are not a cause for concern.

Provision for pupils who have additional learning needs is effective. Teachers identify pupils' needs effectively. Information from observations and classroom tests is analysed carefully to provide a suitable range of support programmes. Individual education plans include clear targets and pupils who have additional learning needs are able to take full advantage of all areas of the curriculum. The school uses teaching assistants purposefully to support teaching.

Learning environment: Good

The school is a friendly community which ensures that all pupils feel safe. The way in which the family atmosphere permeates all aspects of the school's work is a strength. The positive ethos encourages all pupils to treat other people fairly and show respect for each other. The school provides equal opportunities and is completely inclusive.

The school makes efficient use of the outdoor environment and the school building is used purposefully. Outdoor play and learning resources enrich pupils' learning. The school makes valuable use of the village hall and the local playing field, which extend pupils' learning experiences successfully.

Attractive displays in classrooms and across the school reflect and celebrate pupils' work effectively. There is a suitable range of resources in the school that supports pupils' learning appropriately.

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

Leadership: Adequate

The executive headteacher in 2013 and the acting headteacher since September 2014 have shared a clear vision for developing the school with staff and governors. Recently, robust strategies were established to address shortcomings in important aspects of provision and the school's performance. New arrangements for monitoring and setting targets for improvement are thorough. However, to date, leadership has not had enough effect on raising standards and improving provision.

Following a period of considerable changes in staff and leaders, the ethos of working as a team in order to ensure improvement is now a strength. Staff undertake the recent changes in their responsibilities conscientiously.

Staff meetings in the last year have focused suitably on raising standards, improving provision and sharing good practices. Staff have an appropriate understanding of the school's strengths and areas that need to be improved. Performance management systems contribute well to their understanding, and their targets are linked directly to priorities in the improvement plan.

Governors are very supportive. They are part of the self-evaluation process and of setting priorities for the improvement plan. During the last year, they have begun to discuss pupils' attainment data, visit classrooms and listen to learners. All of this contributes well to strengthening their understanding of the school's performance. However, over time, governors have not held the school to account firmly enough. Nor have they paid enough attention to the school's financial situation.

Improving quality: Adequate

Comparatively recently, the school has established robust self-evaluation procedures, which use an appropriate range of direct evidence. Arrangements pay appropriate attention to the voice of pupils, governors, staff and parents. However, to date, procedures are not a regular part of the life and work of the school.

The self-evaluation document includes a detailed analysis of pupils' attainment data. Information is used to set priorities for improvement effectively. However, the report is not evaluative enough in places. It does not always give a clear enough picture of the effect of provision and leadership on pupils' standards and wellbeing.

The priorities in the improvement plan focus appropriately on raising standards. However, the school has not prioritised important aspects in provision that need to be improved, for example the accuracy of assessment. The plan identifies those who have responsibility, time scales and measurable targets. Suitable use is made of the evaluation of the previous improvement plan in order to inform the current plan.

The school has made progress against the majority of the recommendations in the last inspection report. However, the need to strengthen the link between the findings of self-evaluation procedures and the improvement plan remains.

Partnership working: Good

There is a beneficial relationship between parents and the school. Parents appreciate the care and support their children receive, and give their time generously to support the school. For example, they visit the school to share experiences in order to expand and reinforce pupils' learning experiences. This includes opportunities for pupils to learn about life in the Sahara desert, and learn about the tradition of baptism in the Christian faith.

Pupils' contribution to community activities enriches their learning experiences effectively. They include holding services in the chapel and the church and competing in the local eisteddfod. Pupils prepare resources and sell them on stalls in the village fair annually. This develops pupils' entrepreneurship skills successfully.

There are close links with the nursery group and the secondary school. Transfer arrangements ensure that pupils settle in confidently as they move on to the next stage in their education. The robust partnership with the local authority has been an asset to the school during a period of instability in terms of staffing. The school co-operates beneficially with specialist agencies to support vulnerable individuals when needed.

Schools in the cluster meet regularly in order to standardise and moderate pupils' work. However, this good practice has not always ensured the validity of teachers' assessments over time.

