



*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**

**Ysgol Gynradd Llanfyllin  
Llanfyllin  
Powys  
SY22 5BJ**

**Date of inspection: October 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:

<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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## Context

Ysgol Gynradd Llanfyllin is situated in the small rural town of Llanfyllin in the north of Powys. It is a school with two linguistic streams that serves the town and the nearby area.

There are 163 pupils on roll at present. There are very few pupils on roll of ethnic minority descent or in the care of the local authority. The school admits pupils on a full-time basis to the nursery class at the beginning of the term in which they have their fourth birthday. Pupils are taught in seven mixed-age classes.

Over the last three years, about 15% of pupils have been eligible for free school meals, which is lower than the average for Wales. Thirty-eight per cent of pupils are from Welsh-speaking homes. Welsh is the medium of teaching and learning in two of the three classes in the Foundation Phase. In key stage 2, there are two classes in which pupils are taught through the medium of Welsh and two classes in which English is the main medium. About 15% of pupils are on the additional learning needs register, which is lower than the national average. There are no pupils who have a statement of special educational needs.

The school was last inspected in October 2008. The headteacher has been in post since September 2000.

The individual school budget per pupil for Ysgol Gynradd Llanfyllin in 2014-2015 is £3,647. The maximum per pupil in primary schools in Powys is £13,848 and the minimum is £3,007. Ysgol Llanfyllin is in the 40<sup>th</sup> position of the 86 primary schools in Powys in terms of the 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 current performance is adequate because:

- many pupils in the Foundation Phase make sound progress in their use of the Welsh language from the time they start at the school;
- most pupils across the school participate enthusiastically in their work across the school and are keen to learn;
- the school plans suitable and stimulating learning experiences that gain pupils' interest across the school; and
- the school has a number of robust systems in place that promote pupils' wellbeing and emotional development well.

However:

- a lack of vocabulary and confidence limits the ability of the majority of pupils in the English stream to discuss and write in Welsh;
- pupils in key stage 2 do not use their literacy and numeracy skills regularly enough across the curriculum;
- aspects of provision for additional learning needs are not effective enough; and
- the school does not use the system for tracking pupils' progress effectively enough.

### Prospects for improvement

The school's prospects for improvement are adequate because:

- the headteacher has a clear picture of the school's strengths and weaknesses;
- governors have a good understanding of the school's performance in comparison with the performance of other similar schools; and
- there is a clear link between the outcomes of the school's self-evaluation and the priorities in the school improvement plan.

However:

- leadership has not had enough effect in terms of addressing the inconsistency in aspects of provision;
- the school's governors do not use the information they have effectively enough in order to challenge the school about its performance; and
- priorities in the school improvement plan are not always specific enough, nor are criteria to measure success quantitative enough.

## Recommendations

- R1 Improve key stage 2 pupils' numeracy and writing skills across the curriculum
- R2 Raise standards of Welsh as a second language
- R3 Ensure that progress in skills is planned purposefully in order to ensure progression and continuity
- R4 Improve the school's arrangements for tracking pupils' progress
- R5 Improve provision for additional learning needs
- R6 Ensure that the school's leaders act effectively on monitoring outcomes and challenge the school about its performance.

### **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 across the school make appropriate progress in relation to their age and ability. Pupils who have additional learning needs make suitable progress in line with their targets. In general, most pupils recall previous learning and show appropriate knowledge and understanding of what they have learnt.

Many pupils across the school listen well to their teachers and many of them share ideas in a variety of situations. Many pupils in the Foundation Phase make sound progress in their use of Welsh from the time they start at the school. Their oral skills develop quickly. In key stage 2, many pupils are able to talk about their work confidently, using appropriate vocabulary for the task. By the end of the key stage, the majority are able to express an opinion and discuss new ideas successfully in both languages.

In the Foundation Phase, many pupils make good progress in their reading, and read simple texts meaningfully. Most use appropriate strategies when reading unfamiliar words. By the end of key stage 2, many pupils read confidently in both languages and show a good awareness of the audience. Many enjoy reading and a few more able pupils are able to discuss their favourite authors in a mature manner, using more extended vocabulary.

Many pupils make consistent progress in developing their writing skills. By the end of the Foundation Phase, many pupils are able to write for a range of purposes and use a sound understanding of the characteristics of forms such as postcards and writing instructions. Overall, the quality of many pupils' spelling and punctuation is good. Many are able to use their writing skills successfully at the appropriate level in their work across the curriculum, for example when recounting the great fire of London as part of their theme work. However, a few more able pupils do not make enough progress consistently in their writing.

