



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

A report on

**Presteigne C.P. School
Slough Road
Presteigne
Powys
LD8 2NH**

Date of inspection: March 2017

by

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

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

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

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

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

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

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

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Context

Presteigne Primary School is located in the small country town of Presteigne, on the Welsh-English border in the Powys local authority. Pupils attending the school come from the town and the surrounding rural areas.

There are 168 pupils, aged three to eleven years old, on the school roll. There are seven classes with those in the Foundation Phase being of mixed age. Pupil numbers have remained steady over recent years.

Around 10% of pupils are eligible for free school meals, which is below the national average. The school identifies that around 16% of pupils have additional learning needs, which is also below the national average.

Nearly all pupils are of a white British ethnicity and come from homes where English is the main language. No pupils speak Welsh at home.

The current headteacher took up the post in October 2016. The school's last inspection was in April 2011.

The individual school budget per pupil for Presteigne C.P. School in 2016-2017 means that the budget is £3,117 per pupil. The maximum per pupil in the primary schools in Powys is £5,561 and the minimum is £2,960. Presteigne C.P. School is 80th out of the 83 primary schools in Powys in terms of its school budget per pupil.

Summary

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

Current performance

The current performance of the school is good because:

- During their time at the school pupils make good progress in their learning and, by the time they leave in Year 6, nearly all achieve high standards
- Most pupils apply their reading, writing, numerical and information technology skills effectively across the curriculum
- Nearly all pupils have a positive attitude to their learning and show high levels of engagement in their work
- Pupils have a strong voice and contribute effectively to the daily life of the school
- Teachers have good subject knowledge and match activities well to meet pupils' learning needs
- Working relationships between adults and pupils are strong
- The arrangements for supporting pupils' spiritual, moral, social and cultural development are highly effective
- The support for pupils who have additional learning needs enables them to make good progress

Prospects for improvement

The school's prospects for improvements are good because:

- The headteacher has high expectations of staff and pupils and provides a clear sense of direction for the school's work
- The new senior leadership team work together effectively and have a clear focus on raising standards
- Members of the governing body are well informed and use their findings well to challenge the school
- The process of self-evaluation and planning for improvement is effective and serves as a sound basis to set targets for further development
- The school has an extensive range of partnerships that support pupils' learning and wellbeing successfully

Recommendations

- R1 Increase opportunities for pupils to develop independence and creativity in their learning
- R2 Redistribute leadership responsibilities more equitably among the senior leadership team
- R3 Strengthen whole school tracking to ensure that leaders have an accurate understanding of the progress that pupils make over time

What happens next?

The school will draw up an action plan that shows how it is going to address the recommendations.

Estyn will invite the school to prepare a written case study, describing the excellent practice identified during the inspection.

Main findings

Key Question 1: How good are outcomes?	Good
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Standards: Good

Most pupils start school with skills and understanding at or above the level expected for their age. During their time at the school, they make good progress in their learning and, by the time they leave in Year 6, nearly all achieve good standards.

In the Foundation Phase, most pupils listen attentively and are confident in talking about their work with other pupils and adults. Most pupils have a good range of strategies to help them to work out new and unfamiliar words when reading. They make good use of their knowledge of phonics and look for clues in the text and pictures. They talk enthusiastically about the books that they have read and characters that they particularly like.

In key stage 2, most pupils have very well developed speaking and listening skills. They are aware of their audience and adapt their speech accordingly, for example when taking on the role of famous inventors giving a news interview. They read confidently and use intonation well. They discuss their favourite authors enthusiastically and show great pleasure in reading. They use the text effectively to infer and deduce information.

