



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

A report on

**Llangors V.P. School
Llangorse
Brecon
Powys
LD3 7UB**

Date of inspection: June 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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Publication Section
Estyn
Anchor Court, Keen Road
Cardiff
CF24 5JW or by email to publications@estyn.gov.wales

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Context

Llangors Primary School is in Llangorse near Brecon in the Powys local authority. There are 159 pupils on roll between the ages of 4 and 11, including 21 who attend the nursery on a full-time basis. The number of pupils on roll has increased by about a third over the last eight years. At the time of the inspection, there was a new school under construction on part of the school site to replace the current building.

Around 2% of pupils are eligible for free school meals, which is well below the national average (19%). Very few pupils are under the care of the local authority. Nearly all pupils are of white British ethnicity and come from homes where English is the main language. No pupils speak Welsh at home or have English as an additional language.

The school identifies that around 4% of its pupils have additional learning needs. This is well below the national average (25%). Very few pupils have a statement of special educational needs.

The last inspection of the school was in May 2009. The headteacher took up her post in 2001.

The individual school budget per pupil for Llangors Primary School in 2016-2017 means that the budget is £3,225 per pupil. The maximum per pupil in the primary schools in Powys is £5,561 and the minimum is £2,960. Llangors Primary School is 74th 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:

- Most pupils make strong progress as they move through the school
- Pupils develop their literacy and numeracy skills very well
- They take on leadership roles purposefully and the pupils' voice has a positive impact on the school in many respects
- Pupils are courteous and well behaved and they develop their social and life skills to a high level
- Attendance rates are consistently strong
- Teachers know pupils well and monitor their progress effectively in the relatively small classes
- Teachers plan work that engages pupils' interest purposefully and they give most pupils worthwhile feedback on their work
- Pupils understand how well they are performing and how they can improve

Prospects for improvement

The school's prospects for improvement are good because:

- The headteacher has a clear vision for the school with a strong focus on pupils achieving high standards
- Staff work well as a whole-school team
- The governing body knows the school well and how well it is doing compared with other similar schools
- Governors challenge leaders appropriately in relation to the standards pupils achieve
- Teachers undertake a wide range of monitoring activity to identify strengths and areas for development
- Pupils are also beginning to undertake worthwhile monitoring activities
- The school development plan links well to the outcomes of self-evaluation processes
- Leaders use resources appropriately to take forward strategic priorities, for example to support the attainment of more able pupils
- The school has maintained high standards since the previous inspection

Recommendations

- R1 Improve pupils' oracy skills in Welsh
- R2. Raise standards in information and communication technology (ICT) in key stage 2
- R3 Enhance opportunities for pupils to develop their independent learning skills in the latter part of the Foundation Phase
- R4 Increase teaching time, especially in key stage 2, to meet Welsh Government recommendations
- R5 Develop leaders at all levels, for example by establishing more professional networks and improving staff access to professional learning opportunities

What happens next?

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

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

Most pupils enter the school with skills, knowledge and understanding that are average or above average for their age. Most make good progress as they move through the school.

Across the school, pupils' speaking and listening skills are particularly strong in most classes. In the Foundation Phase, most pupils listen well and speak clearly with good expression, for example when investigating mini-beasts outdoors. In key stage 2, nearly all pupils listen with interest to adults and other pupils. They use their speaking skills effectively in most classes, for example when discussing the opening of a novel. Many pupils enjoy developing their speaking skills through presentations to the class and school performances.

Many pupils in the Foundation Phase read well. They use a suitable range of strategies to tackle unfamiliar words, for example by applying their phonic knowledge to break down a word into its constituent sounds. They have a lively interest in books and can explain the types of books they enjoy. Most pupils in key stage 2 read fluently and with good understanding. Their comprehension skills are strong and they readily extract information from a wide range of texts, for example when researching information on refugees, the island of Bryher or the village of Pendine. More able pupils comment very well on the style and content of complex texts, for example when comparing two contrasting poems on trees.