In key stage 2, many pupils make appropriate progress in their ability to write in various forms in both languages. Many punctuate and paragraph their work suitably according to their ability. Although many pupils' standards of literacy are very good in language lessons, they do not use their extended writing skills consistently enough across the curriculum.

Overall, the attitude of pupils in the English stream towards learning Welsh is positive. Across the school, many pupils listen and respond appropriately to a range of simple instructions, greetings and questions in Welsh. However, a lack of vocabulary and confidence limits the ability of the majority of pupils to converse and discuss in Welsh. Most pupils use simple phrases and patterns in their written language; however, progress is limited. Pupils' reading skills are developing appropriately and many of them show a good understanding of the text.

In the Foundation Phase, most pupils develop numeracy skills successfully in mathematics lessons. For example, many pupils are able to use a ruler accurately in order to measure up to 30 centimetres. Many are able to add and subtract accurately and use tens and units. They use these skills appropriately to solve simple mathematical problems across the learning areas. An example of this is pupils comparing the price of produce successfully as part of their theme work.

In key stage 2, many pupils use a range of calculation methods correctly in order to solve number problems. Many use appropriate strategies in order to find the perimeter of a 2D shape and a few more able pupils calculate the area of irregular shapes confidently. Many pupils read a scale effectively when calculating the distance between two locations on a map. However, pupils do not use and apply the numeracy skills that they learn in mathematics lessons regularly enough across the curriculum.

In the Foundation Phase over the last three years, the school's performance at the expected outcome has varied, moving the school between the bottom 25% and the top 25% of similar schools for literacy and communication in English and mathematical development. The school's performance in literacy and communication in Welsh has placed it in the lower 50% for two of the three years during the same period. The school's performance at the higher outcome over the last three years in literacy and communication in English and mathematical development has placed in the bottom 25% or the lower 50% of similar schools, overall. The school's performance in language, literacy and communication in Welsh has placed it in the upper 50% of similar schools for two of the last three years. However, in 2014, the school's performance placed it in the lower 50% in comparison with similar schools for all areas of learning.

At the end of key stage 2, the school's performance at the expected level over the last four years in general has placed it either in the lower 50% or the bottom 25% in all subjects in comparison with similar schools. In 2014, the school's performance at the higher than expected level places it in the bottom 25% in English and mathematics and in the upper 50% in Welsh. Over time, performance at the higher level has varied without an obvious trend. However, the school's performance in science at the higher level has placed it in the bottom 25% in comparison with similar schools for three of the last four years.

There is not obvious pattern in the achievements of pupils who are eligible to receive free school meals in comparison with their peers at the end of the Foundation Phase and key stage 2.

### **Wellbeing: Adequate**

Most pupils across the school are aware of the importance of eating and drinking healthily and keeping fit. Most feel safe at school and know to whom to turn for support and advice.

Most pupils enjoy coming to school and are keen to learn. A majority work together appropriately in lessons. A majority are confident when expressing an opinion and they take responsibility for making decisions. However, the ability of a few pupils to improve their own learning, or to work independently, has not developed fully.

In general, the standards of behaviour of many pupils are good. They are polite and show respect and care for each other and for visitors. However, a very few pupils are disruptive during lessons. This has an effect on the class ethos.

The role of the school council has been established firmly and members accept responsibilities conscientiously in the school community and contribute appropriately to school life. For example, the council's work was key to the school's decision to erect a bicycle shelter on the site.

The school's attendance rate has increased a little over the last three years. However, in comparison with similar schools, the school has been in the lower 50% for three of the last four years. Most pupils arrive at school punctually.

The school's pupils support a range of local charities and contribute effectively to community activities such as the 'Wetlands' scheme, in which trees were planted by pupils of the school.

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

The school plans appropriate learning experiences which gain most pupils' interest effectively. These activities meet the requirements of the Foundation Phase and the National Curriculum fully. Recent schemes of work are suitable and respond appropriately to the requirements of the Numeracy and Literacy Framework and the National Curriculum. However, the school does not plan skills purposefully and consistently enough across the curriculum in order to ensure that skills build systematically. This includes developing skills in Welsh as a second language in the English stream.

Occasional visits to the community, such as Llanfyllin wetlands and Powysland museum, add to pupils' learning experiences well. The wide range of extra-curricular clubs that are held at the school enriches those experiences successfully.

Provision for Welsh and the Welsh dimension is suitable and enables pupils to learn about the culture of their local area and the whole of Wales effectively. History work, such as studying life in Wales during the Second World War, fosters pupils' awareness of Welsh culture successfully. The school also provides relevant opportunities for pupils to take an active part in Welsh cultural activities in the local community by visiting the local chapels and church.