By the end of the Foundation Phase, most pupils' written work is developing well. They make good progress in spelling and punctuation and use an increasing range of vocabulary. Most pupils write appropriately for a range of purposes, for example when writing travel articles to promote the natural wonders of Wales. However, pupils do not write often enough at length. By the end of key stage 2, many pupils often write in an interesting and engaging way. They are able to adapt their writing well to meet the needs of the audience, for example when writing instructions that are suitable for younger pupils. They plan, redraft and edit their work well. By Year 6, many pupils use a rich range of vocabulary and vary sentence structure to engage the reader, for example when writing newspaper reports based on celebrity weddings. Their writing is clear and grammatically correct, spelling is usually accurate and punctuation is used to good effect. Across the school, most pupils use their writing skills well across the curriculum.

By the end of the Foundation Phase, nearly all pupils make good progress in developing their numeracy skills. Many demonstrate a sound understanding of place value and understand the relationship between addition and subtraction. They have a good understanding of number and perform calculations up to 100, using doubling and halving accurately. They solve problems involving money appropriately and record information using graphs and charts effectively. By the end of key stage 2, many pupils write, process and calculate numbers up to and beyond a million. Most apply their calculation skills independently to solve problems, for example when calculating the area of compound shapes.

Most pupils make suitable progress in developing their Welsh language skills. They show positive attitudes to learning the language and by the end of key stage 2 many are keen to respond to basic questions orally. In the Foundation Phase they write simple sentences and more able pupils begin to extend these using age appropriate connectives. By the end of key stage 2, pupils write a range of extended sentences and more able pupils are beginning to justify their choices with their own opinions. Older pupils read age-appropriate texts accurately with good pronunciation.

Most pupils have well-developed skills in information and communication technology (ICT). In the Foundation Phase, nearly all pupils create interesting and colourful calendars using ICT software. They compose simple songs on the computer and use devices skilfully to capture images of their work. Many pupils use ICT purposefully to help them evaluate and assess their work and the work of others. In key stage 2, nearly all pupils create database records independently. They use multi-media applications skilfully to re-draft and present their work in interesting formats.

In the Foundation Phase, over the past four years, performance in literacy, language and communication and in mathematical development has placed the school in the higher 50% or top 25% when compared with similar schools at both expected and higher than expected outcomes.

In key stage 2, pupils' attainment over the past four years in English, mathematics and science at the expected level has improved so that the school is consistently in the higher 50% when compared with similar schools. At the higher-than-expected level, attainment in all subjects has placed the school in the higher 50% or the top 25% of similar schools.

Wellbeing: Good

Nearly all pupils enjoy school, feel safe and know whom to turn to if they need advice or support. Most pupils know and understand the importance of healthy eating and drinking. Nearly all develop an age appropriate understanding of how to keep safe online. Most pupils have a sound understanding of how to develop a healthy lifestyle. They know the importance of taking regular exercise and making good decisions about what they eat and drink. Nearly all pupils' behaviour is exemplary in and around the school and they are extremely polite and well mannered. They show respect for adults and each other.

Nearly all pupils are well motivated and show enthusiasm in all aspects of school life. They work well in class, remain on task and take a pride in their work.

Pupils have a strong voice and contribute effectively to the daily life of the school. For example, the school nutrition action group send regular letters to parents encouraging them to provide their children with healthy snack choices. As a result, most pupils understand the importance of a healthy diet.

Most pupils are generally punctual. The school's attendance is good. Over the last three years pupils' attendance has placed the school in the top 25% when compared with similar schools.

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

The school provides a wide range of interesting learning experiences that engage and motivate most pupils to succeed. The school's curriculum covers the requirements of the Foundation Phase, the National Curriculum and the agreed syllabus for religious education effectively. Educational visits and extra-curricular clubs enrich and extend pupils' learning and wellbeing successfully.

Learning experiences in the Foundation Phase provide an appropriate mix of adult-led and independent activities. Throughout the school, teachers make effective use of the outdoor environment to enhance the learning experience. Teachers' planning identifies clearly opportunities for the development of pupils' literacy and numeracy skills across the curriculum. For example, the study of time zones in Year 6 provides useful opportunities for pupils to draft and re-draft their writing and to use their data handling skills systematically. However, in a few classes, activities are overly structured. This often limits pupils' ability to develop independence and creativity in their learning.