By the end of the Foundation Phase, many pupils write well and at an appropriate length. For example, they use descriptive language well when contrasting life in the town and the country, and when presenting information on bees. They spell most familiar words correctly and many use their phonic knowledge to 'have a go' at writing less familiar vocabulary. Many pupils form letter shapes accurately and present their work neatly. In key stage 2, most pupils write successfully across a wide range of genres. The more able often communicate their ideas very effectively. Their choice of words in creative and personal writing is often particularly strong, for example when they write evocative poems on the landscape of the Brecon Beacons or persuasive letters to complain about changes to the school grounds. However, even where the writing is highly skilful, it often contains too many simple spelling and punctuation errors. Throughout the school, many pupils apply their literacy skills well across the curriculum, especially in science, geography and history.

Most pupils develop their numeracy skills successfully as they move through the Foundation Phase. More able pupils in reception count confidently beyond 10 and use symbols for addition and equals well. Older pupils understand how to double and halve two-digit numbers successfully. Across the Foundation Phase, most pupils make good use of numeracy skills in practical contexts, for example when working out real-life money problems. They use Venn diagrams to sort toys and use standard units of length to make a scarf for 'Gerry the Giraffe'. In key stage 2, many pupils' mathematical skills are good and a few have very good skills, particularly in Year 6.

Pupils apply their numeracy skills reasonably well in their topic work, for example when constructing line graphs and bar charts to record the outcomes of various science investigations and pupil surveys. Examples include an investigation into the population of Pendine over a period of years and measuring the decibel levels of a buzzer. However, their work in mathematics in key stage 2 is often at a higher level than their work in other subjects.

Most pupils' ICT skills develop well in the Foundation Phase. They use word-processing, create databases and develop simple animations through Hwb competently. They create Joseph's coat of many colours using paint programs independently. In key stage 2, pupils continue to develop their word-processing skills and pupils in a few classes develop their database skills reasonably well. For example, pupils in Year 3 create a weather database in a project with the National Museum for Wales and Year 5 pupils record the volume of leaf litter in various locations. However, the depth and range of pupils' skills in ICT vary too much from class to class, often as a result of limited access to ICT resources.

Pupils develop good Welsh skills during the Foundation Phase. They respond well to regular instructions and greetings in Welsh and develop their knowledge successfully through purposeful use of Welsh in lessons, for example when asked to choose colours for flower painting. They read and write Welsh at an appropriate level, for example when writing about mini-beasts in a jar. In key stage 2, pupils' reading and writing skills continue to develop. They write dialogues, raps and factual accounts in a suitable range of tenses. However, pupils' confidence and skill in using spoken Welsh are limited.

Pupils needing additional support to improve their literacy and numeracy skills make good progress and most reach the expected levels for their age.

At the end of the Foundation Phase, pupils' performance at the expected and higher outcomes in literacy and mathematical development over the past four years generally places the school in the top 25% or higher 50% when compared with similar schools.

At the end of key stage 2, pupils' performance at the expected and higher level in English, mathematics and science, over the same period, tends to place the school in the top 25% when compared with similar schools.

There are relatively few pupils eligible for free school meals. They tend to do as well as other pupils in attaining the expected level at the end of key stage 2, but often do less well in achieving the higher level. Overall, there is little difference in the attainment of girls and boys.

Wellbeing: Good

All pupils have positive attitudes to keeping healthy and safe. They have a well-developed understanding of the need to eat and drink healthily, the impact of regular exercise on their health and the negative effects of bad habits, such as smoking, on their bodies. Pupils, in the role of healthy school officers, give presentations to whole-school assemblies and the governing body on their work promoting a healthy school. Nearly all pupils know how to stay safe when using the internet.

Nearly all pupils behave very well in class and around the school. They are polite to adults and to each other. They work well together and support each other's learning effectively. They settle quickly to their work and follow staff instructions carefully, and nearly all sustain their concentration during lessons. Many older pupils express mature responses to a range of social and cultural questions and they support younger pupils well, for example as playground buddies. Pupils in most classes show a good degree of resilience in tackling new and unfamiliar work. Many develop their confidence and self-esteem through regular contributions to class discussion and in eisteddfodau, assemblies and large-scale music and drama productions in school.