The school is beginning to plan suitable opportunities to develop pupils' knowledge of global citizenship issues through the theme work in classes, on Africa and St Lucia.

The school promotes pupils' awareness of sustainable development and global citizenship effectively through the work of the eco committee. This enables pupils to play a central part when recycling and by growing plants in the school garden to sell.



## **Teaching: Adequate**

In the majority of lessons in which teaching is at its best, presentations are stimulating and gain pupils' interest well. Teachers have high expectations and they question probingly. These lessons are planned well and good attention is paid to developing pupils' literacy and numeracy skills. However, there are not enough opportunities for pupils to develop their information and communication technology (ICT) skills regularly enough in lessons.

There is good co-operation between teachers and assistants who provide appropriate support to individuals and specific groups of learners in classes. However, where teaching is less effective, tasks do not always challenge more able pupils successfully enough. Over-direction in many lessons limits pupils' ability to become independent learners.

There are assessments for learning strategies in place, but their use is inconsistent across the school. Teachers share educational aims with pupils, but they are not always specific enough. Teachers mark pupils' work regularly. In general, comments are constructive, but they do not always give guidance to pupils on what needs to be done to improve their work.

The school uses a range of assessment materials and standardised tests to assess pupils' development. It is beginning to use an electronic system to track pupils' progress. However, it does not use the information that derives from this effectively enough to track the progress of specific groups of pupils in order to arrange appropriate provision for them.

Annual reports for parents meet statutory requirements and include purposeful comments on their children's progress.

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

There is a caring and friendly atmosphere in the school, which places great emphasis on pupils' wellbeing. A good working relationship exists between many of the pupils and adults and this adds to the inclusive ethos. The school has established an effective system in which pupils are beginning to take responsibility for their behaviour.

The school has a number of robust systems in place to promote pupils' wellbeing and emotional development. This is a strength in the school. The school works very effectively with a number of specialist services such as a language therapist, social services, zebra therapy and pet therapy.

The school makes appropriate arrangements for promoting eating and drinking healthily. Through assemblies and regular opportunities to reflect, the school promotes pupils' personal, moral and social development well.

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

The additional learning needs co-ordinator and the school's staff provide appropriate support for pupils who have additional learning needs. This ensures that they have full access to all aspects of school life. The school plans specific intervention strategies to meet pupils' needs. However, the system for tracking progress does not always succeed in ensuring that development has a positive effect on pupils' standards and progress. Suitable individual education plans are in place and parents have an opportunity to discuss and to review these plans regularly.

### **Learning environment: Good**

The school promotes an inclusive ethos that promotes suitable and accessible activities for all pupils. There is great emphasis on fostering respect for peers and visitors within the school and the 'golden rules' strengthen this element successfully.

The school has appropriate policies and procedures that promote equality, equal access to provision and social diversity suitably.

Overall, the school building is suitable and is maintained to an appropriate standard. Classrooms and walls around the school are colourful and attractive with a variety of displays that celebrate successes and give deserved attention to pupils' work. The building and the playground are safe places, and particular areas of the yard are earmarked appropriately for pupils of different ages. There are extensive grounds around the school, and appropriate use is made of them.

There are plenty of resources at the school and pupils make effective use of them.

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

The headteacher has a clear picture of the school's strengths and weaknesses. His caring leadership ensures that pupils' wellbeing is central to the school's work. The headteacher, the senior management team and the staff co-operate closely and they have a sound understanding of the school's performance, which has led to raising pupils' standards of attainment.

A suitable management structure has been established in response to recent staffing changes and staff responsibilities are defined clearly. All staff fulfil their roles appropriately in direct relation to the school's plans and strategic direction.

Recently, the school has put a number of new strategies in place in order to raise standards and improve provision. The strategy for responding to pupils' work has already borne fruit and the quality of marking is now beginning to have an effect on pupils' achievement. However, not all the strategies that are in place, such as restructuring schemes of work, have been embedded firmly enough or have had enough effect on the quality of provision.

Leaders pay due attention to national priorities. For example, recently, the school has focused suitably on refining schemes of work in response to the requirements of the Literacy and Numeracy Framework.

Governors are very supportive and fulfil their duties conscientiously. They have a sound understanding of the school's strengths and the areas that need to be improved. They are beginning to analyse a range of performance data appropriately and their understanding of how the school is performing in comparison with similar schools is good. Members of the body visit the school regularly in order to observe in classrooms. However, they do not use the robust information that they have effectively enough in order to challenge the school about its performance.