Resource management: Adequate

Despite the considerable changes in terms of staff during the last year, the school has maintained a full complement of teachers who have appropriate qualifications. Support staff assist learning effectively whilst working with groups of learners and individuals who need additional support. All staff co-operate effectively as a team and share the new headteacher's vision in order to ensure improvement.

Within a short time, the headteacher has held performance management meetings with all staff. As a result of the meetings, staff have received internal training to develop their understanding of their role in order to contribute to the school's strategic direction. Planning, preparation and assessment arrangements for teachers are efficient. Good use is made of the expertise of specific teachers in order to enrich pupils' learning experiences. Effective use of the deprivation grant is in place to target pupils who are in need.

Financial resources are allocated appropriately in order to meet priorities in the improvement plan. However, over time, leaders have not managed expenditure effectively enough. Very recently, the school has discussed and agreed on an expenditure plan in order to reduce the considerable surplus in the school's finances. Plans are suitable and focus appropriately on raising standards and improving provision.

Considering pupils' standards, value for money is adequate.

Appendix 1: Commentary on performance data

6665200 - Ysgol Llanerfyl

Number of pupils on roll	41
Pupils eligible for free school meals (FSM) - 3 year average	5.1
FSM band	1 (FSM<=8%)

Foundation Phase

	2012	2013	2014
Number of pupils in Year 2 cohort	6	7	6
Achieving the Foundation Phase indicator (FPI) (%)	83.3	71.4	100.0
Benchmark quartile	3	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	6	7	6
Achieving outcome 5+ (%)	83.3	71.4	100.0
Benchmark quartile	3	4	1
Achieving outcome 6+ (%)	16.7	28.6	50.0
Benchmark quartile	3	3	1
Mathematical development (MDT)			
Number of pupils in cohort	6	7	6
Achieving outcome 5+ (%)	83.3	100.0	100.0
Benchmark quartile	4	1	1
Achieving outcome 6+ (%)	0.0	28.6	16.7
Benchmark quartile	4	3	4
Personal and social development, wellbeing and cultural diversity (PSD)			
Number of pupils in cohort	6	7	6
Achieving outcome 5+ (%)	83.3	85.7	100.0
Benchmark quartile	4	4	1
Achieving outcome 6+ (%)	66.7	57.1	100.0
Benchmark quartile	1	3	1

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.

6665200 - Ysgol Llanerfyl

Number of pupils on roll	41
Pupils eligible for free school meals (FSM) - 3 year average	5.1
FSM band	1 (FSM<=8%)

Key stage 2

	2011	2012	2013	2014
Number of pupils in Year 6 cohort	5	8	6	7
Achieving the core subject indicator (CSI) (%)	80.0	87.5	100.0	100.0
Benchmark quartile	4	3	1	1
English				
Number of pupils in cohort	5	8	6	7
Achieving level 4+ (%)	80.0	87.5	100.0	100.0
Benchmark quartile	4	3	1	1
Achieving level 5+ (%)	0.0	37.5	66.7	71.4
Benchmark quartile	4	3	1	1
Welsh first language				
Number of pupils in cohort	5	8	6	7
Achieving level 4+ (%)	80.0	75.0	100.0	100.0
Benchmark quartile	3	4	1	1
Achieving level 5+ (%)	20.0	25.0	66.7	42.9
Benchmark quartile	4	3	1	2
Mathematics				
Number of pupils in cohort	5	8	6	7
Achieving level 4+ (%)	80.0	87.5	100.0	100.0
Benchmark quartile	4	4	1	1
Achieving level 5+ (%)	40.0	37.5	83.3	57.1
Benchmark quartile	2	3	1	1
Science				
Number of pupils in cohort	5	8	6	7
Achieving level 4+ (%)	80.0	87.5	100.0	100.0
Benchmark quartile	4	4	1	1
Achieving level 5+ (%)	60.0	50.0	66.7	71.4
Benchmark quartile	1	2	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

Stakeholder satisfaction report

Responses to learner questionnaire

Primary Survey (All pupils)

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.	24	24 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	24	24 100%	0 0%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	24	24 100%	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	24	24 100%	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.	24	5 21%	19 79%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	24	24 100%	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.	24	24 100%	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.	24	24 100%	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.	24	21 88%	3 12%	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	24 100%	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.	24	23 96%	1 4%	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	24	18 75%	6 25%	Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
		84%	16%	