Pupils in leadership roles undertake their roles maturely and conscientiously. Members of the school council have explored the issue of bullying actively and are developing short performances to show the effect of poor behaviour on others. Pupils run a food co-operative and a pupil savings scheme through a local credit union. Pupils have taken part in the monitoring of lessons using a focused set of questions with staff to consider the quality of learning and relationships and have fed back their findings to school leaders. Older key stage 2 pupils undertake training on dementia as part of the 'dementia friendly school' initiative, and they work on art and social activities with residents of a local nursing home.

Over the last four years, pupils' attendance has placed the school in the top 25% consistently when compared with similar schools. No pupil has a record of persistent absence over this period. Pupils are generally punctual at the start of the school day, but there is a small, but significant, amount of lateness.

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

The school provides a worthwhile and interesting range of learning experiences that meet the needs of nearly all pupils effectively. Teachers' planning of the curriculum is detailed and consistent in quality and this supports pupils' good progress as they move through the school. Learning activities and experiences develop pupils' skills well across subjects and areas of learning. However, towards the upper part of the Foundation Phase, staff do not plan enough opportunities for pupils to use and develop their skills independently, especially in the outdoors. A wide range of extra-curricular activities, visitors and educational visits enhances pupils' learning well, particularly in key stage 2. Due to the length of assemblies each day, the teaching time each week does not meet the recommended guidelines, particularly in key stage 2.

The curriculum promotes pupils' Welsh heritage and culture successfully. Teachers use a suitable variety of themes and topics to explore Welsh life and history. For example, pupils in key stage 2 study Pendine in West Wales as a contrasting locality and they have conducted a research project looking at Welsh influences in Patagonia in South America. Teachers give pupils suitable opportunities to write in Welsh towards the upper end of the Foundation Phase and in key stage 2. Staff use Welsh well in the Foundation Phase and the provision develops pupils' oral skills appropriately. However, the provision to develop pupils' oral skills in key stage 2 is less effective.

Staff promote sustainable development and global citizenship successfully. The eco committee encourages energy conservation throughout the school and it is currently working on plans to compare the current energy use with that in the new building. Pupils also grow their own produce both around their classrooms and in a small allotment within the grounds. The school has successful links with a school of the same name in Sri Lanka. There is a suitable focus on developing pupils' understanding of other countries and cultures, for example by studying communities in India and Mali.

Teaching: Good

Teachers generally plan activities that engage pupils' interest well. They use a suitable range of strategies to support pupils' learning, for example through work in pairs, groups and as individuals. Teachers devise useful experiences to develop pupils' interest and understanding, for example setting up an archaeological dig for pupils to discover artefacts relevant to a topic. Staff mostly adapt work suitably to meet the needs of pupils, but extension tasks do not always more able pupils fully.

Teachers set out clear learning objectives and success criteria. Most question pupils successfully to probe their understanding and to clarify their responses. Teaching assistants provide worthwhile support to individuals and groups of pupils, particularly the less able. Teachers make good use of the outdoors in the early part of the Foundation Phase and they encourage pupils to choose tasks and to show a suitable degree of independence, but this tails off towards the end of the phase where there is often too much whole-class work under the direction of the teacher. On occasions, the pace of lessons, particularly in key stage 2, is too slow and there is too much emphasis on the completion of tasks rather than on developing and extending pupils' learning fully.

All teachers know their pupils' strengths and weaknesses very well in the relatively small classes. Many teachers provide supportive verbal and written feedback that helps pupils to identify aspects of their work that they could improve further. The majority of teachers ensure that pupils respond to this feedback, for example by correcting spelling errors or improving their writing. Feedback provides suitable support and direction to pupils of middle and lower ability, but, for more able pupils, it tends to congratulate them on the quality of the work without providing ways to take their learning further. Most teachers provide purposeful opportunities for pupils to assess their own and other pupils' learning, but the extent of this varies from class to class.

The school collects and analyses a wide range of assessment information. Leaders use it purposefully to identify underachievement and to plan appropriate provision for pupils in need of additional support. However, the impact of this additional support on teaching and learning is limited and it adds little value to what teachers already know and record. Annual reports to parents contain worthwhile information about the progress pupils make and what they need to do to improve.