The school promotes the language and culture of Wales effectively. There is an appropriate focus on the use of Welsh in nearly all classes throughout the day, particularly during the start of lessons. The 'Criw Cymraeg' is effective in promoting use of the Welsh language and many pupils are proud that they learn to speak Welsh. Activities to promote the Welsh dimension include an annual eisteddfod and St David's Day concert. However, there are limited opportunities for pupils to find out about famous Welsh people both past and present.

Teachers promote pupils' awareness of sustainability and energy conservation well. The eco committee is very active and has a positive impact on the school. For example, it has developed a hedgehog hotel to encourage wildlife. The school promotes global citizenship effectively and teachers build this into the curriculum well. There is a useful link with a school in France, which helps to develop pupils' understanding of other cultures and languages successfully.

Teaching: Good

Teachers have good subject knowledge and match activities well to meet pupils' learning needs. They produce an interesting range of stimulating resources that engage the pupils' interests well. Working relationships between adults and pupils are strong and adults manage pupils' behaviour well. Teaching assistants provide good support for pupils' learning and contribute well to pupils' standards and wellbeing. In many classes, teachers encourage independence and creativity in pupils' learning. For example, older pupils create their own investigation to find the best ways to spend their pocket money. In a few lessons, teachers over direct pupils' learning and, as a result, pupils have too few opportunities to think for themselves.

Teachers' written and oral feedback informs pupils about what they have done well. In many classes, teachers provide purposeful comments about how pupils can improve their work and pupils use this information effectively to improve their own learning. Teachers use a good range of assessment strategies to monitor the

progress that individual pupils make in lessons. Pupils assess their own and their peers' work effectively. Report to parents are informative and meet statutory guidelines.

Leaders have recently introduced a new tracking system. Although this is beginning to give leaders an overview of pupils' progress over time, it is still too early to see the full impact of this initiative in identifying where pupils make the best progress.

Care, support and guidance: Good

The arrangements for supporting pupils' spiritual, moral, social and cultural development are highly effective. Nearly all pupils take part in cultural performance through music and dance. All pupils have the opportunity to learn to play the recorder and ocarina.

Collective worship makes a valuable contribution to promoting pupils' understanding of whole school values. The school makes appropriate arrangements for promoting health eating and drinking, for example through 'Fruity Fridays'.

The school's culture and ethos promote positive behaviour and good attendance. The emphasis on positive values throughout the school is strong. This is successful in raising pupils' awareness of how to be safe, take responsibility and respect others. The school has in place a comprehensive programme to promote on line safety. From an early age, pupils understand how to stay safe on line.

The school's arrangements for safeguarding pupils meet requirements and give no cause for concern. During the inspection, inspectors brought a few minor record keeping issues to the school's attention.

The school engages well with a range of external agencies and specialist services. Staff make effective use of these to support vulnerable pupils and address their individual needs. For example, the local health services support staff with specialist training to address pupils' specific needs.

The support for pupils who have additional learning needs enables them to make good progress. Teachers identify pupils who need support early. Teaching assistants provide good levels of support for targeted pupils in withdrawal groups. Detailed individual education plans provide clear targets for improvement. Teachers, parents and pupils review them together regularly.

Learning environment: Good

The school is a friendly, happy, community where pupils are valued and well cared for. The school's ethos encourages pupils to have respect and tolerance for others and supports pupils' wellbeing effectively. The school promotes equality and diversity well and nearly all pupils feel safe and free from harassment. All pupils have equal access to all areas of the school's curriculum as well as the additional activities that the school offers. The school makes very effective use of the local community and nearby sites of interest to help pupils to understand their heritage.

The accommodation is of good quality. Staff plan the use of its available space well. For example, the creation of a cookery room has been effective in supporting pupils understanding of healthy eating. The school has a wide range of good quality resources that match pupils' learning needs well. The recent purchase of new ICT equipment is having a positive impact on the standards of pupils' ICT skills. A well-resourced and maintained library offers a stimulating reading environment for pupils of all ages.