Response to 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.	20	16 80%	4 20%	0 0%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	20	17 85%	3 15%	0 0%	0 0%	0	Mae fy mhentyn yn hoffi'r ysgol hon.
		73%	25%	1%	0%		
My child was helped to settle in well when he or she started at the school.	20	17 85%	3 15%	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.	20	14 70%	5 25%	1 5%	0 0%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	20	16 80%	4 20%	0 0%	0 0%	0	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	45%	4%	1%		
Teaching is good.	19	13 68%	6 32%	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.	2	0 0%	1 50%	0 0%	0 0%	1	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.	1	0 0%	1 100%	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.	20	14 70%	6 30%	0 0%	0 0%	0	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.	19	14 74%	5 26%	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.	19	15 79%	4 21%	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'.	19	15 79%	3 16%	0 0%	0 0%	1	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.	20	12 60%	8 40%	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.	20	15 75%	5 25%	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.	19	13 68%	5 26%	0 0%	0 0%	1	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.	4	1 25%	2 50%	0 0%	0 0%	1	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.	19	14 74%	5 26%	0 0%	0 0%	0	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.	20	14 70%	6 30%	0 0%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	38%	5%	1%		
The school is well run.	20	16 80%	4 20%	0 0%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	32%	3%	2%		

Appendix 3

The inspection team

Nicholas Jones	Reporting Inspector
Rhian Jones	Team Inspector
David Jenkins	Lay Inspector
Steffan Griffiths	Peer Inspector
Nia Wyn Thomas-Pearson	Nominee

Copies of the report

Copies of this report are available from the school and from the Estyn website (www.estyn.gov.uk)

Year groups, the Foundation Phase and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years of age. This system emphasises the importance of continuity and eases communication among schools, governing bodies, parents and local authorities.

The following table sets out the age ranges relevant to each year group. For example, Year 1 refers to the group of pupils who reach the age of six and Year 13 is the year group who reach the age of 18 during the academic year.

Primary phase:

Year	N	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	3-4	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The Foundation Phase and key stages cover the following year groups:

Foundation Phase	Nursery, Reception, Year 1 and Year 2
Key stage 2	Year 3 to Year 6
Key stage 3	Year 7 to Year 9
Key stage 4	Year 10 and Year 11

Glossary of terms – Primary

Foundation Phase indicator (FPI)

Progress in learning through the Foundation Phase is indicated by outcomes (from outcome 1 to outcome 6).

The Foundation Phase indicator (FPI) relates to the expected performance in three areas of learning in the Foundation Phase:

- literacy, language and communication in English or Welsh first language
- mathematical development; and
- personal and social development, wellbeing and cultural diversity.

By the end of the Foundation Phase, at the age of seven, pupils are expected to reach outcome 5 and the more able to reach outcome 6.

Pupils must achieve the expected outcome (outcome 5) in the three areas above to gain the Foundation Phase indicator.

The core subject indicator (CSI)

Progress in learning through key stage 2 is indicated by levels (level 1 to level 5).

The core subject indicator in key stage 2 relates to the expected performance in the core subjects of the National Curriculum:

- English or Welsh first language
- mathematics; and
- science

By the end of the key stage 2, at the age of 11, pupils are expected to reach level 4 and more able pupils to reach level 5.

Pupils must gain at least the expected level (level 4) in the three core subjects to gain the core subject indicator.

All-Wales Core Data sets

Inspection reports may refer to a school's performance relative to a family of schools or to schools with a broadly similar proportion of pupils entitled to free school meals.

In relation to free school meals, schools are placed into one of five bands according to the three-year trend in the proportion of pupils entitled to free school meals in the school. The school's performance is then placed into quartiles (from the top 25% to the bottom 25%) in relation to how well it is doing compared with other schools in the same free school meal band.

The Welsh Government created the families of schools (typically a group of 11 schools) to enable schools to compare their performance with that of similar schools across Wales. The composition of the families draws on a number of factors. These include the proportion of pupils entitled to free school meals and the proportion living in the 20% most deprived areas of Wales. They also draw on the proportion of pupils with special education needs at school action plus or with a statement of special educational needs, and pupils with English as an additional language.