### **Improving quality: Adequate**

The school has appropriate arrangements for self-evaluation. The arrangements include collecting evidence from a range of sources, including analysing data and collecting the views of pupils, parents and external agencies. The senior management team and subject co-ordinators have contributed effectively to the process by observing lessons and scrutinising books. This has begun to have a positive effect on improving quality and raising standards. However, there has not been enough impact to date in terms of addressing the inconsistency in aspects of provision.

The self-evaluation report, although a little descriptive in places, provides a generally clear picture of the school's strengths and weaknesses. There is a clear link between the outcomes of self-evaluation and the priorities in the school improvement plan.

The school improvement plan identifies a number of appropriate improvement priorities, as well as responsibilities, costs, an implementation timetable and success indicators. The implementation of the plan will be monitored regularly by the headteacher, staff and the governing body. However, priorities are not always specific enough or quantitative enough in places. This limits the school's ability to evaluate progress in detail against the success indicators.

### **Partnership working: Good**

The school has established a number of effective partnerships that have a positive effect on pupils' standards and wellbeing. There is a strong partnership with parents. The school's friends association is diligent and raises money regularly to buy resources that enrich learning well.

The school works closely with schools in the catchment area to share good practice and to hold joint training. This has led to improvements to provision in the Foundation Phase and in pupils' standards of reading. Effective cluster arrangements for standardising and moderating pupils' work have led to ensuring quality and teachers' understanding of standards at the end of the Foundation Phase and key stage 2.

There are good arrangements between the school and the secondary school, which prepare older pupils well for the next stage in their education. The school co-operates very successfully with the secondary school's counselling staff to promote the wellbeing of vulnerable pupils. This ensures that they transfer confidently to the secondary school.

There is a beneficial partnership between the school and the local college. Students from the college work effectively in the Foundation Phase in order to offer useful support to teachers.

**Resource management: Adequate**

The school is staffed appropriately, which ensures that the principles of the Foundation Phase and the National Curriculum are delivered successfully. Support staff make a valuable contribution in terms of providing effective support to groups of pupils and individuals. However, the school does not use staff fully to share linguistic expertise between the two streams.

Teachers make suitable use of their time for planning, preparation and assessment.

The school has an appropriate performance management system that provides regular opportunities for staff's continuous professional development. Responsibility for managing teachers' performance is shared appropriately between members of the senior management team.

The school co-operates successfully with primary schools in the catchment area. This has led to raising pupils' standards of literacy.

The school's expenditure decisions link well to priorities for pupils' wellbeing and raising standards. The school makes appropriate use of the deprivation grant, and expenditure is monitored carefully by school leaders. During the last year, the governing body has taken robust steps to ensure efficient use of the budget. The headteacher and governors monitor the budget effectively.

Considering pupils' achievements over time, the school provides adequate value for money.

## Appendix 1: Commentary on performance data

### 6662057 - Ysgol Gynradd Llanfyllin

Number of pupils on roll	172
Pupils eligible for free school meals (FSM) - 3 year average	15.2
FSM band	2 (8%<FSM<=16%)

#### Foundation Phase

	2012	2013	2014
<b>Number of pupils in Year 2 cohort</b>	24	25	21
<b>Achieving the Foundation Phase indicator (FPI) (%)</b>	91.7	76.0	85.7
Benchmark quartile	1	4	3
<b>Language, literacy and communication skills - English (LCE)</b>			
Number of pupils in cohort	17	7	7
Achieving outcome 5+ (%)	94.1	100.0	85.7
Benchmark quartile	1	1	4
Achieving outcome 6+ (%)	11.8	0.0	28.6
Benchmark quartile	4	4	3
<b>Language, literacy and communication skills - Welsh (LCW)</b>			
Number of pupils in cohort	7	18	14
Achieving outcome 5+ (%)	85.7	83.3	92.9
Benchmark quartile	2	3	2
Achieving outcome 6+ (%)	28.6	33.3	28.6
Benchmark quartile	2	2	3
<b>Mathematical development (MDT)</b>			
Number of pupils in cohort	24	25	21
Achieving outcome 5+ (%)	100.0	84.0	90.5
Benchmark quartile	1	4	3
Achieving outcome 6+ (%)	25.0	4.0	28.6
Benchmark quartile	2	4	3
<b>Personal and social development, wellbeing and cultural diversity (PSD)</b>			
Number of pupils in cohort	24	25	21
Achieving outcome 5+ (%)	100.0	92.0	100.0
Benchmark quartile	1	4	1
Achieving outcome 6+ (%)	12.5	28.0	76.2
Benchmark quartile	4	4	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.