The school grounds enhance pupils' learning and physical development effectively. High quality displays around the school are current and informative, support pupils' learning and celebrate their achievements.

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

The headteacher provides strong leadership. He has established a clear strategic vision for the school and has set high expectations for all staff. All staff, pupils, parents and governors share the vision of moving the school forward. The headteacher and the new senior leadership team work together effectively and have a clear focus on raising standards. However, there is a need to redistribute leadership responsibilities more equitably among the senior leadership team.

Regular staff meetings focus clearly on priorities for improvement. These ensure that everyone understands their roles and responsibilities in working towards the school's priorities. There are suitable arrangements to manage the performance of staff. All teachers have specific job descriptions that define roles and responsibilities clearly. The school addresses local and national priorities well. This includes paying good attention to ICT development and the successful implementation of the National Literacy and Numeracy Framework.

The chair of governors and the headteacher work together effectively and keep the school focused on improving standards. Governors have a sound understanding of the schools' performance and systems. Through regular meetings, and visits, they hold the school to account successfully in order to ensure continuous improvement.

Improving quality: Good

Self-evaluation is systematic and largely based on first-hand evidence. Nearly all staff participate in the process of monitoring, evaluating and planning for improvement. Although leaders consider a range of data, they do not give enough attention to trends in data over a period. Procedures also include careful analysis of pupils' work and visiting lessons. Teachers undertake these activities across all subject areas and share their findings regularly through weekly staff meetings. This helps to reinforce the strong team ethos within the school. Governors and pupils provide useful information to leaders about aspects of the school's performance. For example, pupils carry out traffic management surveys and pass this information on to senior leaders. Parents have appropriate opportunities to express their views and opinions about the school and the school listens carefully to their suggestions. Whole school topics now incorporate a visit that is relevant and engaging as a result of feedback from parents.

Priorities in the school development plan are very clear and suitably detailed, and they link appropriately with the self-evaluation report. All staff know and understand very well the priorities for improvement and are involved in helping to achieve them. The current development plan contains a manageable number of targets that focus clearly on raising pupils' standards. It makes specific references to the personnel who are responsible, and includes timescales, costings and clear procedures for monitoring progress.

Partnership working: Excellent

The school has an extensive range of partnerships that support pupils' learning and wellbeing successfully. The headteacher keeps parents extremely well informed about the work of the school, for example through newsletters, texting and a comprehensive website. The school consults parents regularly. For example, very recently it has asked them about how best to utilise the breakfast club provision. There are many worthwhile opportunities for parents to share their children's experiences in school, such as through the fortnightly 'Parents to lunch' scheme.

There are extremely strong partnerships with the local community. For instance, the deputy mayor attends school council meetings to help pupils understand at first-hand the similarities and differences between school and town councils. The school actively supports Presteigne's recent initiative to become a 'dementia friendly' town. This helps pupils to contribute very positively to their own community.

Pupils benefit from trips and visits within the locality, for example to understand the tunnelling work at Bleddfa, as part of the Elan aqueduct rerouting. Pupils in Year 5 and Year 6 enjoy residential visits to Brecon and Staylitttle.

Teachers work effectively with other local cluster schools, for instance to moderate teachers' assessments of pupils' standards. Links with the on-site playgroup and local secondary school ensure seamless transitions between the phases of the pupils' education. The school proactively develops very purposeful, productive partnerships with schools further afield to improve its own practice, for example in improving the provision for ICT and working towards the Welsh Government's new digital competence framework.

Resource management: Good

The headteacher and governors manage the buildings, staff, resources and budget well. There is a suitable link between the school's expenditure and its plans. The school has enough teachers with appropriate qualifications to deliver the curriculum. It makes effective use of highly qualified learning support assistants.