Care, support and guidance: Good

The school provides a high level of care, support and guidance for its pupils. Staff plan good opportunities for pupils to develop their moral, social and cultural

awareness, for example through participation in a wide range of local community events. The work in upper key stage 2 on developing dementia friendly attitudes is effective and pupils appreciate the opportunity to gain a better understanding of the needs of people with this condition. The school is a caring community that focuses successfully on developing pupils' wellbeing, for example by increasing their self-esteem and confidence through regular musical and dramatic performance.

Staff promote healthy living well. The work of the healthy schools ambassadors, combined with the work of the sports ambassadors, is very effective. Their meetings are well planned and co-ordinated and the pupils engage in purposeful activities, which help to promote pupils' health and wellbeing successfully. This has included the creation of a handbook for dinner ladies to enable them to support healthier lunch times and writing to the local high school to request use of its facilities for sports day while the primary school's own grounds are unavailable.

Good links with a range of specialist services contribute to effective support for pupils. Visitors from organisations, such as the police, help pupils to understand how to keep safe. There is suitable provision for sex and relationships education and education about drugs and substance misuse. Arrangements for safeguarding pupils meet requirements and give no cause for concern. Pupils have a growing awareness of how to keep themselves safe when using the internet.

The school has relatively few pupils with additional learning needs. Staff use a range of information on pupils' performance efficiently to identify pupils who require support and they put intervention programmes in place quickly. Teaching and support staff deliver tailored support to individual pupils and this ensures that most of these pupils make and sustain good progress over time.

There are effective systems to ensure high rates of attendance. However, the arrangements to encourage punctuality are less well developed.

Learning environment: Good

The school is a warm and welcoming community where all pupils feel valued. Staff know pupils well due to classes with relatively small numbers of pupils. The caring ethos encourages pupils to develop high levels of tolerance, respect and understanding of each other. Staff recognise and celebrate pupils' work and participation well through various rewards and a weekly assembly that celebrates pupils' achievements. Staff promote equality of opportunity well. Boys and girls take on leadership roles equally and they tend to achieve as well as each other.

The site is constrained at the moment as a result of the building of a new school that utilises a substantial part of the existing grounds. Teachers make good use of the current accommodation to provide a safe and stimulating learning environment for pupils in most classes. The attractive displays in most classrooms celebrate pupils' work and achievements well. There are worthwhile outdoor areas that pupils use well, including garden and forest areas, and they have access to a farmer's field while the school's usual field is out of action.

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

Leadership: Good

The headteacher manages the school effectively. Her vision for the school focuses securely on ensuring high standards of achievement and wellbeing for all pupils. Staff work successfully as a team to support this vision. The recent changes to the staffing structure have caused a period of instability within the senior leadership team. The changes have been managed efficiently and have not adversely affected the day-to-day running of the school or the standards achieved by pupils. All teachers are responsible for specific subjects or areas of the curriculum and job descriptions reflect their roles accurately. However, leaders do not ensure that all members of staff have sufficient opportunities to develop their leadership skills fully. There are well-established arrangements for managing the performance of staff and their individual targets align closely with the school's priorities for improvement.

The governing body is supportive of the school and knows the community it serves very well. Governors receive detailed reports on the school's performance from the headteacher. As a result, they have a clear understanding of the school's strengths and areas for development. They know how well the school is performing compared with other similar schools and they make good use of this information to challenge leaders about the standards that pupils achieve. However, their role in evaluating the quality of provision is at an early stage of development.

Leaders respond well to national priorities. For example, the planning for the development of pupils' literacy and numeracy skills takes good account of the literacy and numeracy framework.

Improving quality: Good

The school has effective systems for evaluating its strengths and areas for development. There is a clear timetable of self-evaluation activities throughout the year. Staff contribute to the process by gathering and analysing information from a wide range of first-hand sources of evidence, including scrutiny of pupils' books and lesson observations. The recent involvement of pupils in monitoring the quality of provision strengthens the process effectively. Parents contribute to the self-evaluation by responding to questionnaires and through informal discussions, and the school responds suitably to their views, for example by changing the arrangements for collecting children at the end of the school day.