**6662057 - Ysgol Gynradd Llanfyllin**

Number of pupils on roll	172
Pupils eligible for free school meals (FSM) - 3 year average	15.2
FSM band	2 (8%<FSM<=16%)

**Key stage 2**

	2011	2012	2013	2014
<b>Number of pupils in Year 6 cohort</b>	28	21	25	21
<b>Achieving the core subject indicator (CSI) (%)</b>	75.0	85.7	76.0	85.7
Benchmark quartile	4	2	4	3
<b>English</b>				
Number of pupils in cohort	28	21	25	21
Achieving level 4+ (%)	75.0	90.5	80.0	90.5
Benchmark quartile	4	2	4	3
Achieving level 5+ (%)	17.9	38.1	24.0	28.6
Benchmark quartile	4	2	4	4
<b>Welsh first language</b>				
Number of pupils in cohort	14	*	9	9
Achieving level 4+ (%)	78.6	*	66.7	66.7
Benchmark quartile	3	*	4	4
Achieving level 5+ (%)	21.4	*	33.3	33.3
Benchmark quartile	3	*	2	2
<b>Mathematics</b>				
Number of pupils in cohort	28	21	25	21
Achieving level 4+ (%)	75.0	85.7	80.0	90.5
Benchmark quartile	4	3	4	3
Achieving level 5+ (%)	28.6	33.3	32.0	28.6
Benchmark quartile	3	2	3	4
<b>Science</b>				
Number of pupils in cohort	28	21	25	21
Achieving level 4+ (%)	85.7	85.7	80.0	95.2
Benchmark quartile	4	3	4	3
Achieving level 5+ (%)	21.4	0.0	24.0	33.3
Benchmark quartile	4	4	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 the 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 Anghyfuno	
I feel safe in my school.	99	94 95%	5 5%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	98	79 81%	19 19%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	99	96 97%	3 3%	Rwy'n gwybod pwy i siarad ag ef/â hi os ydw I'n poeni neu'n gofidio.
		96%	4%	
The school teaches me how to keep healthy	99	96 97%	3 3%	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.	99	89 90%	10 10%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	99	86 87%	13 13%	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.	99	99 100%	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.	99	97 98%	2 2%	Rwy'n gwybod beth i'w wneud a gyda phwy i siarad os ydw I'n gweld fy ngwaith yn anodd.
		98%	2%	
My homework helps me to understand and improve my work in school.	98	83 85%	15 15%	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.	99	73 74%	26 26%	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.	98	62 63%	36 37%	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	99	76 77%	23 23%	Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
		84%	16%	

## Response to the parent questionnaire

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

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
Overall I am satisfied with the school.	60	31 52%	23 38%	4 7%	0 0%	2	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	60	32 53%	26 43%	2 3%	0 0%	0	Mae fy mhentyn yn hoffi'r ysgol hon.
		73%	26%	1%	0%		
My child was helped to settle in well when he or she started at the school.	59	40 68%	19 32%	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.	59	28 47%	28 47%	0 0%	2 3%	1	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	59	19 32%	28 47%	7 12%	0 0%	5	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	46%	4%	1%		
Teaching is good.	59	26 44%	26 44%	4 7%	1 2%	2	Mae'r addysgu yn dda.
		60%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	51	23 45%	24 47%	1 2%	0 0%	3	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.	51	12 24%	22 43%	6 12%	3 6%	8	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.	60	26 43%	29 48%	2 3%	2 3%	1	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		58%	33%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	60	22 37%	35 58%	2 3%	0 0%	1	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.	60	28 47%	30 50%	2 3%	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.	52	15 29%	26 50%	0 0%	2 4%	9	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.	60	18 30%	36 60%	5 8%	1 2%	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.	60	27 45%	27 45%	3 5%	1 2%	2	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.	59	21 36%	29 49%	5 8%	0 0%	4	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.	51	19 37%	30 59%	2 4%	0 0%	0	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		56%	38%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	47	14 30%	20 43%	4 9%	2 4%	7	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.	60	28 47%	29 48%	1 2%	1 2%	1	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	38%	5%	1%		
The school is well run.	59	25 42%	28 47%	3 5%	0 0%	3	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	32%	3%	2%		

## Appendix 3

### The inspection team

Anwen Griffith	Reporting Inspector
Rhian Jones	Team Inspector
Meleri Cray	Lay Inspector
Ceri Scourfield	Peer Inspector
Huw Ellis	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 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.