Senior leaders ensure that systems for managing the performance of all teachers and support staff align closely with school development planning. All teachers have specific and timely performance targets linked closely to the needs of pupils and the school, as well as their personal needs. The school has engaged with a network of schools to enhance their professional practice, for example in enriching provision for Welsh as a second language.

The school makes good use of the Pupil Deprivation Grant to improve literacy outcomes and aspects of provision for pupils.

Considering the standards that pupils achieve and the quality of the provision, the school provides good value for money.

Appendix 1: Commentary on performance data

6662075 - PRESTEIGNE C.P. SCHOOL

Number of pupils on roll	172
Pupils eligible for free school meals (FSM) - 3 year average	12.7
FSM band	2 (8%<FSM<=16%)

Foundation Phase

	2013	2014	2015	2016
Number of pupils in Year 2 cohort	22	27	20	20
Achieving the Foundation Phase indicator (FPI) (%)	100.0	100.0	100.0	95.0
Benchmark quartile	1	1	1	2
Language, literacy and communication skills - English (LCE)				
Number of pupils in cohort	22	27	20	20
Achieving outcome 5+ (%)	100.0	100.0	100.0	95.0
Benchmark quartile	1	1	1	2
Achieving outcome 6+ (%)	45.5	33.3	55.0	50.0
Benchmark quartile	1	2	1	1
Language, literacy and communication skills - Welsh (LCW)				
Number of pupils in cohort	*	*	*	*
Achieving outcome 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving outcome 6+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematical development (MDT)				
Number of pupils in cohort	22	27	20	20
Achieving outcome 5+ (%)	100.0	100.0	100.0	95.0
Benchmark quartile	1	1	1	2
Achieving outcome 6+ (%)	40.9	48.1	45.0	55.0
Benchmark quartile	1	1	2	1
Personal and social development, wellbeing and cultural diversity (PSD)				
Number of pupils in cohort	22	27	20	20
Achieving outcome 5+ (%)	100.0	100.0	100.0	100.0
Benchmark quartile	1	1	1	1
Achieving outcome 6+ (%)	95.5	63.0	85.0	80.0
Benchmark quartile	1	2	1	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.

6662075 - PRESTEIGNE C.P. SCHOOL

Number of pupils on roll	172
Pupils eligible for free school meals (FSM) - 3 year average	12.7
FSM band	2 (8%<FSM<=16%)

Key stage 2

	2013	2014	2015	2016
Number of pupils in Year 6 cohort	15	21	25	33
Achieving the core subject indicator (CSI) (%)	93.3	90.5	100.0	97.0
Benchmark quartile	2	3	1	1
English				
Number of pupils in cohort	15	21	25	33
Achieving level 4+ (%)	93.3	95.2	100.0	97.0
Benchmark quartile	2	2	1	2
Achieving level 5+ (%)	53.3	66.7	56.0	51.5
Benchmark quartile	1	1	1	2
Welsh first language				
Number of pupils in cohort	*	*	*	*
Achieving level 4+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematics				
Number of pupils in cohort	15	21	25	33
Achieving level 4+ (%)	93.3	90.5	100.0	97.0
Benchmark quartile	2	3	1	2
Achieving level 5+ (%)	40.0	52.4	52.0	60.6
Benchmark quartile	2	1	2	1
Science				
Number of pupils in cohort	15	21	25	33
Achieving level 4+ (%)	93.3	100.0	100.0	97.0
Benchmark quartile	3	1	1	2
Achieving level 5+ (%)	40.0	61.9	52.0	69.7
Benchmark quartile	2	1	2	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.

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The benchmark quartile compares the performance of one school against others who have similar levels of pupils with free school meals (FSM). FSM is used as a proxy of social deprivation in schools. This allows a comparison of the performance of a school against others who are in the same FSM category, and who might therefore have a similar intake of pupils from deprived backgrounds.

A school in benchmark quartile 1 is in the highest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are higher than many other schools with similar levels of pupils from deprived backgrounds. A school in benchmark quartile 4 is in the lowest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are lower than many other schools with similar levels of pupils from deprived backgrounds.