Leaders use the information from the self-evaluation process well to identify priorities for improvement. The school development plan sets out improvement actions clearly and contains a manageable number of priorities linked to realistic timescales. Measurable success criteria provide a suitable basis for leaders to monitor the successful implementation of the plan. Each member of staff has delegated responsibilities for improvement within the plan. However, a few teachers are uncertain of their role in implementing and monitoring actions to achieve the agreed priorities. Evaluation of the previous development plan is thorough and demonstrates that the school has made strong progress in targeted areas, for example in securing improvements to its provision for literacy and numeracy.

Partnership working: Good

The school works closely with a good range of partners that enrich pupils' learning experiences effectively. Parents are supportive and the school values their contributions. Their recent fund-raising activities have enabled the purchase of more ICT equipment to support pupils' learning. Staff work well with specialist agencies to meet the needs of individuals and groups of pupils effectively, including behaviour therapists, educational psychologists and social services.

Links with the local church are strong. Pupils visit and participate in the major Christian festivals throughout the year. These activities support their wellbeing effectively. The school organises worthwhile visits to local community events, such as the Hay Festival where pupils meet authors and poets and have performed in the main pavilion. The visits enrich their cultural experiences successfully. Volunteers from the community support pupils' learning experiences well, for example by listening to readers and leading creative arts activities.

There are effective links with local secondary schools. Transition plans include opportunities for pupils to participate in a suitable range of activities with the secondary schools. These arrangements help nearly all pupils to move confidently to the next stage of their education. Teachers approach the standardisation and moderation arrangements within the cluster of local schools conscientiously and this ensures the validity of teacher assessments within the school and across the cluster.

Resource management: Good

The school has sufficient, suitably qualified staff to deliver the curriculum. Leaders make good use of staff expertise to support pupils' learning. For example, teachers exchange classes for teaching Welsh across key stage 2. The learning support assistants in classes make a valuable contribution to improving the learning experiences of individuals and groups of pupils.

Performance management arrangements identify staff development needs well. However, the school does not arrange sufficient opportunities for all staff to improve their professional skills, for example through visits to other schools or discussion of the outcomes of educational research. The arrangements for teachers' planning, preparation and assessment time meet statutory requirements, but the provision of this during assembly time has a negative impact on the school's overall teaching time, especially in key stage 2. Teachers work well with colleagues in the cluster of local schools, for example to agree a new feedback and marking policy.

The governing body manages school finances suitably. Spending decisions relate closely to school priorities and to supporting pupils' learning experiences. The school uses its pupil deprivation grant well to support the small number of identified pupils, who achieve the expected level of attainment at a good rate.

In view of the standards achieved by pupils and the consistent quality of provision and leadership, the school provides good value for money.

Appendix 1: Commentary on performance data

6663050 - LLANGORS C.I.W. SCHOOL

Number of pupils on roll	146
Pupils eligible for free school meals (FSM) - 3 year average	6.6
FSM band	1 (FSM<=8%)

Foundation Phase

	2013	2014	2015	2016
Number of pupils in Year 2 cohort	28	18	20	13
Achieving the Foundation Phase indicator (FPI) (%)	92.9	100.0	95.0	100.0
Benchmark quartile	2	1	2	1
Language, literacy and communication skills - English (LCE)				
Number of pupils in cohort	28	18	20	13
Achieving outcome 5+ (%)	92.9	100.0	95.0	100.0
Benchmark quartile	3	1	2	1
Achieving outcome 6+ (%)	46.4	55.6	50.0	61.5
Benchmark quartile	2	1	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	28	18	20	13
Achieving outcome 5+ (%)	92.9	100.0	95.0	100.0
Benchmark quartile	3	1	2	1
Achieving outcome 6+ (%)	46.4	55.6	45.0	69.2
Benchmark quartile	1	1	2	1
Personal and social development, wellbeing and cultural diversity (PSD)				
Number of pupils in cohort	28	18	20	13
Achieving outcome 5+ (%)	96.4	100.0	95.0	100.0
Benchmark quartile	3	1	4	1
Achieving outcome 6+ (%)	57.1	77.8	90.0	92.3
Benchmark quartile	3	1	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.