Further information is available from the Welsh Government My Local School website at the link below.

<http://mylocalschool.wales.gov.uk/index.html?lang=eng>

Appendix 2

Stakeholder satisfaction report

Responses to learner questionnaires

denotes the benchmark - this is a total of all responses since September 2010.

	Number of responses Nifer o ymatebion	Agree Cytuno	Disagree Anghytuno	
I feel safe in my school.	86	86 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	86	84 98%	2 2%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	86	86 100%	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	86	85 99%	1 1%	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.	85	83 98%	2 2%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	84	81 96%	3 4%	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.	86	86 100%	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.	86	85 99%	1 1%	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.	84	78 93%	6 7%	Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol.
		90%	10%	
I have enough books, equipment, and computers to do my work.	85	81 95%	4 5%	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.	85	76 89%	9 11%	Mae plant eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
		77%	23%	
Nearly all children behave well at playtime and lunch time	86	71 83%	15 17%	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.	44	32 73%	12 27%	0 0%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	34%	3%	1%		
My child likes this school.	44	32 73%	10 23%	2 5%	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.	44	28 64%	14 32%	2 5%	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.	44	26 59%	17 39%	1 2%	0 0%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	35%	3%	1%		
Pupils behave well in school.	44	25 57%	17 39%	2 5%	0 0%	0	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		47%	48%	4%	1%		
Teaching is good.	44	32 73%	12 27%	0 0%	0 0%	0	Mae'r addysgu yn dda.
		61%	36%	2%	0%		
Staff expect my child to work hard and do his or her best.	44	30 68%	13 30%	0 0%	0 0%	1	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		64%	34%	1%	0%		
The homework that is given builds well on what my child learns in school.	44	19 43%	23 52%	1 2%	0 0%	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.
		49%	43%	6%	2%		
Staff treat all children fairly and with respect.	44	26 59%	15 34%	1 2%	1 2%	1	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		60%	35%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	44	23 52%	20 45%	0 0%	0 0%	1	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		59%	38%	2%	0%		
My child is safe at school.	44	28 64%	15 34%	1 2%	0 0%	0	Mae fy mhentyn yn ddiogel yn yr ysgol.
		66%	32%	2%	1%		
My child receives appropriate additional support in relation to any particular individual needs'.	44	21 48%	16 36%	1 2%	0 0%	6	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		55%	39%	4%	1%		
I am kept well informed about my child's progress.	44	20 45%	21 48%	1 2%	2 5%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		49%	41%	9%	2%		

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
I feel comfortable about approaching the school with questions, suggestions or a problem.	44	28 64%	11 25%	4 9%	1 2%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		62%	31%	5%	2%		
I understand the school's procedure for dealing with complaints.	44	23 52%	18 41%	0 0%	0 0%	3	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		48%	42%	8%	2%		
The school helps my child to become more mature and take on responsibility.	44	28 64%	14 32%	1 2%	0 0%	1	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		57%	40%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	43	16 37%	16 37%	0 0%	0 0%	11	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		52%	41%	5%	1%		
There is a good range of activities including trips or visits.	44	17 39%	24 55%	3 7%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		54%	39%	6%	1%		
The school is well run.	44	31 70%	12 27%	0 0%	0 0%	1	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	34%	4%	2%		

Appendix 3

The inspection team

Katherine Elinor Olsen	Reporting Inspector
Fiona Arnison	Team Inspector
David Kenneth Davies	Team Inspector
David Owen Jenkins	Lay Inspector
Thomas Peter Davies	Peer Inspector
Adam Faulkner	Nominee

Copies of the report

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

Year groups, the Foundation Phase and key stages

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

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

Primary phase:

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

Secondary phase:

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

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

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

Glossary of terms – Primary

Foundation Phase indicator (FPI)

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

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

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

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

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

The core subject indicator (CSI)

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

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

- English or Welsh first language
- mathematics
- science

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

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

All-Wales Core Data sets

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

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

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