6663050 - LLANGORS C.I.W. SCHOOL

Number of pupils on roll	146
Pupils eligible for free school meals (FSM) - 3 year average	6.6
FSM band	1 (FSM<=8%)

Key stage 2

	2013	2014	2015	2016
Number of pupils in Year 6 cohort	18	18	23	20
Achieving the core subject indicator (CSI) (%)	88.9	100.0	100.0	100.0
Benchmark quartile	3	1	1	1
English				
Number of pupils in cohort	18	18	23	20
Achieving level 4+ (%)	88.9	100.0	100.0	100.0
Benchmark quartile	4	1	1	1
Achieving level 5+ (%)	72.2	83.3	78.3	70.0
Benchmark quartile	1	1	1	1
Welsh first language				
Number of pupils in cohort	*	*	*	*
Achieving level 4+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematics				
Number of pupils in cohort	18	18	23	20
Achieving level 4+ (%)	94.4	100.0	100.0	100.0
Benchmark quartile	3	1	1	1
Achieving level 5+ (%)	61.1	72.2	73.9	65.0
Benchmark quartile	1	1	1	1
Science				
Number of pupils in cohort	18	18	23	20
Achieving level 4+ (%)	88.9	100.0	100.0	100.0
Benchmark quartile	4	1	1	1
Achieving level 5+ (%)	72.2	72.2	73.9	60.0
Benchmark quartile	1	1	1	2

The core subject indicator (CSI) represents the percentage of pupils achieving level 4 or above in English or Welsh (first language), mathematics and science in combination.

* This item may disclose information on individuals, or it is not sufficiently robust for publication, not applicable or is otherwise unavailable.

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

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

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

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

Appendix 2

Stakeholder satisfaction report

Responses to learner questionnaires

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

	Number of responses Nifer o ymatebion	Agree Cytuno	Disagree Anghytuno	
I feel safe in my school.	77	75 97%	2 3%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	73	67 92%	6 8%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	75	73 97%	2 3%	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	77	73 95%	4 5%	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.	76	72 95%	4 5%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	73	69 95%	4 5%	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.	76	76 100%	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.	77	77 100%	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.	74	54 73%	20 27%	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.	75	71 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.	69	47 68%	22 32%	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	75	65 87%	10 13%	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.	36	20 56%	14 39%	1 3%	0 0%	1	Rwy'n fodlon â'r ysgol yn gyffredinol.
		62%	34%	3%	1%		
My child likes this school.	36	21 58%	12 33%	2 6%	0 0%	1	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.	36	22 61%	13 36%	1 3%	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.	36	21 58%	12 33%	2 6%	0 0%	1	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	35%	3%	1%		
Pupils behave well in school.	36	17 47%	17 47%	1 3%	0 0%	1	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		47%	48%	4%	1%		
Teaching is good.	36	18 50%	14 39%	1 3%	1 3%	2	Mae'r addysgu yn dda.
		61%	37%	2%	1%		
Staff expect my child to work hard and do his or her best.	36	25 69%	11 31%	0 0%	0 0%	0	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.	35	15 43%	10 29%	4 11%	0 0%	6	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.
		48%	43%	7%	2%		
Staff treat all children fairly and with respect.	36	17 47%	13 36%	4 11%	1 3%	1	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		59%	35%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	36	18 50%	16 44%	1 3%	1 3%	0	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		59%	38%	3%	0%		
My child is safe at school.	36	20 56%	12 33%	3 8%	0 0%	1	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'.	35	15 43%	10 29%	2 6%	0 0%	8	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		55%	39%	5%	2%		
I am kept well informed about my child's progress.	36	14 39%	18 50%	4 11%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		48%	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.	36	21 58%	8 22%	7 19%	0 0%	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.	36	10 28%	14 39%	4 11%	0 0%	8	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.	36	19 53%	14 39%	1 3%	0 0%	2	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.	34	11 32%	13 38%	3 9%	0 0%	7	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.	36	9 25%	18 50%	6 17%	0 0%	3	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	39%	6%	1%		
The school is well run.	36	21 58%	12 33%	1 3%	0 0%	2	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	34%	4%	2%		

Appendix 3

The inspection team

Barry Norris	Reporting Inspector
Rhian Jones	Team Inspector
Deris Davies Williams	Lay Inspector
Julie Wood	Peer Inspector
Lynne Jones	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.